

Unit Title: Food safety and storage

OCR unit number: D8

Life and Living Skill Area: Home Management

Level: Entry 2

Credit value: 3

Guided learning hours: 30

Unit purpose and aim

The purpose of this unit is to develop awareness of the importance of correct food storage and food handling in order to maintain health and so to encourage learners to gain independence.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Know basic hygiene rules	The Learner can: 1.1 Identify at least three hygiene procedures before handling food	The learner can identify three or more basic hygiene rules to follow before handling food. For example, using an appropriate communication method, they state always wash and dry hands, use hand sanitizer gel, tie hair back; wear a cap and put on a clean apron or overalls, use tongs to serve food.
2 Know how to store different types of food	2.1 Identify tinned, fresh and frozen foods 2.2 State where and how each would be stored	The learner shows they can identify different types of food. Examples could include: locating fresh, tinned and frozen fruit and vegetables at the supermarket; sorting shopping into different types – tins, packets, fresh and frozen by touch. The learner can indicate where different foods should be stored. For example, identifying where ice cream should be stored without allowing it to melt, an appropriate place for fresh food – a bread bin, fruit bowl or fridge for chilled items.
3 Know when food should be discarded	3.1 Ask for assistance to identify a “Sell by” or “Use by” date	The learner requests help to find ‘sell by’ or ‘use by’ dates on different types of products

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
	<p>3.2 Identify two types of appearance to know that food is still fresh</p> <p>3.3 Identify a food that may not be safe to use/has “gone off”</p>	<p>such as fresh food and tinned goods. The learner may use an identifier or a specialist reader if required.</p> <p>The learner is able to show two or more ways to know if food is still fresh. For example, by smell, touch, appearance. Milk may smell sour, bread may feel hard when stale; images may be used to show the difference between fresh and rotting food etc.</p> <p>The learner can show that they can identify that a food may not be safe to use. Examples could include identifying food that is beyond its ‘use by’ date or that has been stored incorrectly; they may try a simple experiment such as not putting milk back in the fridge to see if there are changes they can identify and discuss findings.</p>

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The method of assessment will be appropriate to the individual learner and may include annotated photographic evidence or witness statements.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The evidence must show how the candidate has met the assessment criteria and witness statements should refer directly to the assessment criteria.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.