

HORECA

Strategies to Improve the Qualification of Hotel
Restaurant Catering Staff on Food Safety and Hygiene
Practices

COURSE CURRICULUM




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ISEKI-FOOD
ASSOCIATION




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The development, dissemination, and implementation of relevant and effective curriculum and expected learning outcomes can improve teaching and learning.

The curriculum framework communicates what teachers and students should understand and be able to achieve, including the intended learning outcomes. The definition of a curriculum is a systematic and deliberate statement of what, why, how, and how well students should learn it.

The entirety of information, knowledge, understanding, attitudes, values, abilities, competences, or behaviors that a student should possess upon successfully completing the program is defined as expected learning outcomes.



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The main goal of the project is to raise HORECA workers' digital awareness related to food safety and hygiene practices.

Based on the main goal the specific objectives of the project are:

- To support conscious HORECA workers, reduce unfair competition on food marketing.
- To provide learning and training opportunities for low skilled HORECA workers.
- To increase the work capacities of Horeca workers who have less opportunities by improving their key competences

For professionals who work in the sector to have the training, tools and strategies will have;

Acquisition of new professional, social and intercultural competences, thanks to the comparison with other European educators of strategies and educational approaches, sharing with other colleagues

Ability to integrate and adapt to the international workplace, the ability to adapt to change and the flexibility to work at European level, providing them with;

- Interpersonal skills in new work contexts;
- Intercultural and European sensitization;
- Language skills or related to the spoken language in the host country and/or English, the working language.
- Skills or ICT derived from the great use of digital and multimedia tools used during the project and the use of all communication languages, iconic, conventional and emotional.

Developed materials are directly related to HORECA workers not only in the countries of project partners but also in every part of Europe, because developed strategies aim to improve the quality and efficiency of training environments, especially in the fields of enhancing communication, improving the quality of environments will increase the opportunities of living a better and comfortable life in Europe. With the increase of those studies on food safety, HORECA workers will find a chance to gain reaching easily to the required materials. Those studies will contribute to reduce scattered information in terms of using healthy food to assist these food consumers.

After receiving this training, students will be able to:

- Recognize personal-related contaminations.
- Be aware of working personnel responsibilities in terms of personal health and cleaning rules.
- Know the basic principles of sanitation.
- Know how to perform cleaning and disinfection in the workplace.
- Ensure protection against pests.
- Know the waste distribution in the food services.
- Manage with food safety in HORECA sector.
- Know hygienic measures in reception, handling, storage of fruits and vegetables and meat and fish.
- Prevent and manage cross contamination.
- Know correct conditions for the different processes: preparation, cooking, freezing, defrosting and reheating.
- Identify the most common food allergens.
- Recognise the food allergy symptoms.
- Identify the difference between Food Allergy and Food Intolerance.
- Define food safety audits.
- Know the food safety audits process.
- Describe what food safety is.
- Become familiar with the basic concepts.
- Describe food safety systems
- Know Critical Control Points
- Know the hazards associated with food, explain what they are, and what impact these hazards have on health.
- To define food safety audits.
- To know food safety audit structure.
- To know the food safety audits process.

OBJECTIVES

Providing definitions of food and nutrition safety and discussion of the factors affecting this safety, as well as legal norms in in this regard.

The students will be able:

- describe what food safety is
- become familiar with the basic concepts

TITLES & CONTENT

Write the content of Session 1.

1. Introduction to Food Safety and Basic Concepts

1.1. Definitions

1.2. Purpose

1.3. Principles

1.3.1. Cleaning

1.3.2. Chilling

1.3.3. Cooking

1.3.4. Cross-Contamination

TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and in-class discussion will be used.

ASSESSMENT TECHNIQUES

educational games, case studies, power point presentations, educational videos, e-learning platform with quiz questions will be used

SESSION 2 Food Safety System

OBJECTIVES

It is also very important to make people aware of the risks we are exposed to - food pathogens, cross-contamination. It is also important to make people aware of physical and chemical intolerances of food, and to show the difference between food intolerance and food allergy.

Understanding the HACCP system which is based on the analysis of hazards and critical control points. It is the assurance of food safety, which is based primarily on the prevention of hazards that can spoil this food.

- describe food safety systems
- know Critical Control Points
- know the hazards associated with food, explain what they are, and what impact these hazards have on health

TITLES & CONTENT

2. Food Safety Systems

2.1. HACCP Application of Principles

2.2. Hazards

2.2.1. Food Pathogens

2.2.2. Physical and chemical food intolerances

2.2.3. Allergen

2.2.4. Cross contamination

2.3. Critical Control Points (CCPs)

2.3.1. How to control CCPs

TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and in-class discussion will be used.

ASSESSMENT TECHNIQUES

educational games, case studies, power point presentations, educational videos, e-learning platform with quiz questions will be used

SESSION 1: Personal Hygiene Rules

OBJECTIVES

Understanding the importance of personal hygiene rules in safe food production and HORECA operations requires being aware of the hazards arising from the working personnel's health and their behaviors; having knowledge about the practices for the implementation of the hygiene rules to be followed in the workplace, and creating a production environment free from personal-derived bacteria species. Personnel hygiene in enterprises is a two-way situation. First, workers should know what they are responsible for when it comes to their own health, cleaning and hygiene rules should be followed at all stages of HORECA operations. Second, there should be places such as staff rooms, handwashing areas, etc. for workers to take care of their own hygiene in the workplace.

The students will be able to:

- Recognize personal-related contaminations
- Be aware of working personnel responsibilities in terms of personal health and cleaning rules.
- Be aware of the necessary precautions in the workplace: Staff room, hand washing areas, hygienic entrances and exits, cleaning materials, and disinfectants used in workplace
- Know what to do if the staff is sick or wounded

TITLES & CONTENT

2.1. Definitions of Hygiene, Sanitation, and the Resident Flora of the Human Body

2.2. Personal-Related Contamination Cycle

2.3. Staff Health Issues and Porter Examination

2.4. Ensuring Personal Hygiene in the Workplace

2.4.1. Staff Rooms and Protective Clothing

2.4.2. Hygienic Entrances and Exits

2.4.3. Hand Washing Areas and Hygienic Hand Washing

2.5. Summarizing the Personal Hygiene Rules

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TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and in-class discussion will be used.

ASSESSMENT TECHNIQUES

A simple quiz will be used to evaluate the students' performances and how much they have learned during the session.



SESSION 1 Working place and Equipment Cleaning, Hygiene and Sanitation

OBJECTIVES

A clean and sanitary establishment is the result of a planned program that is properly supervised and followed according to schedule.

Workers who are rushed trying to meet the needs of customers frequently neglect correct practices. A knowledgeable, alert, and strong manager is needed to prevent a breakdown in sanitation discipline. Cleaning and sanitizing are the basis of good housekeeping. All food contact surfaces must be cleaned and sanitized after every use, when there is service interruption during which contamination is possible, or at regularly scheduled intervals if the surfaces are in constant use.

Students will able to:

- Know the basic principles of sanitation.
- Know how to perform cleaning and disinfection in the workplace.
- Know cleaning principles in food services.
- Know sanitary principles in food services.

TITLES & CONTENT

3.1 General hygiene rules and sanitation procedures

3.1.2 Cleaning Principles in Food Services

3.1.3 Sanitary Principles In Food Services

3.1.4 Program of sanitation

TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and discussion.

ASSESSMENT TECHNIQUES

A simple quiz will be used to evaluate the students'.

SESSION 2 Pest control

OBJECTIVES

Pests are drawn to food, and it can create huge problems in food facilities, making it all necessary for all food-related facilities to have a proper Integrated Pest Management program in place to maintain the high standards required by their food safety programs.

There are different types of pests, including mice, rats, flying insects and insects that grow in foodstuffs. All types of pests involve hygiene- and/or health risks. Control and prevention procedures differ per type of pest.

The students will be able:

- To be able to ensure protection against rodents.
- To know strategies for rodent protection.
- To be able to ensure protection against insects.
- To know strategies for insects protection.

TITLES & CONTENT

3.2 Pest control

3.2.1 Rodent Control

3.2.2 Rodent protection strategies

3.2.3 Insect control

3.2.4 Insect protection strategies

TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and discussion.

ASSESSMENT TECHNIQUES

A simple quiz will be used to evaluate the students'.

SESSION 3 Waste management

OBJECTIVES

Food providers in gastronomy, catering and hospitality have recently come under increasing scrutiny over their food management practices, and specifically food waste, with evidence that considerable amounts of food are thrown away during preparation, or because they cannot be stored and reused.

HORECA

Waste management has thus become a key priority, referring to all the activities related to avoiding, reducing or recycling waste, throughout the production and consumption chain.

The students will be able:

- To know the waste distribution in the food services.
- To know how to reduce the amount of waste.

TITLES & CONTENT

3.3 Waste management

3.3.1 Waste disposal

3.3.2 Food waste and food loss

TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and discussion.

ASSESSMENT TECHNIQUES

A simple quiz will be used to evaluate the students'.

SESSION 1. SUPPLYING RAW MATERIALS, RECEIVE AND QUALITY CONTROL AND STORAGE

OBJECTIVES

Food safety is the proper handling, cooking, and storage of food to prevent any food-borne illnesses or diseases that result from eating contaminated food. It requires a joint effort where the consumers, food service sector, government, and producers must work collaboratively to ensure that the food we eat is of best quality and safe to consume.

The students will be able:

- To manage with food safety in HORECA sector
- To know hygienic measures in reception, handling, storage of fruits and vegetables
- To know hygienic measures in reception, handling, storage of meat and fish
- To have knowledge about food containers, storage temperature, FIFO system, etc.
- To apply the quality parameters for meat and fish products.
- To deal with different raw materials.

TITLES & CONTENT

4.1.1 HYGIENE MEASURES WHEN FOOD IS RECEIVED

4.1.2. HYGIENIC MEASURES IN THE RECEPTION, STORAGE AND CONSERVATION OF VEGETABLES

4.1.3 MEAT AND FISH: MEASURES WHEN ARE RECEIVED, HYGIENE MEASURES FOR PRESERVING AND HANDLING.

TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and discussion.

ASSESSMENT TECHNIQUES

A simple quiz will be used to evaluate the students'.

SESSION 2 HANDLING AND PRODUCTION FOODS AND RTE'S

OBJECTIVES

Write objectives of Session 2.

The students will be able:

- To prevent and manage cross contamination
- To know cleaning and sanitation best practices in HORECA facilities
- To know correct conditions for the different processes: preparation, cooking, freezing, defrosting and reheating.
- To apply the correct parameters in cooking, heating, cooling, freezing: time, temperature, etc.
- To know the steps to follow to serve the food after its preparation.

TITLES & CONTENT

4.2.1 PREPARATION

4.2.2 COOKING

4.2.3 COOLING/FREEZING, DEFROSTING AND REHEATING

4.2.4 STORAGE OF FRESH AND COOKED FOODS

4.2.5 SERVING

TEACHING/LEARNING PROCESS

A PowerPoint presentation, an e-learning platform, and discussion.

ASSESSMENT TECHNIQUES

A simple quiz will be used to evaluate the students'.

SESSION 1 - Food Allergies

OBJECTIVES

The students will be able:

- To identify the most common food allergens
- To recognise the food allergy symptoms
- To provide help in case of an allergic reaction

TITLES & CONTENT

5.1 Food Allergies

5.1.1 Food Allergy Definition

5.1.2 The Most Common Food Allergens

5.1.3 Food Allergy Symptoms

5.1.3.1 Anaphylaxis

5.1.3.2 Non-IgE-mediated food allergy

5.1.3.3 Mixed reaction

5.1.4 How to help with an allergic reaction

TEACHING/LEARNING PROCESS

A PowerPoint presentation with in-class discussion will be used. Class activities will include group work, case studies, videos, cross-words, role-playing, and real-life scenarios. For the online part, an e-learning platform with quiz questions will be used.

ASSESSMENT TECHNIQUES

A set of check-your-understanding questions will be used after each session, and a multiple-choice quiz at the end of the training for the evaluation of the students.

SESSION 2 - Food intolerances

OBJECTIVES

The students will be able:

- To identify the difference between Food Allergy and Food Intolerance
- To recognise the food intolerance symptoms

TITLES & CONTENT

5.2 Food intolerances

5.2.1 Difference between Food Allergy and Food Intolerance

5.2.2 Food Intolerance Symptoms

TEACHING/LEARNING PROCESS

A PowerPoint presentation with in-class discussion will be used. Class activities will include group work, case studies, videos, cross-words, role-playing, and real-life scenarios. For the online part, an e-learning platform with quiz questions will be used.

ASSESSMENT TECHNIQUES

A set of check-your-understanding questions will be used after each session, and a multiple-choice quiz at the end of the training for the evaluation of the students.

OBJECTIVES

The students will be able:

- To explain the difference between “Contains” and “May Contain” in a food product
- To avoid cross-contact during food/drink preparation
- To label a food/menu correctly

TITLES & CONTENT

5.3 How to Prevent Food Allergies

5.3.1 Difference between “Contains” and “May Contain”

5.3.2 Good Practices to Prevent Food Allergies in Different Environments

5.3.2.1 At Home

5.3.2.2 Eating Outside

5.3.3 Food Storage

5.3.4 Food/drink preparation and cross-contact

5.3.4.1 Examples of Cross-Contact and How to Avoid It

5.3.5 Workplace Cleaning

5.3.6 Food Labelling

5.3.6.1 Prepacked/ Non-prepacked foods

5.3.6.2 Buffets / Food delivery and takeaway food

TEACHING/LEARNING PROCESS

A PowerPoint presentation with in-class discussion will be used. Class activities will include group work, case studies, videos, cross-words, role-playing, and real-life scenarios. For the online part, an e-learning platform with quiz questions will be used.

ASSESSMENT TECHNIQUES

A set of check-your-understanding questions will be used after each session, and a multiple-choice quiz at the end of the training for the evaluation of the students.

SESSION 4 - EU Regulation for Food Allergens

OBJECTIVES

The students will be able:

- To comply with the respective regulations

TITLES & CONTENT

5.4 EU Regulation for Food Allergens

TEACHING/LEARNING PROCESS

A PowerPoint presentation with in-class discussion will be used. Class activities will include group work, case studies, videos, cross-words, role-playing, and real-life scenarios. For the online part, an e-learning platform with quiz questions will be used.

ASSESSMENT TECHNIQUES

A set of check-your-understanding questions will be used after each session, and a multiple-choice quiz at the end of the training for the evaluation of the students.

SESSION 1 Food Safety Audit and Regulation

OBJECTIVES

Audits are a crucial component of maintaining food safety standards and certification, by providing transparency and assurance that standards are being maintained. This transparency increases the collaborative capacity of stakeholders across the supply chain, and enhances safety, efficiency and continual improvement within individual organizations.

The students will be able:

- To define food safety audits.
- To know food safety audit structure.
- To know the food safety audits process.

TITLES & CONTENT

6.1 Food Safety Audits

6.2 Food safety audits process

TEACHING/LEARNING PROCESS

A PowerPoint presentation with in-class discussion will be used.

ASSESSMENT TECHNIQUES

A simple quiz will be used to evaluate the students'.