



The specification for:  
**Level 2 Award in Food Safety for  
Manufacturing**

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This is version 1 of the TLM handbook for the Level 3 Certificate for RDK Professionals. Further printed copies can be obtained from Lulu.com or the pdf freely downloaded from [www.tlm.org.uk](http://www.tlm.org.uk).

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The assessment model for the qualifications presented in this publication was designed by TLM in consultation with employers and academic institutions in order to offer the most up to date set of skills and experiences available at the time of delivery.

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# 1. For those in a hurry!

Please read the rest of the book later as the details are important!

- 1.1 TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
- 1.2 Learners must demonstrate competence against the assessment criteria from their day to day work and the tutor/assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

## Procedures

- 1.3 The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
- 1.4 TLM will provide initial training in the pedagogical model and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

## 2. Introduction

The Level 2 award in food safety for manufacturing qualification is designed for a wide range of abilities and for people who require skills and competence in the broadband software functionalities. There is a wide range of units available for all skill levels and interests.

### 2.1 **Level 2 Award in Food Safety for Manufacturing**

The Level 2 Award is a qualification to introduce Learners to the principles and fundamentals of food safety associated with food manufacturing. It includes how individuals have a personal responsibility for food safety, the importance of personal hygiene, keeping work areas clean and hygienic, safe food handling practices and keeping food products safe.

#### **Mandatory**

Unit 1 Food Safety for Manufacturing (1 credit).

#### **Optional**

Not applicable

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# 3. Summary of Qualification Specification

## 3.1 Level 2 Award (Annexe A)

The Level 2 Award is a qualification a qualification to introduce Learners to the principles and fundamentals of food safety associated with food manufacturing. It includes how individuals have a personal responsibility for food safety, the importance of personal hygiene, keeping work areas clean and hygienic, safe food handling practices and keeping food products safe.

**Qualification Title:** TLM Level 2 Award in Food Safety for Manufacturing

**Qualification Number:** 603/7287/4

**Qualification Level:** Level 2

**Total Credits:** 1

**Guided Learning Hours:** 6

**Total Qualification Time:** 8

**Assessment Methods:** Multi Choice Examination

### Assessment

Learners must demonstrate competence against the assessment criteria from their day to day work and the teacher assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

**Mandatory Unit - Unit 1 Food Safety for Manufacturing (1 credit)**

## 3.5 Assessment

Theory assessment/multiple choice question papers


Learner and Learners should answer all the questions under controlled conditions

The maximum time allowed is 60 minutes

- The minimum mark is 20 out of 30 to be considered for an overall 'Pass'.

## 4. Qualification Content

<b>Mandatory</b>	<b>Optional (for reference)</b>
<b>1 CREDIT</b>	<b>NONE</b>
<b>Unit 1</b> Food Safety for Manufacturing (1 credit)	



# 5. Support

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## Guidance and Assistance

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- 6.1 There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified teachers, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than “chasing paper”. There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.
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- 6.2 **Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.
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- 6.3 The **community learning site** provides free optional facilities for learners to submit their evidence on-line, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.
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- 6.4 **Telephone** and e-mail support are available to all Centres. There is a general convention of `firstname.secondname@tlm.org.uk` for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.
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## 6. Registration & Procedures

### Registration

- 7.1 TLM publishes all of its fees on its main website

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.

### Internal standardisation

- 7.2 The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.

TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.

### Authentication

- 7.3 All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.
- 7.4 Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

## 7. Other Considerations

### Access arrangements and special requirements

- 8.1 All TLM's qualifications are intended to be accessible, as widely as possible. There is an extensive policy documented on the web site at <https://tlm.org.uk/policy-download-centre/>. Centres should contact TLM if they have any questions related to accessibility issues.

### Language

- 8.2 The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.

### Malpractice

- 8.3 TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at <https://tlm.org.uk/policy-download-centre/>. Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.

### Equality of opportunity

- 8.4 TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at <https://tlm.org.uk/policy-download-centre/>

### Resources, Support and Training

- 8.5 A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.
- 8.6 TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

## Annexe A

### Level Certificate - Unit assessment - coursework guidance

The **Level 2 learner** has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Holder can interpret relevant information and ideas. Holder is aware of a range of information that is relevant to the area of study or work.

AND/OR

Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.

**Moderation/verification:** The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

#### General Information

The Level 2 qualification has the following characteristics for learners:

- Achievement at RQF level 2 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
  - Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
  - Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
  - Take responsibility for completing tasks and procedures subject to direction or guidance as needed.
- The specification for the Level 2 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with adults and young learners (14+)

#### Requirements

- Standards must be confirmed by a trained Level 2 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day-to-day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 170 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

## The Mandatory Unit - Level 2, Unit 1 – Food Safety for Manufacturing (1 credit)

1. 1. Understand how individuals can take personal responsibility for food safety	2. Understand the importance of maintaining personal hygiene	3. Understand the importance of keeping the work areas clean and hygienic	4. Understand the importance of keeping products safe
1.1 I can 1.1 Identify the importance of food safety procedures	2.1 I can recognise the importance of personal hygiene in food safety including its role in reducing the risk of contamination	3.1 I can Identify how to keep the work area and equipment clean and tidy	4.1 I can Identify the sources and risks to food safety from contamination and cross contamination
1.2 I can State how to report food safety hazards, infestations and food spoilage	2.2 I can Identify effective personal hygiene practices	3.2 I can State the importance of safe waste disposal	4.2 I can State how contamination of food can cause illness or injury
1.3 I can recognise the legal responsibilities of food handlers and food business operators		3.3 I can Identify the importance of pest control	4.3 I can Identify safe food handling practices and procedures
			4.4 I can Recognise the importance of temperature controls
			4.5 I can identify stock control procedures

## **Assessment Method**

Theory assessment/multiple choice question papers

Learner and Learners should answer all the questions under controlled conditions

The maximum time allowed is 60 minutes

- The minimum mark is 20 out of 30 to be considered for an overall 'Pass'.

## Expansion of the assessment criteria

Criteria	Additional Information and Guidance
<p><b>1.1 I can Identify the importance of food safety procedures</b></p>	<p>Learners will be able to demonstrate their knowledge of:</p> <ul style="list-style-type: none"> <li>• The costs of poor practise</li> <li>• The advantages that getting food safety brings to the manufacturing environment</li> </ul>
<p><b>1.2 I can State how to report food safety hazards, infestations and food spoilage</b></p>	<p>Learners can the principles of HACCP</p> <ul style="list-style-type: none"> <li>• 1. Conduct a hazard analysis</li> <li>• 2. Identify Critical Control Points (CCPs)</li> <li>• 3. Set critical limits for each CCP</li> <li>• 4. Set up checks for each CCP</li> <li>• 5. Corrective action</li> <li>• 6. Verification</li> <li>• 7. Record keeping</li> </ul> <p>Learners can also demonstrate an understanding of how enforcement applies (Environmental Health Practitioners)</p>
<p><b>2.1 : I can recognise the importance of personal hygiene in food safety including its role in reducing the risk of contamination</b></p>	<p>Learners will be able to identify the importance of personal hygiene and relate it to:</p> <ul style="list-style-type: none"> <li>• Legislation e.g. reporting of illness</li> <li>• Reduction of contamination e.g. good design of premises</li> <li>• Reduction of cross contamination e.g. good hand hygiene</li> </ul>
<p><b>2.2 : I can identify effective personal hygiene practices</b></p>	<p>Learners will be able to identify the importance of personal hygiene practises, including:</p> <ul style="list-style-type: none"> <li>• Personal protective clothing</li> <li>• Hand washing</li> <li>• Hair</li> <li>• Jewellery</li> <li>• Illness</li> <li>• Cuts and wounds</li> </ul>

<b>3.1 : I can identify how to keep the work area and equipment clean and tidy</b>	<p>Learners will be able to identify the key areas of:</p> <ul style="list-style-type: none"><li>• When to clean</li><li>• Cleaning schedules</li><li>• Cleaning and disinfection methods</li><li>• Safe use and storage of cleaning materials</li><li>• Design of premises and equipment e.g. adequate lighting and ventilation, non-slip floors</li></ul>
<b>3.2 : I can state the importance of safe waste disposal</b>	<p>Learners will be able to demonstrate they understand the need for safe waste disposal, including:</p> <ul style="list-style-type: none"><li>• Prevention of bacteria</li><li>• Prevent pest infestation</li><li>• Types of waste</li><li>• Safe storage of waste</li><li>• Ideal features of indoor and outdoor bins</li></ul>
<b>3.3 : I can identify the importance of pest control</b>	<p>Learners will be able to demonstrate the importance of pest control including:</p> <ul style="list-style-type: none"><li>• Common food pests</li><li>• Signs of pests</li><li>• Prevention</li><li>• Reporting of signs of pests</li><li>• Preventing contamination</li></ul>

	<ul style="list-style-type: none"> <li>• Preventing damage</li> <li>• Consequences for the food business</li> </ul>
<p><b>4.1 : I can identify the sources and risks to food safety from contamination and cross contamination</b></p>	<p>Learners will be able to demonstrate they understand how to identify the sources and risk to food safety</p> <ul style="list-style-type: none"> <li>• Microbial contamination e.g. bacteria, cross contamination</li> <li>• Chemical contamination e.g. cleaning materials, insecticides, pest poison</li> <li>• Physical contamination e.g. hair, insects, machinery parts, packaging, dirt</li> <li>• Allergenic hazards – 14 major allergens, the importance of controlling allergens</li> <li>• High risk foods</li> <li>• People at higher risk of food poisoning</li> </ul>
<p><b>4.2 : I can state how contamination of food can cause illness or injury</b></p>	<p>Learners will be able to demonstrate they understand how contamination of food can cause illness or injury, including the risk of:</p> <ul style="list-style-type: none"> <li>• Allergic reactions</li> <li>• Food poisoning</li> <li>• Foodborne diseases</li> </ul>
<p><b>4.3 : I can identify safe food handling practices and procedures</b></p>	<p>Learners will be able to demonstrate safe food handling practises and procedures. eg</p> <ul style="list-style-type: none"> <li>• Display units</li> <li>• Dry stores</li> <li>• Food preservation</li> <li>• Refrigeration</li> <li>• Frozen food</li> <li>• Cooking and reheating</li> <li>• Hot holding</li> </ul>



	<ul style="list-style-type: none"><li>• Cooling</li><li>• Thawing</li></ul>
<b>4.4 : I can recognise the importance of temperature controls</b>	<p>Learners will be able to demonstrate importance of correct temperature controls for:</p> <ul style="list-style-type: none"><li>• cooking; reheating</li><li>• hot holding</li><li>• refrigerated deliveries; refrigerating and cold holding; chilled display and cold stores</li><li>• frozen deliveries; deep freezing</li></ul> <p>Learners will be able to demonstrate importance of correct temperature controls relating to the:</p> <ul style="list-style-type: none"><li>• Danger zone</li></ul>
<b>4.5 : I can identify stock control procedures</b>	<p>Learners will be able to demonstrate they understand stock control procedures, including:</p> <ul style="list-style-type: none"><li>• Deliveries</li><li>• Storage</li><li>• Date marking</li><li>• Stock rotation</li></ul>