

RSPH Level 2 Award in Understanding HACCP

Tutor Guidance on Delivery:

It should be noted the following is recommended added value learning and recommendations that will NOT be assessed during the examination.

This guidance is designed 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 to ensure that learners not only have an opportunity to achieve the learning outcomes but gain a clear overview of their role in food safety management. 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 course programme needs to be planned to meet the needs of both inexperienced and experienced learners.

The qualification is designed to introduce the concept of HACCP and to develop an understanding of the HACCP principles and how they can be applied in food manufacturing and food related businesses. It is likely that learners may be involved in monitoring and corrective action activities in an implemented HACCP system. Learners may also include those who intend to become HACCP team members or are already undertaking this role.

Understanding the purpose and principles of HACCP is central to this qualification. It is important that learners are able to define many of the key terms used in HACCP and outline the process of developing a HACCP plan. The overarching requirement is that learners will apply their knowledge and understanding in their work place.

It is recommended that “discovery” learning be used as a strategy, so that learners are drawing on their own experience and prior knowledge, wherever possible. Learner participation is vital and the tutor should use techniques that require the learner to make contributions. The use of focussed exercises can help learners to apply theory previously discussed. These can be used with the learners working in pairs or small groups. The exercises can be based on a process familiar to the learners or one pre-devised by the tutor. A variety of training techniques should be used so that various learning styles are accommodated and to enable formative learning checks. Open questions, quizzes and games are examples that could be utilised by the tutor. It is advised that the learners are prepared for the multiple-choice question assessment at the end of the course, this can be achieved by using material available from the RSPH website or that has been developed by the tutor.

It is suggested that the tutor stresses the importance of pre-requisite programmes as a foundation for HACCP. Typical examples should be discussed, for example training, personal hygiene, cleaning and disinfection procedures, building and equipment design and maintenance, pest management, waste management, labelling, traceability and recall procedures. The tutor may have the opportunity to focus discussions on the learners’ own operation.

For learners from the UK, in particular the tutor should explain “due diligence” and how HACCP can help in such a defence.

It is recommended that definitions for key HACCP terms be obtained from the Codex Alimentarius Food Hygiene Basic Texts. The tutor should pay particular attention to areas of common confusion, e.g. hazard and risk, control and monitoring. The Codex logic sequence for the application of HACCP provides the tutor with a logical running order when explaining the process of developing a HACCP: starting with assemble the HACCP team; moving onto describe the product and identify the intended use; construct the flow diagram and its on-site confirmation; list all potential hazards, conduct a hazard analysis, consider control measures; determine the critical control points (CCPs); establish critical limits for each CCP; establish a monitoring system for each CCP; establish corrective actions; establish verification procedures and lastly establish documentation and record-keeping. It is suggested that the tutor also

explains the importance of the full commitment of management and the workforce to the successful application of HACCP. The tutor should also explain the need for the scope of the HACCP to be identified.