

## **Foundation Certificate in HACCP**

**March 2003**

### **9 Guided Learning Hours**

QCA Qualification Number 100/2894/8

#### **Description:**

The Foundation Certificate in HACCP is appropriate for all persons employed in food and food related businesses who need to have an understanding of HACCP. It is particularly useful for those involved in the implementation and maintenance of HACCP and individuals who are, or intend to become, members of HACCP teams.

The aim of the qualification is to introduce the concept of HACCP and to develop an understanding of and the ability to apply HACCP principles practically in food and food related businesses in order to ensure effective food safety.



## Summary of Outcomes:

**To achieve this qualification, a candidate must:**

1. **Explain the need for a Hazard Analysis system.**
2. **State the principles and terminology relating to HACCP, *by being able to:***
  - Describe the basic principles of HACCP
  - Define terms relating to HACCP.
3. **Relate HACCP principles to practical situations, *by being able to:***
  - Outline the preparation of a HACCP plan
  - Explain how to implement the HACCP plan and identify potential problems
  - State how to verify and maintain HACCP systems

## **Content:**

### **1. Need for a Hazard Analysis System**

HACCP explained as a systematic approach to food safety management; legal requirements for food and food related businesses concerning hazard analysis and the control of food safety hazards; contribution of HACCP to a "Due Diligence" defence; need for and benefits of systems that control food safety; origins and reasons for development of HACCP; the importance of HACCP training.

### **2. Principles and terminology**

*Basic principles:* conduction of hazard analysis, identification of hazards, specification of control measures; identification of critical control points; establishment of critical limits for critical control points; establishment of procedures for monitoring, corrective action and verification; establishment of appropriate documentation.

*Terminology:* definitions of HACCP team, control measure, corrective action, critical control point, critical limit, hazard, monitoring procedures, process flow diagram, "level of concern" and risk.

### **3. Practical situations**

*Preparation of HACCP plan:* scope and terms of reference for a HACCP study; advantages of a team approach; where to obtain expertise; HACCP pre-requisites such as management commitment, resources and facilities, relevant staff expertise and training, cleaning and disinfection policies and procedures, pest management and waste management systems, labelling, traceability and recall procedures; product descriptions and intended use; product/process flow diagram; verification of flow diagram; identification of hazards and control measures for each step; identification of critical control points and establishment of their critical limits; documenting and recording HACCP plans.

*Implementation and possible problems:* monitoring systems for critical control points; corrective actions when critical limits exceeded; typical HACCP implementation problems.

*Verification and maintenance:* importance of verifying the implementation and effectiveness of HACCP systems; verification methods; maintenance of the HACCP system; importance of review of HACCP plans and systems; methods for review.

## **Assessment:**

Attainment of the Learning Outcomes will be assessed by an examination. A candidate who is able to satisfy the learning outcomes will be awarded a score of at least 70% in the examination. The examination will consist of 20 multiple-choice questions, to be completed in 30 minutes.

The multiple-choice examination is provided by the RSPH.

## **Guidance:**

### **Recommended prior learning:**

There are no recommended prior learning requirements for this qualification. The RSPH does, however, recommend that candidates have a level of literacy and numeracy equivalent to *Entry Level 2* (but see notes on Special Assessment Needs below). The possession of a qualification in food hygiene, such as The Royal Society for the Promotion of Health's *Foundation Certificate in Food Hygiene* (previously known as the *Food Hygiene Certificate* or *Essential Food Hygiene*) would be advantageous but is not essential.

### **Key Skills:**

It is expected that the delivery of this qualification should provide opportunities for the development of the following *key skills*:

Application of Number Level 1  
Communication Level 1  
Information Technology Level 1.

Guidelines for key skills are shown in Appendix 1.

## Other Issues:

The delivery of this qualification could provide opportunities for contributing to an understanding of Spiritual, Moral, Ethical, Social and Cultural issues and an awareness of Environmental issues, Health and Safety considerations and European developments. Possible areas for discussion are shown below.

<b>Spiritual</b>	The qualification can contribute to an understanding of spiritual issues by allowing students to discuss how the approaches of different religions to food production and preparation were driven by considerations of food safety.
<b>Moral and Ethical</b>	Moral and ethical issues can be developed in a discussion of the legal responsibilities of employees and employers to ensure the safety of food
<b>Social and Cultural</b>	A discussion of possible reasons for changes in food poisoning trends, which underlie food safety; consumption of raw foods such as fish and shellfish; different catering systems such as cook-chill, cook freeze and <i>sous vide</i> and the growth of food outlets such as sandwich bars and takeaways can contribute to an understanding of social and cultural issues.
<b>Health and Safety</b>	Health and Safety considerations are explicit in the qualification.
<b>Environment</b>	Awareness of environmental issues can be raised through consideration of disposal arrangements for waste refuse and waste food, pest control methods and the use of cleaning agents.
<b>European</b>	The influence of European legislation on UK law can be discussed in the context of the legal responsibilities of food producers.

## Restrictions on Candidate Entry:

Candidates should not enter, with another awarding body, for a Level One qualification in HACCP.

## Special Needs:

Centres that have candidates with special needs should consult the RSPH's *Regulations and Guidance for Candidates with Special Assessment Needs*, this is available from the RSPH and the RSPH's web site [www.rsph.org.uk](http://www.rsph.org.uk)

## Recommended Qualifications and Experience of Tutors:

The RSPH would expect that tutors have teaching experience and a qualification in a relevant subject area, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience. It is, however, recommended that tutors have experience of implementing and maintaining HACCP systems.

Suitable qualifications for the Foundation Certificate in HACCP include:

a) Degree or Dip. HE in:

Food Science  
Environmental Health  
Environmental Science  
Microbiology

or one that contains elements of these subjects.

b) HNC/D in one of the above.

c) Level 3 qualification in HACCP such as:

The Chartered Institute of Environmental Health's *HACCP in Practice Certificate*.

The Royal Institute of Public Health's *Advanced Diploma in Applied HACCP Principles*.

The Royal Society for Public Health's *Level 4 Award in HACCP Management for Food Manufacturing*

d) Graduate Diploma in Food Science and Technology of The Institute of Food Science and Technology.

Centres should be registered with the RSPH

Any enquiries about this qualification should be made to:

The Qualifications Department,  
Royal Society for Public Health  
3<sup>rd</sup> Floor  
Market Towers  
1 Nine Elms Lane  
SW8 5NQ

## Appendix One: Key Skills Guidelines

This qualification provides a number of opportunities for candidates to develop competence in key skills and to produce evidence towards attainment of key skills. Successful completion of the qualification does not in itself imply attainment of the listed key skills; this is dependent on the candidate producing a portfolio of evidence and the teaching and learning methods adopted by the tutor(s) and candidate in the delivery of the qualification.

The specification content, which provides the most appropriate opportunity for key skill development, is signposted below.

### Application of Number

Skill	Specification Content	Suggested Activity
<b>N1.1</b> Interpret straightforward information from <b>two</b> different sources. At least <b>one</b> source should be a table, chart, diagram or line graph.	Explain the need for a Hazard Analysis System	Candidates could obtain information relating to numbers of food poisoning cases by interpreting graphs, tables and charts supplied by tutors or downloaded from the internet (see Information Technology).

### Information Technology

Skill	Specification Content	Suggested Activity
<b>IT1.1</b> Find, explore and develop information for <b>two</b> different purposes	Explain the need for a Hazard Analysis System.	Candidates could obtain information relating to numbers of food poisoning cases by interpreting graphs, tables and charts downloaded from the internet.
<b>IT1.2</b> Present information for <b>two</b> different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers	Relate HACCP principles to practical situations.	Plans could be word-processed.

## Communication

Skill	Specification Content	Suggested Activity
<b>C1.1</b> Take part in a one-to-one discussion about different, straightforward subjects	Explain the need for a Hazard Analysis System.  Relate HACCP principles to practical situations.	Tutors could encourage candidates to discuss any aspect of the content relating to these learning outcomes.
<b>C1.2</b> Read and obtain information from <b>two</b> different types of document about straightforward subjects, including at least <b>one</b> image	Explain the need for a Hazard Analysis System.  Relate HACCP principles to practical situations.	Tutors could provide candidates with leaflets such as food industry publications, statistical information, newspaper, and magazine articles for candidates to obtain information about the content relating to these learning outcomes.
<b>C1.3</b> Write <b>two</b> different types of documents about straightforward subjects, including at least <b>one</b> image.	Relate HACCP principles to practical situations	Candidates could prepare HACCP plans as a learning exercise.