

RSPH Level 4 Award in Managing the HACCP System

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.

It is expected that the information covered by this qualification should be generally familiar to the learners. Learners will most likely have already successfully completed Level 3 HACCP training. Therefore, the course programme needs to be planned to meet the needs of more experienced learners.

The qualification is designed to provide understanding of the management of HACCP systems that have been developed using the seven Codex Alimentarius HACCP principles. It is expected that the majority of learners will aim to become HACCP team leaders or are already undertaking this role. The tutor will need to discuss the responsibilities of the team leader, this is to include management of the development of the HACCP plan and management of the process. Learners may also include those who audit or assess HACCP based systems, trainers and consultants and who therefore need a thorough understanding of the Codex approach.

It is expected that learners will already have a good understanding of the different stages of the Codex logic sequence and how to apply the principles of HACCP. In addition to learners being able to define the key terms used in HACCP in their own words, they should be able to explain why each term is important and key elements of each stage. Learners must be able to apply each stage in the process of developing a HACCP plan. The overarching requirement is that learners will apply their knowledge and understanding in their work place. Stages that might require particular focus should include the HACCP preliminary stages (develop the HACCP team, product description and intended use, flow diagram preparation and confirmation). The scope of the HACCP plan should also be covered as it is part of the HACCP terminology, although it is not included in the Codex logic sequence. The tutor should discuss the vital role of hazard analysis and include different approaches to help HACCP teams to carry out the hazard analysis (this could include the scoring system and the logic table). The learners need to be able to explain and use the Codex CCP decision tree, it would be expected that the tutor could lead discussion on potential issues with this tree. It is suggested that the use of alternative CCP decision trees should be discussed and examples shown. It is also suggested that the tutor leads discussions on the use of operational prerequisite programmes (OPRPs) and include some typical examples. Additionally, the tutor should ensure that learners develop a clear understanding of the different roles of validation, verification and review. Discussions should include potential validation and verification techniques for a range of products and processes, as part of this learners could be encouraged to discuss situations they are familiar with. It is recommended that learners are given the opportunity to critically review the application of the HACCP principles and be able to make suggestions on how HACCP plans could be improved.

It is suggested that the tutor could lead discussions on different approaches to HACCP, to include the use of model systems such as Safer Food Better Business and Cook Safe. In addition, there could be discussions on international developments in HACCP, this could include regulatory requirements outside of the UK and EU. The approach required by the Food and Drug Administration in the USA could be explained. It is suggested that the tutor should make learners aware of the outcomes of the work of the Codex Food Hygiene Committee in reviewing and updating the Codex HACCP guidance. The tutor could also lead discussions on HACCP requirements in the relevant BRC Standard Food, ISO 22000 and the work of the Global Food Safety Initiative (GFSI). It is suggested that the tutor includes in the course discussion on the growing importance of food defence systems, such as TACCP and VACCP, to manage deliberate contamination and how they relate to HACCP.

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 and the tutor should use techniques that require all learners to make contributions. The

use of focussed exercises can help learners to apply theory previously discussed. In particular, learners could work in pairs or small groups on exercises and activities. This will give the learners the opportunity to gain knowledge from others. A variety of training techniques should be used so that various learning styles are accommodated and to enable formative learning checks. Open questions and team feedback are examples that could be utilised by the tutor. It is advised that the learners are prepared for the written 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.