Qualification Specification

Highfield Level 4 Award in HACCP for Management (CODEX Principles) (RQF)

Qualification Number: 603/2731/5

Version 2 June 2020

Contents

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Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 4 Award in HACCP for Management (CODEX Principles) (RQF) is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

Key facts

Qualification number:	603/2731/5
Learning aim reference:	60327315
Credit value:	4
Assessment method:	Written exam
Guided learning hours (GLH):	30
Total qualification time (TQT):	40

Qualification overview and objective

The Highfield Level 4 Award in HACCP for Management (CODEX Principles) (RQF) is aimed at learners who are working at management level within food manufacturing and catering environments, quality assurance staff or members of the HACCP team. This qualification would also be useful for trainers, auditors, enforcers and other food safety professionals.

The objective of the qualification is to provide learners with the knowledge needed to develop, implement and evaluate CODEX-based HACCP food safety procedures.

Entry requirements

There are no prerequisites for this qualification, although it is recommended that learners already hold a Level 4 Award in Food Safety qualification and/or a Level 3 HACCP qualification before undertaking this qualification. Consultation between the learner and trainer may be required to ensure that the level of microbiology knowledge and other food safety matters is sufficient to undertake this qualification.

It is also recommended that learners have a minimum of Level 2 in literacy/English, or equivalent.

Guidance on delivery

The total qualification time (TQT) for this qualification is 40 hours, of which 30 hours are recommended as guided learning hours (GLH).

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under

direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is graded pass/merit/distinction/fail and is assessed by a written examination externally set and marked by Highfield Qualifications. The examination consists of **2 sections** and must be completed within **2.5 hours**.

Marks from both sections of the exam will be added together to determine the learner's overall grade. Learners will achieve a **pass** with a total overall score of **60-69** (60-69%), a **merit** with a total overall score of **70-79** (70-79%) and a **distinction** with a total overall score of **80-100** (80-100%).

Section A is comprised of **10 questions**. It is advised that learners take approximately **90 minutes** to complete this section.

Section B is comprised of **2 questions**. It is advised that learners take approximately **60 minutes** to complete this section.

NB: All questions within this examination are mandatory.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for the quality assurance of training delivery and invigilated assessment arrangements.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor requirements

Highfield Qualifications recommends nominated tutors for this qualification to:

- hold a relevant subject area qualification which could include any of the following:
  - level 4 HACCP qualification (or equivalent) **AND** a Level 4 Food Safety qualification **Or**
  - level 4 HACCP qualification (or equivalent) **AND** a Level 3 Food Safety qualification together with suitable and relevant work experience
  - degree or DipHE in a related subject such as:
    - o food science
    - o environmental health
    - o food microbiology
    - o or one that contains an appropriated amount of HACCP at the correct level
  - HNC/D in a related subject (as outlined above)

- Graduate Diploma in Food Science and Technology of the Institute of Food Science and Technology
- advanced HACCP Diploma, or above

- hold a recognised teaching qualification or experience, which could include any of the following:
    - level 3 Award in Education and Training or above
    - proof of at least 30 hours of training in any subject

- maintain appropriate continued professional development for the subject area

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield's Reasonable Adjustments policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:
- food science degree courses

Useful websites

Food Standards Agency www.food.gov.uk

www.highfieldqualifications.co.uk

www.highfield.co.uk

Recommended training materials

- *Intermediate HACCP (Level 3), Wallace, Carole A. Highfield International Limited*

- *Level 4 Award in HACCP for Management Training Presentation, Sprenger, Richard A. Highfield International Limited – To be updated early 2018*

Appendix 1: Qualification structure

To complete the Highfield **Level 4 Award in HACCP for Management (CODEX Principles) (RQF)**, learners must complete the following mandatory unit:

Unit reference	Unit title	Level	GLH	Credit
T/616/6769	Principles of HACCP for Management	4	30	4

Appendix 2: Qualification content

Unit 1: **Principles of HACCP for Management**
Unit number: T/616/6769
Credit: 4
GLH: 30
Level: 4

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the importance of CODEX based HACCP food safety management procedures**	1.1 Explain the HACCP approach to food safety management procedures 1.2 Interpret legislation relating to HACCP
2. **Understand how to manage the implementation of CODEX based HACCP food safety management procedures**	2.1 Describe the development requirements of the HACCP team 2.2 Explain the importance of effective communication
3. **Understand how to develop CODEX based HACCP food safety management procedures**	3.1 Explain the prerequisites for HACCP 3.2 Describe the product production processes and intended use 3.3 Describe the process of developing flow diagrams 3.4 Describe methods to identify and control hazards and risks in the production process 3.5 Explain how to determine critical control points, critical limits. monitoring and corrective actions
4. **Understand how to evaluate CODEX based HACCP food safety management procedures**	4.1 Discuss the verification, validation and review of the HACCP system 4.2 Explain documentation and record keeping procedures for HACCP

Indicative content

1.1 Explain the HACCP approach to food safety management procedures

- The HACCP approach to food safety management procedures including:
    - overview of HACCP and background
    - advantages and limitations of HACCP systems
    - logical preliminary steps to HACCP
    - the 7 HACCP principles
    - HACCP terminology and definitions (as stated in CODEX Alimentarius)
    - importance of HACCP and the specific system developed being relevant to a specific operation

1.2 Interpret legislation relating to HACCP

- Specific legislation relating to HACCP:
    - main provisions of relevant legislation regarding HACCP, including training requirements

2.1 Describe the development requirements of the HACCP team

- The development requirements of the HACCP team:
    - Composition of the HACCP team
    - Identification of relevant team members from within the workforce
    - Identification of areas where knowledge or experience is lacking and identification of relevant external expertise, where necessary, and use of ad hoc team members
    - Knowledge, experience, training and competence required by a HACCP team
    - Allocation of roles such as team roles and responsibilities and levels of authority within a team
- Resources required by the team for the design, development, implementation and maintenance of the HACCP study
- Importance of development and maintenance of supporting resources such as:
    - food safety policy
    - prerequisites
    - supplier specifications and information
    - document development and resources required for their development

2.2 Explain the importance of effective communication

- The importance of effective communication
- The need for communication to both senior management and the workforce with regards to:
    - the importance of the HACCP study
    - the importance of HACCP training
    - commitment to food Safety
    - procedures
    - standards
    - roles and responsibilities of staff and management
    - reporting procedures and methods

- Methods of communicating food safety management systems and procedures to the workforce, for example:
    - posters
    - workshops,
    - training,
    - briefs,
    - manuals,
    - newsletters
    - meetings
- Methods of implementing the HACCP system within a food business

2.3 Explain the pre-requisites for HACCP

- The prerequisites for HACCP for example:
    - reasons for and the importance of developing effective prerequisite programmes
    - the importance of developing policies prior to the implementation of HACCP
    - examples of prerequisites that should be developed and implemented
    - validation and verification of prerequisite programmes

3.1 Describe the product production processes and intended use

- Importance of terms of reference, including understanding production processes, procedures and intended use when developing HACCP studies:
    - reasons for describing products and procedures effectively within a HACCP study – including any preservatives used
    - importance of acquiring supplier and food chain information
    - importance and reasons for identifying intended use and consumers
- Content of product description including:
    - product name and product characteristics
    - description of the processes including: receiving, storing, processing, packaging and distribution of intermediate and final products
    - scope: start and end points of the study and hazards considered in the study
- Content of intended use of the product, including:
    - intended use of intermediary and end products, instructions for use
    - potential consumers, potential risks for consumers for example potential for bacterial contamination/multiplication and identification of vulnerable groups
- Additional sources of information to include in the Terms of reference for example:
    - relevant legislative documents/summary and relevant codes of practice
    - good manufacturing practice documents relating to the processes
    - reference documents e.g. general principles of food hygiene

3.2 Describe the process of developing flow diagrams process flow diagrams

- Process flow diagrams including:
    - terms of reference/purpose, scope
    - considerations regarding start and end of flow

- o impact of preceding and subsequent steps to the operation
- o producing a flow diagram
- o the importance of including all the steps and processes
- o on-site confirmation of the flow diagram

3.3 Describe methods to identify and control hazards and risks in the production process

- Hazards and risks in the production process including:
    - o purpose of Hazard Analysis
    - o microbiological, physical, chemical and allergenic hazards and examples of each type of hazard
    - o assessing hazards associated with different food processes
    - o methods of identifying hazards and information required
    - o internal and external sources of advice, information and support with regards to identification of hazards and validation of suitability of the advice, information and support received
    - o identification of hazards and controls at each step in the process
    - o methods of hazard analysis and determining significance of hazards
    - o importance of risk assessment and methods of determining the risk, severity of hazards and significance of hazards
- Assessment of suitability of control measures at each stage in a process

3.4 Explain how to determine critical control points, critical limits. monitoring and corrective actions

- Critical control points, critical limits and corrective actions:
    - o identification of critical control points and use of tools such as decision trees at each step in a process
    - o limitations and potential problems associated with identifying critical control points for some processes
- Methods to determine critical and safe limits and parameters commonly used when determining critical limits e.g. time, temperature, pH, water activity
    - o sources of information available to determine critical and safe limits
- Benefits and use of target levels and tolerances
- Examples of critical and safe limits for critical control points throughout a process:
    - o implications to consumers of exceeding critical and safe limits
- Development of monitoring systems to include method, frequency and responsibilities:
    - o the importance of monitoring and implications of ineffective monitoring to both the business and consumers
- Requirement for corrective action:
    - o Identification of when corrective actions may or will be required
    - o Types of corrective actions and examples of corrective actions throughout a process
    - o Importance of regaining control; need for action plans for restoring control and responsibilities for implementing corrective actions; importance of monitoring once control is restored
    - o Treatment of a potentially affected product

- Importance of effective record keeping and reporting procedures
- Verification of corrective actions:
  - internal and external sources of advice, information and support with regards to determination of suitable critical control points, critical limits and corrective actions; validation of suitability of the advice, information and support received

4.1 Discuss the verification, validation and review of the HACCP system

- Verification and review of procedures:
  - the importance of verification and validation of HACCP systems
  - identification of steps in the HACCP system which require verification
  - verification and validation methods which may be applied throughout a process
  - internal and external sources of advice, information and support with regards to verification and validation; validation of suitability of the advice, information and support received
  - role of audit and inspection in verification and validation
  - HACCP verification plans and reports
- Requirement for review of HACCP systems

4.2 Explain documentation and record keeping procedures for HACCP

- Documentation and record keeping procedures:
  - importance of documentation and records and other associated documents through the food chain
  - examples of HACCP documentation and records throughout the process
  - storage of HACCP records

Appendix 3: Sample assessment material

Questions will mainly test knowledge and understanding of HACCP processes.

Specific answers have not been included, however some guidance regarding how to approach the question and pitfalls to avoid has been provided.

<u>Section A</u>**: This section will consist of short answer questions with varying mark allocation.**

1. Describe what is meant by the term critical limit. (4 marks)

2. Describe 2 potential problems a business may have if monitoring records are not completed correctly. (4 marks)

3. A food business produces unbaked frozen pies in a central bakery. These are then distributed to retail and catering outlets, baked off and sold hot or are cooled and sold chilled. Outline, with reasoning, 2 key elements about the production of the pie filling you would need to know more about so that hazards and controls are suitably identified. (6 marks)

4. With reference to 2 different examples, explain the difference between a critical limit and a target level. (4 marks)

<u>Section B</u>**: Learners complete 2 questions. Both questions carry an equal mark allocation and it is advised that candidates spend approximately 30 minutes answering each question.**

A local delicatessen supplies its home-made, ready to eat, egg and potato salad to local restaurants and cafes in addition to selling the product in its own shop. You have been asked to consult with them regarding their hazard analysis.

a) With reference to the sample of their hazard analysis (provided on the next page), outline, with reasons, 3 aspects you would brief team members about when revisiting the hazard analysis process at a team meeting (9 marks)

b) Outline, a suitable example you could use to illustrate the purpose of identifying significant hazards when conducting a hazard analysis (2 marks)

c) Describe, with the aid of a suitable example for each, 3 methods or items which can be used to help determine whether a hazard is significant. (9 marks)

	PROCESS STEP	IDENTIFIED HAZARD	CONTROLS in PLACE	HAZARD SIGNIFICANCE			JUSTIFICATION / COMMENTS
				Severity 1 = low 5= high	Lkhd 1 = low 5= high	Score	
1	Purchase	Contaminated product due to using un-reputable supplier contamination from packaging contamination from soil	Supplier questionnaire reviewed 3 yearly Supplier audits for selected suppliers Specify packaging to supplier Reputable supplier	3	2	6	Supplier audited regularly
2a	Ambient Storage of dried seasoning	Physical from damaged packaging Microbiological multiplication	Correct storage Checking date codes daily	1 1	1 3	1 3	 Record in daily diary
2b	Chilled storage	Spoilage of carrots	Regular checks of chiller temperature	0	1	0	No previous problems
3	Debagging	Physical contamination from packaging	Staff training to wash hands Handwash	5	1	5	