

# RSPH Level 2 Food Safety and Hygiene

## Centre Guidance - 2024

This guidance is to support tutors with providing their learners with an optimal learning experience. It is not mandatory to follow this guidance but RSPH would expect that the delivery of the course is planned appropriately with sufficient content and differentiation to ensure that learners not only have an opportunity to achieve the learning outcomes but to gain a clear overview of their role in food safety. Indicative content has been specified but tutors are also encouraged to include additional information, where relevant, that would offer added value to their learners.

The information covered by this qualification may be new to some learners; however, other learners, in the same cohort, may be generally familiar with the content. Therefore, the programme needs to be planned to meet the needs of both experienced and inexperienced learners.

The qualification is designed to cover the principles of food hygiene for food handlers working in catering, retail or other predominately food based environments.

Understanding and controlling food safety hazards is the prevailing theme of this qualification and it is important that learners fully understand their own role in food safety which includes not only handling food hygienically but reporting food safety hazards. The overarching requirement is that learners will apply their knowledge and understanding in their work place.

It is suggested that a variety of visual resources are used to illustrate the delivery of the course such as replica foods, canned foods, packaged foods, specimens of gnawed food packaging, empty containers of cleaning materials, cleaning cloths, colour coded equipment, storage containers and protective clothing. Relevant posters from the Food Standards Agency (FSA)/Food Standards Scotland (FSS) can also be used to reinforce key messages.

It is recommended that 'discovery' learning is used as a strategy, so that learners are drawing on their own experience and prior knowledge, wherever possible. Learner participation is vital for maximum involvement and it is advised that the tutor uses learning activities that require the learner to make contributions – such as identifying and controlling specific food safety hazards – so that they can pragmatically transfer

their learning into their place of work. It is also beneficial to reference seasonal events (barbecue season, Food Safety Week, etc) to contextualise areas of learning.

It is recommended that a range of learner activities are used so that various learning styles are accommodated and to enable formative learning checks. Open questions, quizzes, scenarios and gap thermometer handouts are examples but it is also advised that the tutor includes some centre-devised multiple choice questions as a learning check so that the learner is prepared for this assessment method.

It is suggested that the tutor discusses the broad scope of food handling – such as music festivals, air craft meals, residential care, child care nurseries, home deliveries, etc., - and how the legal framework still applies.

It is recommended that the legislation relating to the 14 named food allergens (Food Information Regulation 2014, no.1169/2011) is relayed in terms of how a food handler should deal with a consumer request for critical safety information.

It is advised that tutors share information on toolkits such as the FSA's 'Safer food, better business'/FSS 'CookSafe' so that learners are prepared if it is used in their own workplace. It is also recommended that the landing pages of the FSA/FSS internet website are demonstrated (as well as the specific internet link details) so that learners have a clear pathway to gaining further information after the course.