

COURSE FOD2150: FOOD SAFETY & SANITATION

Level: Intermediate

Theme: Management

Prerequisite: None

Description: Students learn about food-borne illnesses and the importance of food safety and sanitation training for anyone handling food in personal, as well as commercial, applications.

Note 1: Because of the theoretical emphasis in this course, consideration might be given to complementing it with a more practical or project course.

Note 2: Tourism Studies students may achieve the competencies in this course without participating in preparation.

Parameters: Personal or commercial food preparation facility.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the relationships among foods, micro-organisms and food-borne illness describe measures to prevent food contamination and to control the growth of micro-organisms in food describe the role of regulatory agencies and safety programs, such as the Workplace Hazardous Materials Information System (WHMIS), in maintaining a safe and sanitary environment 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> concept test consisting of questions on: <ul style="list-style-type: none"> composition of foods and potential for food-borne illness growth and reproduction of micro-organisms – risks, types, symptoms and prevention of food-borne illness food safety procedures for receiving, handling and storage of food and equipment Workplace Hazardous Materials Information System (WHMIS) regulatory agencies, legislation and inspection procedures. <p><i>Assessment Tool</i> Professional Cooking <i>Instructor's Manual</i> National Sanitation Training Program <i>Instructor's Manual</i></p> <p><i>Standard</i> Score 65% on assigned questions</p>	40

COURSE FOD2150: FOOD SAFETY & SANITATION (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate the safe handling of food in a manner consistent with section 43 of the <i>Public Health Act Food Regulation</i> • describe the personal or career relevance of the competencies developed within the course • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical lab experiences in which the student analyzes and/or demonstrates appropriate food safety knowledge, skills and attitudes in: <ul style="list-style-type: none"> – handling and storing food – preparing food – cooking food – serving food – maintaining an existing quality control program. <p><i>Assessment Tool</i> <i>Lab Assessment: Intermediate Level, FODLAB–2</i> <i>Safety and Sanitation Checklist, FODSSC</i></p> <p><i>Standard</i> <i>Meet applicable criteria on FODSSC—a minimum of four times</i></p> <ul style="list-style-type: none"> • course reflection in which the student will complete one of the following: <ul style="list-style-type: none"> – <i>Reflection Log: Intermediate Level, FODREF–2</i> – <i>Field Trip Assessment, FODFTA</i> – <i>Article or Audio-visual Review, FODAVR</i> – <i>Career Research: Intermediate Level, FODCAR–2.</i> <p><i>Standard</i> <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>50</p> <p>10</p> <p>Integrated throughout</p>

MODULE FOD2150: FOOD SAFETY & SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • relate the composition of foods to their potential for food-borne illness, including: <ul style="list-style-type: none"> – moisture content and pH – foods with natural protective barriers – normal micro-organisms associated with foods. 	
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> • differentiate between enzymes and various micro-organisms, considering: <ul style="list-style-type: none"> – their potential for causing food spoilage and/or food-borne illness – the useful role played by some of these with foods • describe growth and reproduction of micro-organisms considering: <ul style="list-style-type: none"> – hospitable environments – effect of temperature (hot or cold) – effect of pH – presence/absence of oxygen – chemicals • differentiate between food infection and food intoxication • identify significant micro-organisms responsible for food-borne illness, considering: <ul style="list-style-type: none"> – sources of the micro-organisms – symptoms of food-borne illness • demonstrate control of food contamination and growth of micro-organisms in food through measures including: <ul style="list-style-type: none"> – personal hygiene – cross-contamination – temperature control – pest and garbage control – cleaning and sanitation of equipment and utensils • identify procedures for receiving, handling and storage of food and equipment • explain the importance of WHMIS. 	<p>Bacteria, yeasts, molds, parasites and viruses.</p> <p>Discuss refusing products and avoiding products.</p>

MODULE FOD2150: FOOD SAFETY & SANITATION (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify potentially high risk food preparation areas • describe and manage a program of quality controls and assurances, through identification and monitoring of critical control points • describe the role of the public health inspector, federal, provincial and local food regulations and other regulatory legislation. 	
Preparation and Presentation	<ul style="list-style-type: none"> • analyze and/or demonstrate methods of storing, preparing, cooking and serving foods in a safe and sanitary manner. 	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> • describe career options where skills developed in Food Safety & Sanitation are particularly important. 	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student's beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>