

Source material

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Job description

The Broomfields Carvery

Job description

POSITION Kitchen porter

RESPONSIBLE TO: Chef de Partie and Head Chef

KEY ROLES

- To help unload food deliveries and other equipment
- To clean work areas and equipment
- To keep the kitchen area hygienic, clean and safe
- To dispose of rubbish
- To assist kitchen staff in the preparation of consumables as required

KEY RESPONSIBILITIES

1. General duties

- I. Clean work surfaces, cookers, kitchen appliances and other kitchen machinery.
- II. Wash cutlery and dishes using a dishwasher and by hand.
- III. Wash pots and pans by hand.
- IV. Put away dishes, cutlery, pots, pans and other utensils and equipment in the correct locations.
- V. Sweep and mop floors at the end of the shift.
- VI. Clear spillages as requested by chefs.
- VII. Clean and store mops, cloths and scourers correctly.
- VIII. Use and store cleaning fluids correctly.
- IX. Collect waste material and carry it to the refuse bins.
- X. Unload food deliveries and other equipment for use in the kitchen.
- XI. Help prepare basic food (e.g. vegetables and salads) as required, working as part of the kitchen team.

2. Other duties

- I. Follow the directions of the Head Chef, Deputy Head Chef and Chef de Partie to maintain the highest standards of hygiene and cleanliness.
- II. Carry out duties in a safe manner and follow the Company's Health and Safety Policy.
- III. Follow Company Emergency Procedures as laid down in Company Regulations.
- IV. Attend training sessions in Kitchen Hygiene and NVQ Level 1 in Kitchen Portering as required.
- V. Take pride in your work.

CAREER DEVELOPMENT

Once you have been in post for an appropriate length of time, there will be opportunities to develop to Assistant Chef, on the recommendation of the Head Chef.

Contract of employment

CONTRACT OF EMPLOYMENT

GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

**EMPLOYER: The Broomfields Carvery of 12 London Road, Winbury
(Hereafter referred to as 'the Company')**

EMPLOYEE:

JOB TITLE:

1. INTRODUCTION

Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

2. COMMENCEMENT OF EMPLOYMENT

.....

3. PROBATIONARY PERIOD

3.1 The Employee's employment hereunder is subject to a probationary period of 3 months.

3.2 The Company reserves the right to extend the initial 3 months probationary period, subject to clause 3.4.

3.3 If the Company wishes to terminate the Employee's employment during the probationary period, it will be required to give him/her 1 week's written notice.

3.4 The probationary period is used to determine if performance is satisfactory and if employment should be continued. It may be extended for a further 3 months based on the assessment of the Head Chef and in consultation with the General Manager.

4. JOB DESCRIPTION

Employees are given a written Job Description under separate cover, which **MUST** be read and understood before signing this Contract. Acceptance of this Contract is acceptance of the duties as described on the Job Description.

5. PAY

Pay on commencement of the probationary period will be at a basic rate of £..... per annum, rising to £..... per annum on successful completion of probation, paid into the Employee's designated bank/building society account. The normal payment day is the last day of each month. If this falls at a weekend, payment will be made on

the following Monday or the next working day in the case of public holidays.

6. HOURS OF WORK

The Employee's normal hours of work are from to Monday to Friday with a 45-minute break, plus such additional hours as are reasonably required for the proper performance of the Employee's duties.

7. NOTICE

Except where the Employee is on probation, if the Company wishes to terminate the employment, 4 weeks' written notice shall be given. The Employee shall give 4 weeks' written notice of termination of employment.

8. HOLIDAYS

The Employee is entitled to 20 days' holiday in each complete year of his/her employment in addition to the normal bank or public holidays. Where bank or public holidays are worked, time off in lieu will be granted.

9. SICKNESS AND INJURY

If the Employee is absent from work because of sickness or injury he/she must ensure that his/her supervisor is informed as soon as possible and no later than the shift was due to start. The Company's Self Certification Form must be completed in respect of absences of 7 days or fewer, immediately upon return to work. Medical certificates must be provided to cover all absence from the 8th day on. You will be paid in accordance with the Statutory Pay Scheme, where entitled.

10. TRAINING

The Company believes in 'ongoing' training and attendance of courses. Employees will be asked and expected to attend such appropriate training/venues as required by the Employer.

I acknowledge that this Contract constitutes the entire agreement and understanding between the Employee and the Company. I confirm that I have read and understood it.

Signed Date

Guidelines regarding food served to specific religious groups

Guidelines regarding food served to specific religious groups

Individual food choice may be based on:

- religious guidelines personal decisions health requirements.

The following foods are considered not suitable for serving to the following groups of people.

Buddhists

- Many choose not to eat **meat** of any kind, and some may choose not to eat **eggs** or **fish**.
- Anything that contains **alcohol** should not be served.

Hindus

- Food containing **beef** or **beef products** should never be served.
- It is important to make sure that all food (including desserts) is free from beef products, e.g. **gelatin**.
- Many choose not to eat any **meat** or **meat products** and some choose not to eat **eggs**, **dairy products** or **fish**.

Jews

- Food containing **pork** or **pork products** should never be served.
- Beef, mutton and lamb may be served *only if butchered and prepared in a particular way (kosher)*.
- It is important to make sure that all food (including desserts) is free from animal-derived ingredients that may not be kosher, e.g. **gelatin**.
- Do not prepare recipes in which **milk and meat are cooked together**.
- Do not serve **milk and meat at the same meal**.
- Do not serve **fish without fins or scales** (such as **shellfish**).

Muslims

- Food containing **pork** or **pork products** should never be served.
- Beef, mutton and lamb may be served *only if butchered and prepared in a particular way (halal)*.
- It is important to make sure that all food (including desserts) is free from beef products, e.g. **gelatin**.
- Anything that contains alcohol should not be served.
- **Bloody meat** or **any product made with blood** or **blood products** should not be served.
- Do not serve **fish without fins or scales** (such as **shellfish**).

Sikhs

- **Meat that has been ritually slaughtered or prepared for another religion** – such as **kosher** or **halal** meat – should never be served.
- Anything that contains **alcohol** should not be served.
- Many choose not to eat any **meat** or **meat products** and some choose not to eat **eggs**, **dairy products** or **fish**.

Guidelines regarding vegetarians and vegans

Pesco vegetarians

- Food containing **meat or poultry** SHOULD NOT BE SERVED.
- Food containing *fish, seafood, dairy products* and *eggs* may be served, in addition to *fruit, vegetables, nuts, pulses* and *grains*.

Lacto-ovo vegetarians

- Food containing **meat, fish or poultry** SHOULD NOT BE SERVED.
- Food containing *dairy products* and *eggs* may be served, in addition to *fruit, vegetables, nuts, pulses* and *grains*.

Ovo vegetarians

- Food containing **meat, fish, poultry or dairy products** SHOULD NOT BE SERVED.
- Food containing *eggs* may be served, in addition to *fruit, vegetables, nuts, pulses* and *grains*.

Lacto vegetarians

- Food containing **meat, fish, poultry or eggs** SHOULD NOT BE SERVED.
- Food containing *dairy products* may be served in addition to *fruit, vegetables, nuts, pulses* and *grains*.

Vegans

- Food containing **meat, fish, poultry, eggs, dairy products or honey** SHOULD NOT BE SERVED.
- Food containing *fruit, vegetables, nuts, pulses* and *grains* may be served.

Working time regulations

Your guide to working time regulations – workers and employers

All workers are covered by the regulations.

A worker is:

- Someone who has a contract of employment, or
- Someone who is paid a regular salary or wage and works for an organisation, business or individual. Their employer usually provides the worker with work, controls how and when the work is done, supplies them with tools and other equipment and pays tax and National Insurance contributions. This includes part-time and temporary workers and the majority of agency workers and freelancers, or
- Someone doing in-house training or a trainee on work experience – for example doing a National Traineeship. A young worker is someone who is above the minimum school leaving age but under 18.

Working time limits

- Workers cannot be forced to work for more than 48 hours a week on average.
- Young workers may not ordinarily work more than 8 hours a day or 40 hours a week, although there are certain permitted exceptions (please see section entitled 'Special daily and weekly working time limits').
- Working time includes travelling where it is part of the job, working lunches and job-related training.
- Working time does not include travelling between home and work, lunch breaks, evening classes or day-release courses.
- The average weekly working time is normally calculated over 17 weeks. This can be longer in certain situations (26 weeks) and it can be extended by agreement (up to 52 weeks).
- Workers can agree to work beyond the 48 hour limit. The agreement must be in writing and signed by the worker. This is generally referred to as an opt-out. It can be for a specified period or an indefinite period. There is no opt-out available from the young workers limits.
- Workers can cancel the opt-out agreement whenever they want, although they must give their employer at least seven days notice, or longer (up to three months) if this has been agreed.
- The working time limits do not apply if workers can decide how long they work.

Employers must check:

- What counts as working time
- How much time each worker spends working
- If a worker is working more than an average of 48 hours a week, whether to reduce his or her hours or whether the worker wishes to sign an opt-out from the working time limit
- What records need to be kept.

More detailed information

If you are an employer, you must take all reasonable steps to ensure that workers you employ are not required to work more than an average of 48 hours a week, unless they have signed an opt-out agreement.

What is 'working time'?

The Working Time Regulations state that working time is when someone is 'working, at his employer's disposal and carrying out his activity or duties'.

This includes:

- working lunches, such as business lunches
- when a worker has to travel as part of his or her work, for example a 24-hour mobile repairman or travelling salesman
- when a worker is undertaking training that is job related
- time spent abroad working if a worker works for an employer who carries on business in Great Britain.

This does not include:

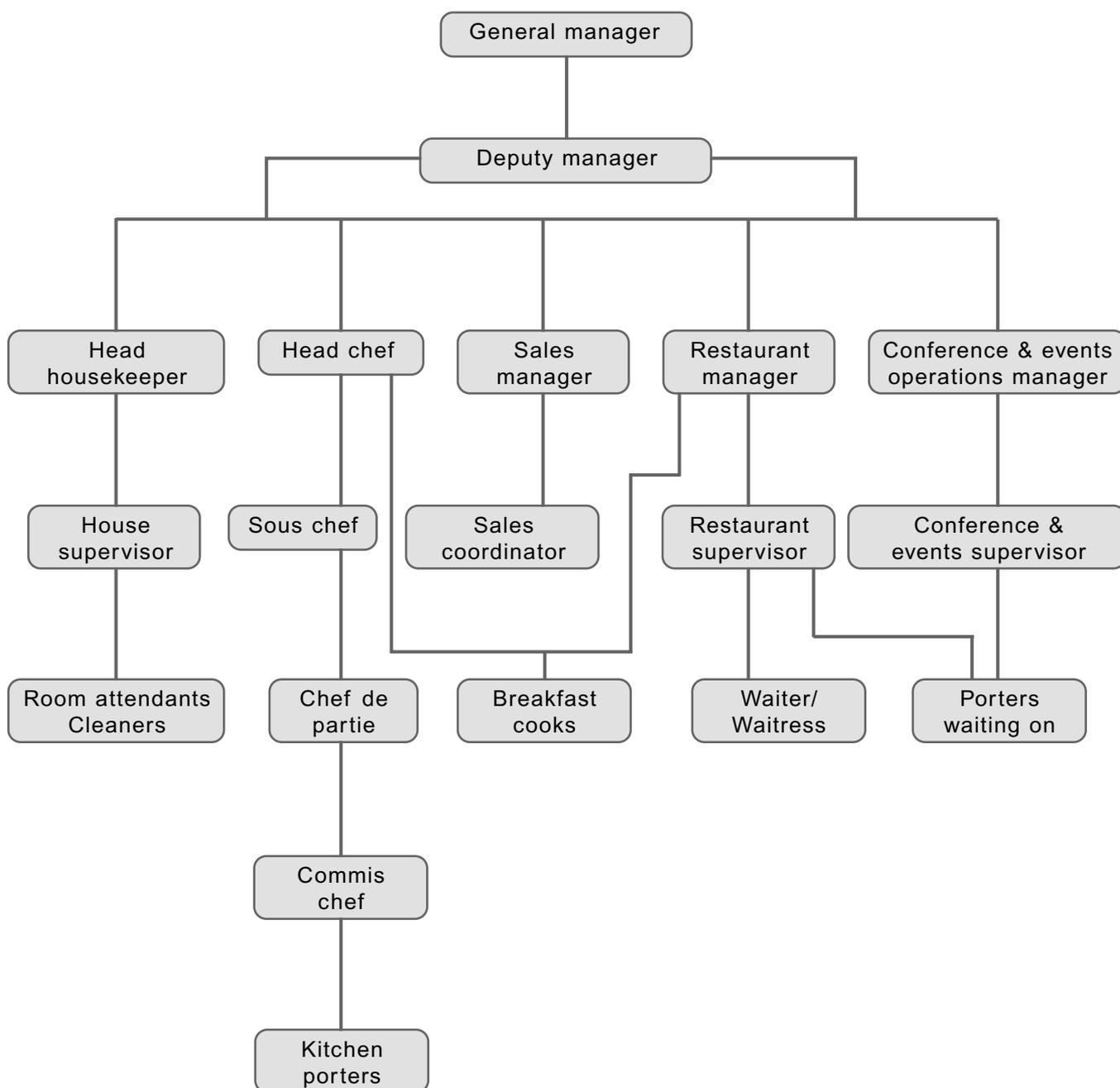
- routine travel between home and work
- rest breaks when no work is done
- time spent travelling outside normal working time
- training such as non-job-related evening classes or day-release courses.

Contents page from the staff handbook

STAFF HANDBOOK

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Organisation chart



Function instruction sheet

CONGLEMERE HOTEL FUNCTION INSTRUCTION SHEET	
EVENT TYPE: <i>Dinner (private party)</i>	EVENT DATE: <i>23rd July</i>
VENUE: <i>Wedgewood Suite</i>	ACCOUNT: <i>Norton Golf Club</i>
ORGANISER: <i>Calista Mohanna</i>	DEPOSIT: <i>100% deposit in advance</i>
HOTEL CONTACT: <i>Martin Parry</i>	NUMBERS: <i>22</i>
Flowers: <i>Usual</i>	<p style="text-align: center;">Menu @ £49.50 per person</p> <p style="text-align: center;">Boudin of Spicy Cornish Crab with Watercress Butter Sauce</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Roast Rump of English Lamb, Provençale Vegetables, Thyme-scented Jus</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Apple and Rosemary Tart Tatin with Clotted Cream</p> <p style="text-align: center;">* * *</p> <p style="text-align: center;">Coffee and Petits Fours</p>
Menus: <i>No</i>	
Place cards: <i>Yes</i>	
Table plan: <i>Yes</i>	
Special instructions/layout: <i>U-shape table layout</i>	

Lunch menu extract

Conglemere Hotel

LUNCH MENU

*Sandwiches**

Beef and horseradish	£4.50
V Cheese and pickle	£3.50
V Cheese	£3.50
Egg mayonnaise	£4.00
N Turkey & chestnut stuffing	£4.00
Chicken and bacon	£4.50
BLT	£4.50
Seafood	£4.50

*All served with crisps and side salad

Buffet lunch

- Quiche Lorraine
- V** Vegetable quiche
- Ham and mushroom pizza
- V** Four cheese pizza
- V N** Mushroom nut balls
- V N** Nutty breadsticks

Working Lunch

**Choose 4
items from
the list for
£4.50
per person!**

Duty rota

Weekend Evening Duty Rota – July									
Date	Kitchen porter		Commis chef			Chef de partie		Sous chef	Head chef
	Martin	Steve	Paul	David	Lucy	Joanna	Michael	Matt	Mark
Sat 2nd	7–finish	4–10	5–10	X	X	3–9.30	5–finish	6–finish	6–finish
Sun 3rd	7–finish	X	X	X	X	6–finish	6–finish	5.30–9.30	X
Sat 9th	6–finish	5–10	X	4–10.30	3–9.30	X	4–9.30	6–finish	6–finish
Sun 10th	7–finish	X	5–10	6–finish	6–finish	X	X	5.30–finish	X
Sat 16th	X	6–finish	4–9.30	5.30–10.30	4–9.30	6–finish	5–finish	X	6–finish
Sun 17th	X	6–finish	6–finish	X	6–finish	5–finish	5–finish	X	X
Sat 23rd	7–finish	6–10.30	X	4–10	5.30–10.30	6–finish	X	6–finish	6–finish
Sun 24th	5–9.30	7–finish	6–finish	5.30–finish	X	6–finish	X	6–9.30	X
Sat 30th	6–finish	X	6–finish	X	5–10	5–10		6–finish	6–finish
Sun 31st	4.30–9	6–finish	X	X	6–finish	6–finish	6–finish	5–9.30	X

Fire extinguisher information

<p>CO₂ Fire extinguisher</p> <p>FOR USE ON CLASS</p> <p> Flammable liquids</p> <p> Live electrical equipment</p> <p>Do not use in a confined space</p>	<p>FOAM Fire extinguisher</p> <p>FOR USE ON CLASS</p> <p> Wood, Paper, Textiles, etc.</p> <p> Flammable liquids</p> <p>Do not use on</p> <p> Live electrical equipment</p>	<p>THIS EXTINGUISHER CONTAINS</p> <p>WATER</p> <p> Safe for use on Wood, Paper, Textiles, etc. </p> <p> Do not use on live electrical equipment</p> <p> Do not use on flammable liquid fires</p> <p> Do not use on flammable metal fires</p>
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9 LITRE WATER FIRE EXTINGUISHER

TO OPERATE

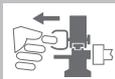
1. REMOVE SAFETY PIN
2. AIM NOZZLE AT BASE OF FIRE
3. SQUEEZE HANDLE TO OPERATE
RELEASE HANDLE TO INTERRUPT

2KG CARBON DIOXIDE FIRE EXTINGUISHER

KEEP UPRIGHT

1. REMOVE SAFETY PIN
2. AIM NOZZLE AT BASE OF FIRE
3. SQUEEZE HANDLE TO OPERATE
RELEASE HANDLE TO INTERRUPT

6 LITRE FOAM SPRAY FIRE EXTINGUISHER



KEEP UPRIGHT AS YOU PULL OUT THE SAFETY PIN



AIM NOZZLE



SQUEEZE LEVERS

Accident report form

ACCIDENT REPORT

1. About the person who had the accident

Name _____

Address _____

_____ Postcode _____

Occupation _____

2. About the person filling in this report

Fill this in only if you are **not** the person who had the accident.

Name _____

Address _____

_____ Postcode _____

Occupation _____

3. About the accident

Say when it happened.

Date _____ Time _____

Say where it happened. _____

Describe how it happened and any injury caused.

Sign and date the record

Signature _____

Date _____

4. For the employer only

Complete this box if the accident is reportable under RIDDOR.

How was it reported? _____

Date reported _____

Signature _____

Personal statement

Element 1DS2.1

Prepare and serve drinks and accompaniments

What you must do

To meet the national standard you must

1. greet and deal with your customers promptly
2. provide your customers with accurate information about drinks and identify their requirements
3. dispense and serve drinks in the correct measures and at the recommended temperature
4. promote additional products as appropriate
5. serve drinks in line with the appropriate service style and legal requirements

What you must cover

This Element covers:

1. Customers
 - a) with special requirements
 - b) without special requirements
2. Drinks
 - a) bottled drinks
 - b) draught drinks
 - c) dispensed drinks
 - d) hot drinks
3. Drink accompaniments

ice	food garnishes for drinks
accompaniments for hot drinks	decorative items for drinks

On Tuesday, my supervisor asked me to look after the bar area while he went off to a meeting. A group of three ladies came in, I smiled and said hello and gave them the drinks menu to look over. They ordered 1 glass of orange juice, 1 coffee and 1 milkshake. I couldn't find any clean high-ball glasses so I served the orange juice in a half-pint glass and the milkshake in a pint glass.

The orange juice was still in jugs left over from breakfast so I didn't need to use the juice dispenser; the supervisor had refilled the coffee machine before he left so the coffee was nice and easy to serve. Couldn't find any straws anywhere so I served the milkshake on a plate with a spoon instead. There weren't any cut orange slices so I served the orange juice with ice and nothing else. With the coffee I served white and brown sugar, the lady already said that she wanted cream so I gave her a small jug of cream and a spoon. When I took the drinks out to the table, one of the guests wasn't happy about having a milkshake served in a large glass without a straw but when I told her the problem, she said it was ok. Once I had served the drinks, I made sure everything on the bar was clean and tidy.

Hazard analysis critical control points

CONTROL (1)

- 1.1 Always use the approved suppliers.
Specify maximum temperature at delivery.

CONTROL (2)

1 Delivery

- 1.1 Check delivery vehicles.
1.2 Check foods look, smell and feel right.
1.3 Check temperature is right.
1.4 Record temperatures.
1.5 Check date marks.
1.6 Check for signs of infestation.

CONTROL (3)

1 Refrigerated foods

- 1.1 Store away immediately.
1.2 Stock rotation.
1.3 Ensure all raw meats are kept separate from all cooked foods.
1.4 Ensure refrigerators are serviced regularly.
1.5 Check temperature of fridges regularly (must be below 5°C).
1.6 **Always use approved suppliers** (Control 1).

2 Frozen foods

- 2.1 Ensure items are stored within 15 minutes of delivery to appropriate freezer.
2.2 Take weekly temperature on all freezers, in-between packs and boxes (temperature should be -18°C or colder, -15°C for ice-creams). Record in Temperature monitoring book.
2.3 **Always use approved suppliers** (Control 1).

3 Dry goods

- 3.1 Ensure products are not damaged/torn etc.

- 3.2 Check 'best before' and 'use by' dates.

- 3.3 Check for signs of pests or foreign bodies.

- 3.4 Store away immediately in cool dry storage cupboard.

- 3.5 **Always use approved suppliers** (Control 1).

CONTROL (4)

1 Preparation of food

- 1.1 Defrost under controlled conditions.

- 1.2 Keep raw and cooked food separate.

- Always ensure there is soap at the wash hand basin in the kitchen and water closet. Check at the beginning of shift.
- Always ensure you WASH YOUR HANDS REGULARLY using anti-bacterial soap.
- Ensure correct colour-coded knives and chopping boards are used when preparing food to avoid cross-contamination:
 1. YELLOW → COOKED FOOD
 2. BLUE → RAW FISH
 3. RED → RAW MEAT
 4. WHITE → BREAD AND DAIRY PRODUCTS
 5. GREEN → SALADS AND VEGETABLES
- The chopping board colour coded with RED is used to prepare raw meat only.

2 Cooked foods

- 2.1 Cook rolled joints, chicken and re-formed meats (e.g. burgers) so that the thickest part reaches at least 75°C. Sear the outside of other solid meat cuts (e.g. joints of beef, steaks) before cooking.

- 2.2 Avoid reheating if possible.

- 2.3 Reheat only once.

- 2.4 Reheated food to reach 75°C minimum temperature throughout food.

/continued

3 Cooked-chilled foods (e.g. rice)

- 3.1 Food that is being cooled down prior to refrigeration must not be left at room temperature for more than 90 minutes.
- 3.2 Store in refrigerator, keep covered, date code.
- 3.3 Avoid contact with raw food.

4 Cold foods: salads and desserts

- 4.1 Ensure salads and vegetables are thoroughly washed and dried and free of insects and foreign bodies.
- 4.2 Avoid contact with raw meat.

CONTROL (5)

1 Serve

- 1.1 Serve high-risk cold foods ASAP after removing from fridge to avoid them getting warm.
- 1.2 Serve high-risk hot food ASAP to avoid cooling.

CONTROL (6)

1 Washing up

- 1.1 Plates and cutlery, etc. are cleaned in the dishwashing machine. The dishwashing machine is serviced by an authorised mechanic.

CONTROL (7)

1 Cleaning

- 1.1 All cleaning duties must be carried out at the end of both AM and PM shifts; the Manager/ Head Chef will check after each shift.
- 1.2 Ensure all cleaning materials are stored away in the **chemical store room**.
- 1.3 Always read the labels first – and if transferring cleaning liquids into spray containers, always write the chemical clearly on the bottle.
- 1.4 Deep cleaning of kitchen (i.e. extractor fans, hood, walls, etc.) will be carried out by the **kitchen staff** twice a month and once a year by an authorised company.

CONTROL (8)

1 Waste

- 1.1 All the overproduction is thrown away at the end of the day.
- 1.2 All waste is cleared away twice per day.
- 1.3 An authorised company carries out pest control monthly. Controls are recorded in a handbook supplied by the pest control company.

Remember!

The food you handle will be sold to members of the public. Food hygiene is your business. Report all breaches of the controls to your manager.

Hazard data sheet

EQUIPMENT:	WALK-IN COLD ROOM
HAZARDS:	Cross-contamination Food poisoning Food spoilage Staff trapped inside
CONTROL POINTS:	Daily check to discard unwanted food. Correct loading. Regular cleaning. Regular service. Do not put in warm/hot food. Temperature control 4°C. Check air vents not blocked. Check compressor not blocked. Good lighting. Unpack food from boxes. Do not overload. Store food above 12 inches from floor. All food should be covered. Check door release system from inside. Check no-one in cold room before locking up.
CLEANING:	Warm soapy water. Rinse dry. Care should be taken not to splash food.
STORAGE:	Holidays – empty if possible. Keep door closed if on. Door open if turned off. Before refilling make sure working temperature has been reached.
MACHINE FAILURE:	Remove all stock to other chillers. Call engineer. Put in repairs book. Discard perished food.
POSSIBLE RESULT OF FAILURE TO COMPLY:	Food poisoning Hypothermia Food spoilage
ACTIONS TO BE TAKEN IF SYSTEMS FAIL:	Accident book – if '3' day injury Report to Health and Safety Executive Food poisoning: EHO

Fire safety

1. What are the main causes of fire?

A fire starts when flammable material is ignited by a source of heat:

- electrical equipment/circuits
- heating appliances
- cigarettes or matches.

Poor housekeeping can increase the risk of fire, for example:

- allowing waste to accumulate
- storing easily flammable materials incorrectly (i.e. aerosols, liquid propane gas).

The risk of fire occurring can be reduced by controlling these hazards.

2. Key safety points

- Know the fire drill.
- Display the fire drill.
- Identify the fire risks.
- Carry out fire safety checks and record.
- Report electrical faults immediately.
- Adhere to smoking policies.
- Check work area at the end of the shift.
- Act promptly and follow fire procedures in the event of a fire.
- Maintain good housekeeping standards.

3. Fire – arrangements/responsibilities

The arrangements and responsibilities relating to fires are:

3 (1) Employees' responsibilities

Employees must:

- Report potential fire hazards to the manager.
- Check work area at the end of each shift for potential fire risks.
- Report damaged electrical equipment and fire fighting equipment to manager.
- Demonstrate awareness of procedures of fire evacuation.
- Act promptly and follow procedures in the event of a fire.
- Understand how fire fighting equipment works.
- Appreciate the importance of fire doors.

Clothing

Make sure your work clothes are always clean

1 PROTECTIVE CLOTHING

Protective clothing is intended to prevent food from being contaminated by food handlers and their clothing.

The correct method of putting on protective clothing is detailed in the induction video.

Not using protective clothing is taken very seriously by the Management.

- 1.1** All personnel entering food production, storage and associated areas must wear the specific protective clothing as issued by the Company.

Depending on the department in which you work, protective clothing may include:

- head coverings
- gloves and gauntlets
- aprons and overalls
- face masks and goggles
- shoes
 - slip-resistant overshoes
 - shoes to provide protection against items dropped on the feet.

- 1.2** Protective clothing must be correctly worn and fastened to ensure their protective function is fully and safely achieved. The sleeves and cuffs of personal clothing must be completely covered.
- 1.3** Protective clothing must be worn in the area for which it is designated and for the duties specified.
- 1.4** Where operations are particularly dirty, a disposable plastic apron should be worn on top of protective clothing. It should be discarded into the bin provided.

- 1.5** Protective clothing should not be worn outside the kitchen unless your job specifically requires you to do so (i.e. in the staffroom, in the toilets or anywhere else away from the food production area). Personnel must not sit on the ground while wearing protective clothing.

1.6 HEAD COVERING

1.6.1 Hairnets must be worn by all personnel in food preparation areas, so that the hair and ears are fully covered. At a minimum they should be discarded at the end of each week. Cloth caps are to be worn over hairnets, and are to be changed daily.

1.6.2 Beards and moustaches must be fully covered by a snood.

1.6.3 Order of dressing before approaching wash hand basin:

- a) hairnet
- b) hat
- c) overall.

1.7 GLOVES

1.7.1 Where the operator requires gloves while handling food, Company-issued disposable gloves only are to be used.

1.7.2 Food handlers must use new gloves each time they enter the food production area.

1.7.3 Gloves must not be taken out of the kitchen. They must be discarded in the receptacle provided when leaving the kitchen. Gloves must not be left on work surfaces.

1.7.4 Do not use damaged or split gloves.

Date coding

USE BY dates are found on highly perishable foods that could present a health hazard if eaten after that date. It is a criminal offence to sell, or display for sale, food after its **USE BY** date has expired. It is also an offence to alter, obscure or remove the date. **USE BY** labels come in two different forms:

- **USE BY** followed by a date e.g. **USE BY 20 OCT**

This is a legal requirement. This item must be sold or removed from customer display by close of trade on 20th October.

- **USE BY** followed by a number and then a date e.g. **USE BY (3) 20 OCT**

This is a legal requirement. This item must be sold or removed from customer display by close of trade on 17th October. This is calculated by subtracting the number shown in brackets from the date.

$$20 \text{ OCT} - 3 \text{ days} = 17 \text{ OCT}$$

This item can be sold to Staff/Staff Restaurant up until close of trade on 20th October.

Note: we can be prosecuted if either of these items is offered for sale to customers or staff/staff restaurant after 20th October.

BEST BEFORE, **DISPLAY UNTIL** or **SELL BY** dates are marked on almost all other packaged foods. They have slightly different meanings.

- **BEST BEFORE** followed by a date e.g. **BEST BEFORE 20/10/05**

This item must be sold or removed from customer display by close of trade on 13th October 2005 (1 week before the date shown).

- **BEST BEFORE** followed by a number and then a date e.g. **BEST BEFORE (4) 20 OCT**

This item must be sold or removed from customer display by end of trade on 16th October (4 days before 20th October).

- **BEST BEFORE END** e.g. **BEST BEFORE END OCTOBER 2005**

This item must be sold or removed from customer display by close of trade on 30th September (1 month before the date shown).

- **DISPLAY UNTIL** or **SELL BY** e.g. **DISPLAY UNTIL 20 OCT** or **SELL BY 20 OCT**

This item must be sold or removed from customer display by close of trade on 20th October.

Each of these items can be sold to Staff/Staff Restaurant after this date but freshness and quality need to be checked to ensure that the item is still fit for sale.

Note: it is not an offence to sell food after the **BEST BEFORE**, **DISPLAY UNTIL** or **SELL BY** date has expired. However, these dates enable us to ensure that food is of good quality. It is an offence to sell food which is not of the quality that the buyer would expect.

Vegetarian pizza recipe

VEGETARIAN PIZZA

4 PORTIONS


DOUGH

Flour	300 g
Soya flour	10 g
Pinch of salt	
Warm water (32°C)	180 ml
Fresh yeast	10 g
Ascorbic acid	5 g

TOPPING

Onions, finely chopped	200 g
Cloves of garlic, crushed	2
Sunflower oil	4 tbsp
Tomatoes, skinned, deseeded and diced	400 g
Tomato purée	50 g
Fresh parsley, chopped	10 g
Fresh basil, chopped	10 g
Cooked artichoke hearts	2
Pine kernels	25 g
Sesame seeds	10 g
Capers	10 g
Green olives (stoned)	8
Black olives (stoned)	8
Sultanas	25 g
Mozzarella cheese	50 g

- Sieve the flour, soya flour and pinch of salt into a basin.
- Warm the water. Place in a separate basin with the yeast. Disperse the yeast in the warm water. Allow sufficient flour to make a light batter. Sprinkle a little flour over the ferment. Cover with a damp cloth and allow the ferment to break through the flour.
- When the ferment is ready, pour into the rest of the flour.
- Add the ascorbic acid. Incorporate the flour until a smooth elastic dough is obtained.
- Turn out onto a floured surface and continue to knead the dough until smooth.
- Return to the basin, cover with a damp cloth and allow to prove in a warm place until double in size.
- Knock back the dough to bring the yeast back into contact with the dough and to equalise the dough.
- Roll out the dough into 15 cm rounds, or in a rectangle and cover a lightly greased swiss roll tin.
- Allow to prove for 10 minutes in a warm atmosphere.
- Bake for 4–5 minutes in a preheated oven at 200°C.
- Sweat the onions and garlic in oil.
- Add the tomato concassé and purée. Stir well.
- Add the chopped parsley and basil. Cook out the tomatoes for about 15 minutes. Season.
- Spread this tomato mixture on the pizza base.
- Arrange the artichoke hearts neatly on top. Sprinkle on the pine kernels, sesame seeds, capers, olives and sultanas.
- Finally, sprinkle with grated Mozzarella cheese.
- Bake in oven for about 15 minutes at 200°C. Serve very hot.

Cold temperatures recording sheet

Cold Temperatures Recording Sheet										
W/C: Monday ____ / ____ / ____ Signed as correct (by a manager) _____										
Max (air) operating temperature: Fridges +5°C, Ice cream conservators -12°C, Freezers -18°C										
Day	am/pm	Initials	Fridges			Ice cream conserv.		Freezers		Comment must be made where the recorded air temperature exceeds the guidelines stated
			1	2	3	4	5	6	7	
Mon	am									
	pm									
Tue	am									
	pm									
Wed	am									
	pm									
Thu	am									
	pm									
Fri	am									
	pm									
Sat	am									
	pm									
Sun	am									
	pm									

Equipment monitoring sheet

Equipment monitoring sheet								W/C: Sunday ____/____/____
Day	Fryer	Multi-fat fryer	Heat chute	Holding unit (top)	Holding unit (bottom)	Freezer	Chiller	Comment must be made where the recorded temperature is outside the guidelines stated
	177°C ± 3°C	182°C ± 3°C	79°C ± 6°C	107°C ± 3°C	91°C ± 3°C	Max -18°C	1-4°C	
Sun	am							
	pm							
Mon	am							
	pm							
Tue	am							
	pm							
Wed	am							
	pm							
Thu	am							
	pm							
Fri	am							
	pm							
Sat	am							
	pm							

Role-play cards – customer service

EMPLOYEE CARD

1

You are serving a customer at the counter. Don't look at the customer while you speak, and mumble so that it's difficult to hear what you are saying.

CUSTOMER CARD

1

You have hearing problems and cannot hear anything that the other person is saying. However, do not interrupt or explain you cannot hear. Wait to see how long it takes the other person to notice!

EMPLOYEE CARD

2

You are giving a customer information about the different choices of food or drinks you serve. Give the information all at once without stopping. Don't worry about the order you give it in.

CUSTOMER CARD

2

You are finding it difficult to understand the information you are being given. When the employee has finished talking, ask, 'What did you say first?'

Customer service guidelines 1

Customer service

PREPARATION

Good product knowledge helps you to answer questions and advise customers.

You should also:

- have clean hands
- check your appearance
- make sure there are enough stocks.

1 GREET THE CUSTOMER

- Smile and make eye contact.
- Be yourself.
- Use positive body language and posture.
- Give a personalised greeting.

2 TAKE THE ORDER

- Listen to the complete order and be patient.
- If you can't hear or tell what a customer is saying, ask the customer to repeat or get help.
- Clarify or check the order to make sure you heard it correctly.

TOP TIP

Make children feel welcome.
Talk to them at their level.

3 ASSEMBLE THE ORDER

- Drinks
- Cold food items
- Hot food items

TASTE OF QUALITY

If it's not right, don't serve it.

4 PRESENT THE ORDER

Present food in a way that shows care and attention:

- Trayliner facing the customer
- Correct bag size
- Fries upright
- Condiments
- Order placed neatly on a tray
- Bag neatly double folded away from the customer with the logo facing them

Asking for and receiving payment

- State the amount clearly.
- Lay notes across the till draw whilst giving change.
- Acknowledge payment politely using 'please' and 'thank you'.

Thanking the customer/ repeat business

- Smile and keep eye contact.
- Use your own words to thank customers and invite them to return.
- Use the customer's surname and title if you know it.

Customer service guidelines 2

HOSPITALITY				
What the customer expects ... ✓ Real welcome ✓ Cleanliness ✓ Hospitality gestures ✓ Manager as the hospitality ambassador ✓ Accuracy of order				
F	Be F riendly You set the tone	✓ Use sincere greetings and offers of service	✓ Treat people like they're guests in your home	TOP TIP If you're friendly, customers will generally be friendly back
A	Appearance counts	✓ Uniform should be neat, clean and ironed	✓ Neat personal appearance creates a positive first impression to customers	TOP TIP Maintain good posture, as it communicates confidence
C	Customise your hospitality	✓ Make children feel welcome – talk to them at their level ✓ Older customers may appreciate a more formal welcome	✓ Think of ways to make the customer's visit special, e.g. carrying their tray	TOP TIP Don't be a robot! 80% of our customers' experience depends on your attitude
E	Make E ye contact	✓ Make positive eye contact with each customer	✓ Use about 50% eye contact with each customer	TOP TIP Use eye contact to show sincerity and build trust
S	Make each customer S mile	✓ Smiles are contagious – smile at someone and they will smile with you	✓ For many customers a smile is all that is necessary	TOP TIP Keep a smile in your voice – customers can hear it, even in the drive-thru

Shift rota

SHIFT: DAY / NIGHT
DATE: WED 14TH SEPT

SHIFT MANAGER: Becky 7-4

SERVICE MNGR.....
 FLOOR MNGR.....
 FLOOR MNGR.....
 PRODUCT MNGR.....
 FLOOR MNGR.....
 FLOOR MNGR.....

BACKERS

1	Emin 6-2
2	Kristy 11-6
3	Dan D 11-7
4	
5	
6	

TILLS

1	
2	
3	
4	
5	
6	

DRIVE THRU WINDOW 1

Dan C 6-2
Rona 2-10

DRIVE THRU WINDOW 2

DRIVE THRU WINDOW 3

Marc 9-5
(Richie 5-12)

DINING AREA 1

Netty 8-4.30
(Sunil 4.30-10.00)

DINING AREA 2

DRINK PULLERS

WRAP AND CALL

Manager: Daz 5.30-2
Sunil 2-4.30

CUSTOMER CARE

LITTER PATROL

STAGERS

BIRTHDAY PARTIES

Time	Name	No	Cakes	Hostess	Helper
3.45	Johnson	12	B/Day	Ali	Adrienne

FRY AREA

FISH & PIES

CHICKEN NUGGETS & SANDWICHES

Eddie 10-6
Sue 2-8

SALADS / PIZZA

BACKROOM & HYGIENE

Frankie 9-5

DAILY PRODUCT SAFETY CHECKLIST

Time	Mngr Responsible
Prior to open	
Prior to change over	Jez
Afternoon	Becky
Evening	
Midnight	

REG GRILL

Robyn 8-4

REG BUNS

Liam 8-4
(Colin 4-11)

REG DRESS

Liam 8-4
(Colin 4-11)

QTR GRILL

Julie 9-5

QTR BUNS

Emma 10-6

QTR DRESS

Emily 10-6

OPENERS / CLOSERS

Name	Area

DAILY PRODUCT SAFETY CHECKLIST

Time	Mngr Responsible
Prior to open	
Prior to change over	Jez
Afternoon	Becky
Evening	
Midnight	

Role-play cards – customer complaints

CUSTOMER CARD

1

This is the first time you have complained about anything and you are feeling quite embarrassed about it. You don't want to cause a scene, but you don't want to be walked over either!

CREW MEMBER CARD

1

You have hearing problems and cannot hear anything that the other person is saying. However, do not interrupt or explain you cannot hear. Wait to see how long it takes the other person to notice!

CUSTOMER CARD

2

You often have to make complaints in this restaurant about the food and the service. This latest problem has really annoyed you and you are not going to take any more!

ASSISTANT CARD

2

The policy in your restaurant is that the Crew member should deal with complaints and not involve managers unless it is essential. Can you satisfy the customer without involving the manager?

Fire alarm procedure

Fire alarm procedure

1. On discovery or suspicion of fire, go immediately to one of the nearest fire alarm call points, situated by every fire exit, and activate the alarm.
2. On hearing the firm alarm:
 - 2.1 If safe to do so, turn off or unplug appliances.
 - 2.2 If safe to do so, close doors and windows.
 - 2.3 Do not stop to collect personal belongings.
3. Evacuate the building.
 - 3.1 Do not run.
 - 3.2 Do not use the lift.
 - 3.3 Do not open a door if you suspect a fire is on the other side.
 - 3.4 Follow instructions of employee with fire training.
 - 3.5 Direct customers and new staff.
 - 3.6 Follow special arrangements for physically disabled.
 - 3.7 Follow special arrangements for those with difficulty seeing or hearing.
 - 3.8 If possible check public areas.
4. Assemble outside the building at a nominated location.
Do not re-enter the building until advised to do so by the House Manager.

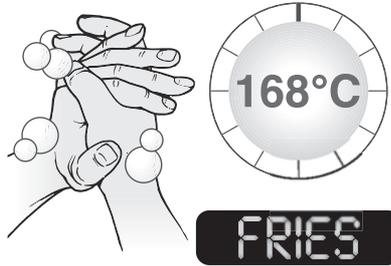
Procedure for making French fries

French fries

What the customer expects ...

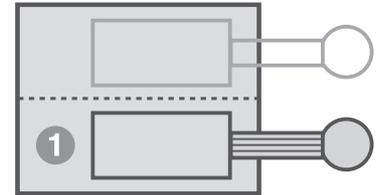
- Hot, fresh, tasty
- Lightly salted
- Full bag or box

Prep



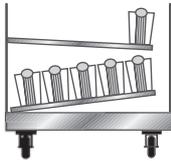
- Clean hands

1 Timer set to fries.



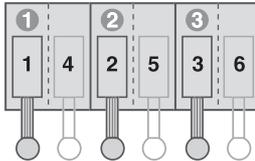
- Oil 1–2 cm above normal level

2 Remove basket.



- Cook as close as possible to frozen for best quality
- Load setting correctly
- Load using TLC
- Remove bottom left to right

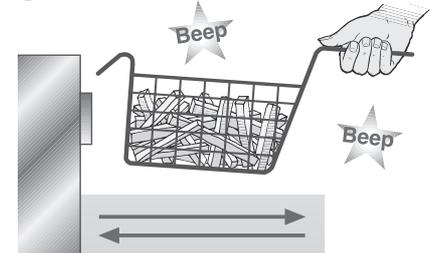
3 Place in vat.



Do not drop two baskets into the same vat at the same time. Second basket added after 30 seconds.

- Product fully submerged
- Fry 3 minutes

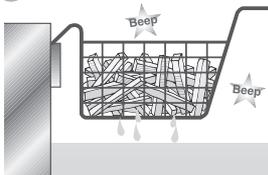
4 Shake when timer beeps.



Lift and shake after 30 seconds.

- Fries not stuck together

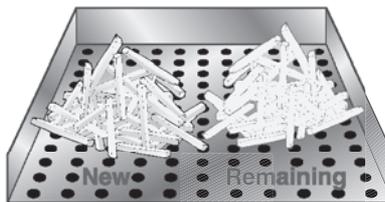
5 Remove fries and deactivate timer.



Drain 5–10 seconds only

- Golden brown, moderately crisp exterior
- Mealy and slightly moist interior
- Slight separation of exterior from interior

6 Empty fries into salting tray.



- FIFO

Do not mix remaining and new fries.

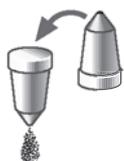
7 Return and drain basket over vat.



- Old fries removed
- Skim vats frequently

New Procedure

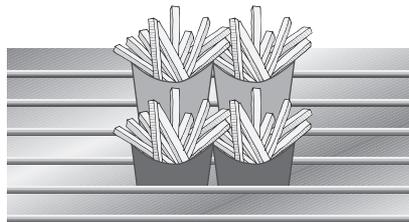
8 Salt immediately. Dispense one shot.



Salt away from vat

- Mixed well?
- 20 cm above the French fries
- Clean scoop every 30 minutes

9 Full bag or box.



First in, first out.

- Full bag or box

10 Serve within 5 minutes.



Discard fries after 5 minutes.

- Hot and fresh

Procedure for making a Texan sandwich



Texan Sandwich

SHELF LIFE To order

TOOLS Sauté pan, chopping board, serrated bread knife

PLATE Oval

STANDARDS Bread must be golden brown, not burnt, with the turkey well mounded to increase height.
Bread must be carefully buttered to the edges.

INGREDIENTS

Corn bloomer 20 mm cut	2 slices
Turkey (14 slices)	140 g
BBQ coleslaw	84 g
Swiss cheese	2 slices
Butter	1 bullet (28 g)
Fries	112 g
Cajun beans	84 g

WEIGHT/MEASURE

PROCEDURE

Cook

- Butter bread
 - use soft butter
 - spread evenly to the edge of the bread.
- Put bread together butter to butter and rest Swiss cheese on non-butter side.
- Put a dry sauté pan onto the heat.
- Rearrange bread so that butter is on the bottom and Swiss cheese on top of both slices.
- When pan is hot, add both slices butter-side down
 - you should hear the butter sizzle.
- Simultaneously put turkey in microwave for 30 seconds.
- Flip bread over
 - bread should be golden brown.

- Remove one slice of bread from the pan and quickly put turkey on cheese and BBQ coleslaw on turkey.
- Put second slice on top of first and cut diagonally with serrated bread knife.

Presentation

- Place on plate with sandwich at top of oval, one point over the end.
- Put fries on at 6 o'clock.
- Place Cajun beans to left of the fries.

CHECK

- Ensure that the coleslaw is the top layer as this will allow excess dressing to run off the turkey and not into the bread.
- Ensure a minimum of 14 slices of turkey are in the sandwich.
- Ensure turkey is layered individually to add height.

Nutritional information

We think it's important for you to know what's in our food and how our meals fit within a balanced children's diet.

	girls	boys	meal 1	meal 2	meal 3
Calories (kcal)	1545	1715	470	420	514
Protein	20g	20g	12.9g	21.6g	21.6g
Carbohydrate	193g	214g	65.2g	55.3g	58.3g
Fat	60g	67g	18g	12.1g	22.4g
Salt	3g	3g	1.18g	1.32g	0.92g

What should children be eating?

The dietary reference values on this table show recommended daily consumption for kids aged 4–6 years who have the recommended level of exercise. A meal should be about one third of these values and this is how our suggested meal combinations measure up:

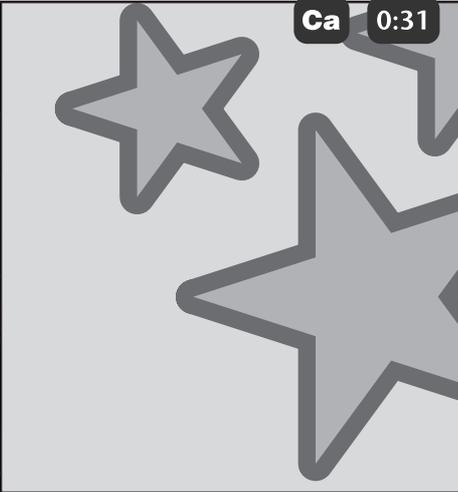
MENU ITEM	ENERGY		PROTEIN		CARBOHYDRATE		FAT		FIBRE (grams) Per Portion	SALT (grams) Per Portion								
	(Kjoules) Per 100g	(Kcalories) Per 100g	(grams) Per Portion	(grams) Per 100g	(grams) Per Portion	(grams) Per 100g	(grams) Per Portion	of which saturates (grams) Per Portion										
Hamburger	1064	991	253	235	13.1	12.2	32.8	30.6	9.4	8.7	7.7	7.1	3.3	3.1	2.5	2.3	1.19	1.11
Cheeseburger	1258	1035	299	246	15.8	13.0	33.1	27.2	9.6	7.9	11.5	9.5	5.9	4.9	2.5	2.1	1.31	1.11
Chicken	558	816	141	196	10	13.4	5	7.4	0.14	0.2	9	12.5	0.9	1.2	0.7	0.9	0.4	0.6
Fish Fingers	685	928	163	221	9.9	13.5	14.9	20.2	0.2	0.3	7.1	9.6	0.9	1.2	2.3	3.1	0.38	0.48
French Fries	863	1108	206	265	2.9	3.8	28.3	36.3	0.4	0.5	9.0	11.5	1.9	2.5	2.8	3.6	0.39	0.51
Fruit Bag	183	229	43	54	0.2	0.3	10.0	13.0	10.0	13.1	0.1	0.1	0	0	1.8	2.3	Tr	Tr
Ketchup	113	558	26	131	0.3	1.4	6.2	31.2	5.5	27.4	Tr	0.1	Tr	Tr	Tr	Tr	0.38	1.90
Orange Juice	523	209	123	49	0	0	29.3	11.7	25	10	0	0	0	0	Tr	Tr	Tr	Tr
Organic Milk	514	206	124	49	8.5	3.4	12.5	5.0	12.5	5.0	4.3	1.7	2.5	1.0	0	0	0.13	Tr
Fruit Drink	40	20	10	5	0.2	0.1	1.6	0.8	1.6	0.8	Tr	Tr	Tr	Tr	Tr	Tr	Tr	Tr
Small Strawberry Milkshake	1673	498	395	118	10.8	3.2	67.2	20	62.8	18.7	9.9	3	0	2	0	0	Tr	Tr

Tr = trace

For more information about our food visit our website. The interactive menu planner will help you calculate the nutritional content of your child's favourite meal combination.



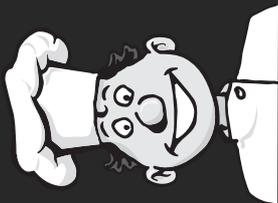
what's in
our food?
taste = choice = fun



Ca 0:31

meals for kids

Our children's meals give you a choice of fun and tasty food and drinks that your children will love! This leaflet tells you about the nutritional content of our meals and passes on some useful information about children's diets.



try our new breast meat chicken

The only meat used is succulent breast meat.



beefburger

Made with 100% beef, onion, pickle, mustard and delicious ketchup in a lightly toasted bun.



cheeseburger

Also made with 100% beef. The cheeseburger includes a tasty cheese slice.



fish fingers

Made with the highest quality cod caught in the cold, clear water of the North Atlantic, and hoki from the clean waters of the southern hemisphere.



French fries

French fries are produced from the finest quality potatoes.

mix & match!

Why not try these balanced Meal combinations? You can check out the nutrition scores for each on the back page.

meal 1

- chicken
- small fries
- pure orange juice

meal 2

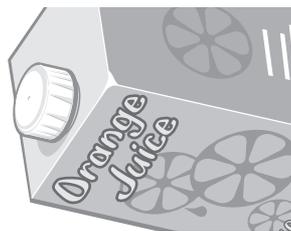
- hamburger
- fruit bag
- organic semi-skimmed milk

meal 3

- chicken
- small fries
- organic semi-skimmed milk
- fruit bag



Blackcurrant and Apple with no added sugar



100% pure and unsweetened



Natural mineral water

juicy

Staying hydrated by drinking 6-8 glasses of fluid a day will help children digest food properly and keep concentration levels up.



organic milk

Our fresh organic semi-skimmed milk is a great source of calcium for active, growing kids.

come and play

An hour of moderate exercise a day will help a child's healthy development. Whether it's football, dancing, cycling, hoola hoop or walking, it doesn't have to be taken in one go, but it does have to be fun!

fruity

Fruit and vegetables are rich in vitamins, minerals and fibre, which help keep kids healthy and boost their immunity. The World Health Organisation recommends 5 portions a day. One child portion is roughly the amount they can hold in their hand or 250ml of pure orange juice.

Pieces of fresh fruit, washed and ready to eat. Why not swap French fries for a fruit bag? ... at no extra cost!



fruit bag

Food allergy chart

	Contains eggs	Contains nuts	Contains seafood	Contains wheat	Contains gluten	Contains milk protein	Contains soya protein	Contains sesame seeds	Suitable for vegetarians
Bacon	No	No	No	No	No	No	No	No	No
Beefburger (without bun)	No	No	No	No	No	No	No	No	No
Chicken burger	Yes	No	No	Yes	Yes	No	No	No	No
Chicken chunks	Yes	No	No	Yes	Yes	Yes	No	No	No
Egg (free range)	Yes	No	No	No	No	No	No	No	Yes
Fish fingers	No	No	Yes	Yes	Yes	No	No	No	No
Fish	No	No	Yes	Yes	Yes	No	No	No	No
Chips	No	No	No	No	No	No	No	No	Yes
Hash browns	No	No	No	No	No	No	No	No	Yes
Pancakes	Yes	No	No	Yes	Yes	Yes	No	No	Yes
Pork sausages	No	No	No	No	No	No	No	No	No
Vegetable burger	No	No	No	Yes	Yes	No	Yes	No	Yes
Grilled chicken	Yes	No	No	Yes	Yes	Yes	No	No	No
Leaf salad	No	No	No	No	No	No	No	No	Yes

Dining area observation checklist

Dining Area Observation Checklist	
Quality	<ul style="list-style-type: none"> ➤ Check all service areas are well stocked with straws, napkins, condiments and utensils. ➤ Information boards should be stocked with only up-to-date literature. ➤ Music must be set at an audible level but not be intrusive. ➤ Monitor which food and/or drinks are being left in the dining area only half or part consumed.
Safety and cleanliness	<ul style="list-style-type: none"> ➤ This area should be kept clean using red cloths for tables, highchairs and trays only. Blue cloths are used for dirty tasks and cleaning the seats. Cloths must be changed every 30 minutes. ➤ 5/10/15 minute cleaning tasks should be carried out when possible. ➤ Check tables and bins regularly to ensure the dining area is kept tidy. ➤ Any floor spillages must be mopped up IMMEDIATELY. ➤ When mopping floors, always use hot water and floor cleaner. Wet floor caution signs should always be used, and removed when the floor is dry. ➤ Doors, windows and glass should be polished as required. ➤ Brown trays should be collected, washed and returned to the front counter after every use. ➤ Litter picking inside and outside the restaurant should be carried out.

Drawing of a service station



Food hygiene regulations

The Food Safety (General Food Hygiene) Regulations 1995

<i>Made</i>	<i>12th July 1995</i>
<i>Laid before Parliament</i>	<i>12th July 1995</i>
<i>Coming into force</i>	<i>15th September 1995</i>

ARRANGEMENT OF REGULATIONS

1. Citation and commencement
2. Interpretation
3. Application of provisions of these Regulations
4. Obligations upon proprietors of food businesses
5. Persons suffering from certain medical conditions
6. Offences and penalties
7. Application of provisions of the Act
8. Enforcement and execution
9. Amendments of other Regulations
10. Revocations

SCHEDULES

1. Rules of hygiene
 - Chapter I General requirements for food premises
 - Chapter II Specific requirements in room where foodstuffs are prepared, treated or processed
 - Chapter III Requirements for movable and/or temporary premises
 - Chapter IV Transport
 - Chapter V Equipment requirements
 - Chapter VI Food waste
 - Chapter VII Water supply
 - Chapter VIII Personal hygiene
 - Chapter IX Provisions applicable to foodstuffs
 - Chapter X Training
2. Amendments to other Regulations
3. Revocations

Statutory Instrument 1995 No. 1763

The Food Safety (General Food Hygiene) Regulations 1995

SCHEDULE 1

Regulation 4(2)

RULES OF HYGIENE

Chapter I

General requirements for food premises (other than those specified in Chapter III)

1. Food premises must be kept clean and maintained in good repair and condition.
2. The layout, design, construction and size of food premises shall:
 - (a) permit adequate cleaning and/or disinfection;
 - (b) be such as to protect against the accumulation of dirt, contact with toxic materials, the shedding of particles into food and the formation of condensation or undesirable mould on surfaces;
 - (c) permit good food hygiene practices, including protection against cross-contamination between and during operations, by foodstuffs, equipment, materials, water, air supply or personnel and external sources of contamination such as pests; and
 - (d) provide, where necessary, suitable temperature conditions for hygienic processing and storage of products.
3. An adequate number of washbasins must be available, suitably located and designated for cleaning hands. An adequate number of flush lavatories must be available and connected to an effective drainage system. Lavatories must not lead directly into rooms in which food is handled.
4. Washbasins for cleaning hands must be provided with hot and cold (or appropriately mixed) running water, materials for cleaning hands and for hygienic drying. Where necessary, the provisions for washing food must be separate from the hand-washing facility.
5. There must be suitable and sufficient means of natural or mechanical ventilation. Mechanical air flow from a contaminated area to a clean area must be avoided. Ventilation systems must be so constructed as to enable filters and other parts requiring cleaning or replacements to be readily accessible.
6. All sanitary conveniences within premises shall be provided with adequate natural or mechanical ventilation.
7. Food premises must have adequate natural and/or artificial lighting.

Quo-burgers label

COOKING INSTRUCTIONS

Remove all packaging. Do not overcook.
For best results cook from frozen.



To grill

Pre-heat grill to a medium setting. Brush burgers with a little oil.
Cook for 8–10 minutes on a middle rack position, turning occasionally.



To fry

Fry in a little pre-heated oil for 8–10 minutes over a medium/high heat, turning frequently.



To microwave

Place one burger on a non-metallic plate. Cover with microwaveable film, pierce film in several places and cook on full power for:

WATTAGE	B/550W	D/750W
Cooking time	2 mins	1.5 mins
Standing time	1 min	1 min

Quo-burgers



To barbecue

Brush burgers with a little oil. When the coals have turned white, cook burgers for 8–10 minutes, turning frequently.



SUITABLE FOR VEGETARIANS

WARNING:

MAY CONTAIN TRACES OF NUTS

Not to be used after this date

BEST BEFORE END
OCT 05

200g e



NUTRITION INFORMATION

Uncooked, typical values

Per 100g

(and per serving)

Energy – KJ	458
– kcal	109
Protein	12 g
Carbohydrate	6.9 g
– of which sugars	1.2 g
Fat	3.7 g
– of which saturates	2.2 g
Fibre	4.9 g
Sodium	0.6 g

CONTAINS EGG, WHEAT & MILK

NO ARTIFICIAL COLOUR

INGREDIENTS

Mushroom protein (47%), rehydrated egg white, onion, flavourings, rehydrated textured wheat protein, palm kernel and rapeseed oil, milk protein, tapioca starch.

STORAGE INSTRUCTIONS

Keep frozen.

***** Food Freezer Until Best Before date

*** Until Best Before date

** 1 month

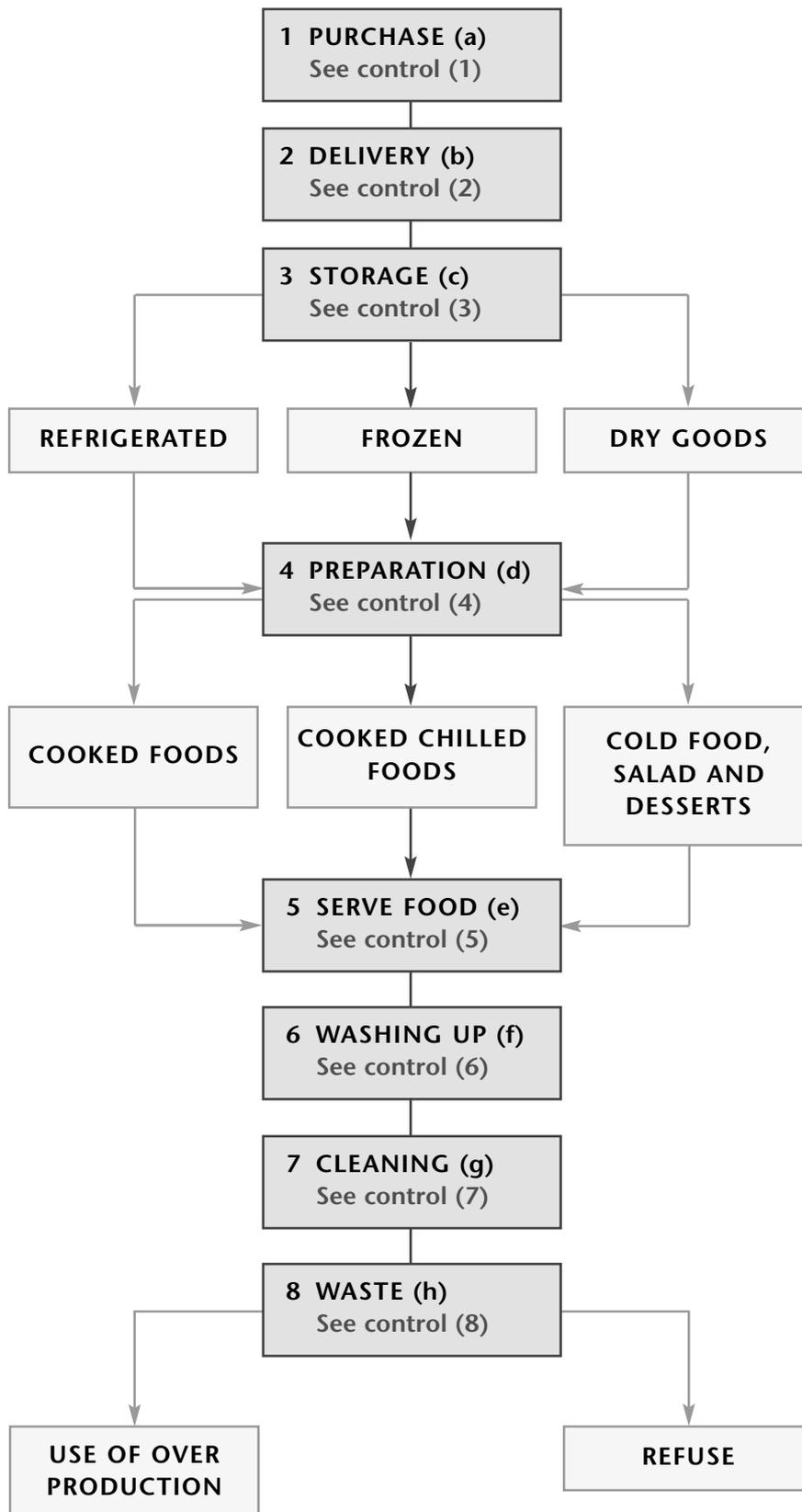
* 1 week

Ice-making compartment 3 days

Refrigerator 24 hours

DO NOT REFREEZE AFTER DEFROSTING

Hazard analysis flow chart – critical control points



HAZARDS
(a) Purchase – food contaminated with food-poisoning bacteria or toxins
(b) Delivery – food contaminated with food-poisoning bacteria or toxins
(c) Storage <ul style="list-style-type: none"> • Refrigerated <ul style="list-style-type: none"> – Growth of food-poisoning bacteria or toxins – Further contamination and cross-contamination • Frozen <ul style="list-style-type: none"> – Growth of food-poisoning bacteria or toxins – Further contamination and cross-contamination • Dry Goods <ul style="list-style-type: none"> – Growth of food-poisoning bacteria or toxins – Further contamination and cross-contamination
(d) Preparation <ul style="list-style-type: none"> • Cooking – Survival of food-poisoning bacteria • Chilling – Growth of surviving spores or food-poisoning bacteria • Production of poisons by bacteria • Contamination with food-poisoning bacteria • Cold food – Growth of food-poisoning bacteria
(e) Serving <ul style="list-style-type: none"> – Growth of food-poisoning bacteria – Contamination

Pest identification chart

Pest	Identification	Characteristics	Hazards	Signs of infestation
Ant (black)		Also known as garden ants Feed on sweet food	<ul style="list-style-type: none"> • Spread pathogenic organisms • Dead bodies may contaminate food 	<ul style="list-style-type: none"> • Live insects in and around food • Dead insects in and around food • Nests
Ant (pharaoh)		Pale yellow; smaller than black ants Feed on sweet foods and high protein foods such as meat	See black ant	See black ant
Fly – bluebottle		Feed by regurgitating substances onto food and then sucking it up Feed on rubbish, human and animal faeces and foodstuffs	<ul style="list-style-type: none"> • Carry pathogens on their bodies • Defecate on food as they eat • Regurgitate food that could be contaminated • Lay eggs on food • Maggots hatch from eggs • Die in food 	<ul style="list-style-type: none"> • Live insects in and around food • Dead insects in and around food • Maggots on food
Fly – fruit fly		See bluebottle	See bluebottle	See bluebottle
Fly – greenbottle		See bluebottle	See bluebottle	See bluebottle
Fly – house		See bluebottle	See bluebottle	See bluebottle
German cockroach		Yellow brown, flat body, 15 mm in length Like damp conditions Feed on waste food	<ul style="list-style-type: none"> • Carry pathogens including <i>Salmonella</i> • Egg cases, faeces and dead bodies found in food 	<ul style="list-style-type: none"> • Live and dead insects • Faeces • Egg cases or larvae • Odour

/continued

Pest	Identification	Characteristics	Hazards	Signs of infestation
Oriental cockroach		Brown, flat body, 25 mm long Like humid conditions Feed on waste food	See German cockroach	See German cockroach
Wasps		Feed on sweet foods Common in late summer and early autumn	<ul style="list-style-type: none"> • Can carry pathogens picked up from rubbish • Dead bodies may contaminate food 	<ul style="list-style-type: none"> • Live and dead insects in and around food • Presence of nests in premises though these may be difficult to detect
Black rat		Prefer fruit and vegetables Pointed nose, long tail and large ears	<ul style="list-style-type: none"> • Carry pathogenic and spoilage organisms • Droppings, urine, fur or dead bodies may be deposited in food 	<ul style="list-style-type: none"> • Droppings and urine smears • Fur • Dead bodies • Sightings of live animals
Brown rat		Prefer cereal foods Larger and more common than the black rat	See black rat	See black rat
House mouse		Prefer cereal foods Small with pointed head, large ears and a very long tail	See black rat	See black rat
Birds		Most often pigeons or sparrows but any bird is a pest	<ul style="list-style-type: none"> • Carry pathogenic bacteria, including <i>Salmonella</i> • Leave contaminated droppings and feathers in food • Dead birds can contaminate water supplies if they fall into tanks 	<ul style="list-style-type: none"> • Live and dead birds • Droppings • Nest • Feathers
Grain weevils		Infest pasta and flour Lay eggs in food and pupae feed on it as they hatch	<ul style="list-style-type: none"> • Not a direct health hazard but can leave eggs, pupae and bodies in food stuff 	<ul style="list-style-type: none"> • Live and dead insects

Your role in your organisation

Focus

In catering you work as part of a team. It is important for you to know:

- what your duties are
- what the duties of other members of the team are
- who you should report to.

The Contract of Employment sets out your rights and responsibilities at work.

- Read a contract in detail before you sign it.
- Find out about anything you do not understand.
- Try to guess the meaning of an unfamiliar word by reading the words around it.
- Check it out with a glossary or dictionary or ask a colleague.

CONTRACT OF EMPLOYMENT
GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: Kepley Ltd of 352 Chapel Street, Stretton, Bowmore (Hereafter referred to as 'the Company')

EMPLOYEE: Josh Franklin, 2 The Barns, Stretton.

JOB TITLE: Trainee Commis Chef

1. INTRODUCTION:
Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

All employees are given a written job description which **MUST** be read and understood before the contract is signed. Acceptance of the contract is an acceptance of the duties described.

JOB DESCRIPTION

Job title: Trainee commis chef

Responsible to: Chef de partie and Head chef

Key Role: To assist the chef on duty in the provision of meals. When necessary, the trainee commis chef will fulfil the role of kitchen porter

Key responsibilities:

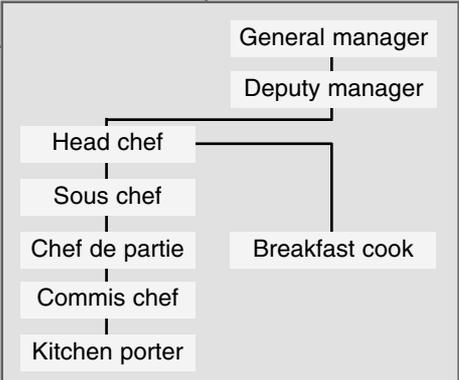
1. **Assist** the chef de partie and head chef to **prepare, cook, present** and **serve** meals.
2. **Be responsible** for the kitchen porters when senior chefs are absent.
3. **Attend** NVQ sessions as and when required. Pay will be reviewed when NVQs are achieved.
4. **Adhere to** hygiene and health and safety guidelines in accordance with the Kitchen Operations Manual and Kepley Health and Safety Policy.
5. **Carry out** any other duties requested by senior chefs or managers.

The job description says who the employee must report to.

- Check that you understand what your responsibilities are by:
- putting what you have read into your own words
 - explaining what you have read to a colleague to see if it makes sense.

It says **what must be done.**

- To find out where **you** are in the organisation:
- find your job title
 - follow the lines up or down to the boxes above and below it.



Your role in your organisation

Task

Task 1

Read the Job description for a kitchen porter from the Source material then answer the following questions.

- 1 What do these words and phrases mean?
 - a consumables
 - b laid down
 - c refuse
- 2 Which word or phrase means 'when you are asked to do so'?
- 3 In section 1 VII, which two words tell you what must be done?

Task 2

Read the Contract of employment from the Source material and answer these questions.

- | | |
|--|--------------|
| 1 You must read a job description before you sign the contract of employment. | True / False |
| 2 You must give four weeks' notice. | True / False |
| 3 You must provide a medical certificate if you are sick for more than six days. | True / False |
| 4 Your probationary period is 3–4 weeks. | True / False |
| 5 You must take part in training. | True / False |
| 6 You may have to work on bank or public holidays. | True / False |
| 7 You will get more pay after successfully completing the probationary period. | True / False |
| 8 You must sign the contract even if you do not understand it. | True / False |

Task 3

Read this information from another contract of employment. Explain each sentence in your own words.

HOLIDAY ENTITLEMENT (Part-time workers)

The holiday year runs from 1st November to 31st October. Your leave entitlement is _____ hours per year (pro rata in the year in which you commence employment). Unused leave cannot be carried forward to the following year.

If you leave your employment under normal circumstances you will receive payment in lieu of any holiday earned but not taken during the current holiday year. If holiday has been taken in excess of entitlement to the date of leaving the excess will be deducted from your final payment of wages.

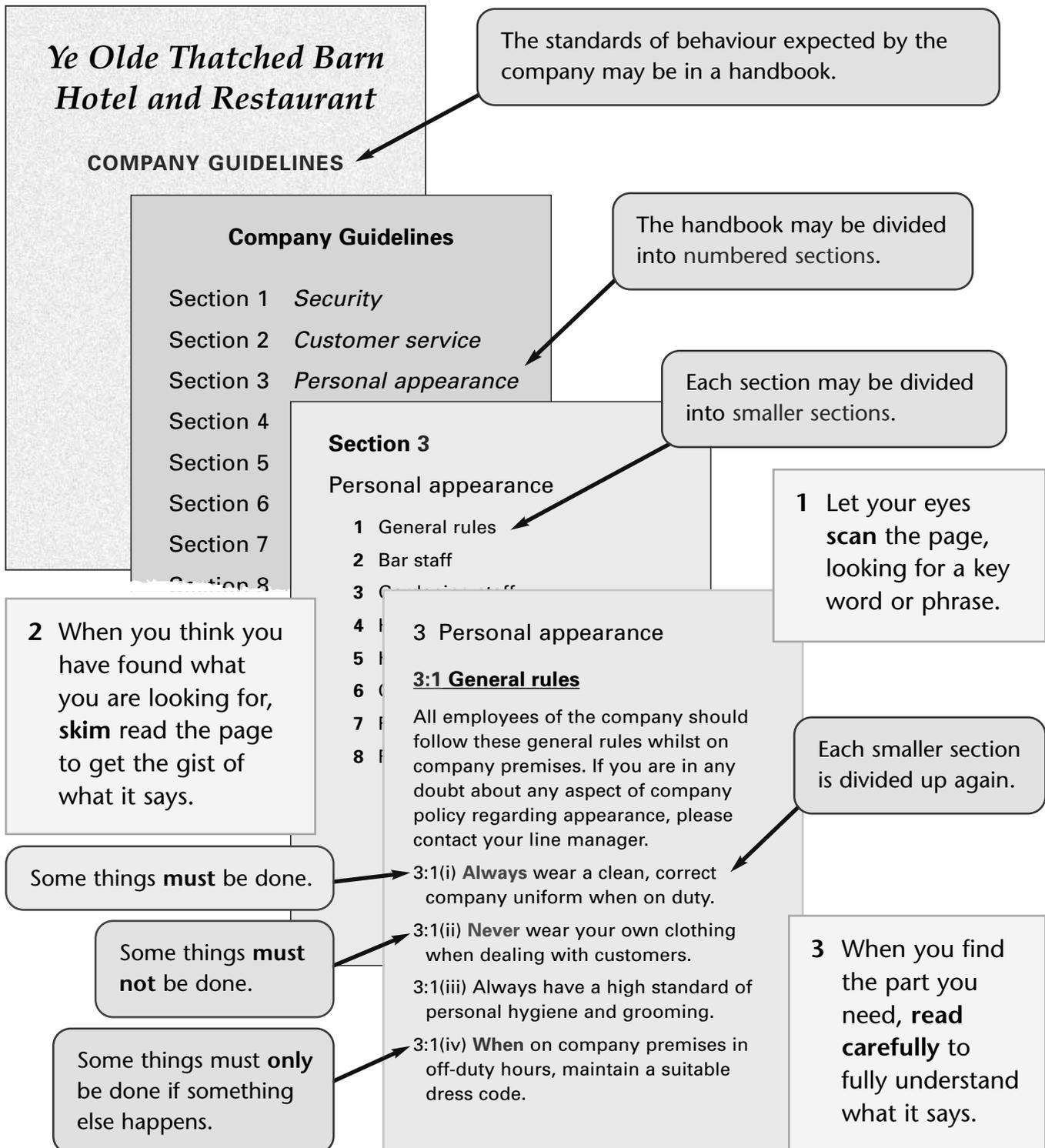
Tip

Putting things into your own words or explaining them to a colleague can help you to understand what you have read.

Finding the information you need

Focus

The company you work for will have lots of written information. It is not necessary to read it all, but you do need to be able to find particular information when you need it.



Finding the information you need

Task

Task 1

Use the skills you have been practising to answer the questions about the information on this page.

- 1 What is the title of this manual?
- 2 Which section deals with protective clothing?
- 3 How many sections are there in the handbook?
- 4 What information would you find in section 3:7?
- 5 Would a trainee chef look at section 3:3 to find the correct temperature to cook bread dough?
- 6 For food hygiene purposes, when are paper towels preferable?
- 7 Which word in 3:5 (iv) tells you that you must not rinse cloths in sinks designated for washing foodstuffs?
- 8 What does section 3:5 (iii) say?
- 9 What should you do if you spill some food? Which words tell you when to do it?
- 10 What should you use to disinfect a chopping board?

The Last Resort Hotel, Restaurant and Conference Centre

Kitchen Staff Handbook

Kitchen Staff Handbook

- Section 1 Personal hygiene
- Section 2 Protective clothing
- Section 3 Food hygiene

Section 3

Food hygiene

1. Food hazards
2. Growth of bacteria
3. Temperature control
4. Cross-contamination
5. Cleaning of surfaces
6. Cleaning of equipment
7. Cleaning schedules
8. Infestations

3. Food hygiene

3:5 Cleaning of surfaces

3:5 (i) The colour code system for cloths must be strictly adhered to.

3:5 (ii) Cloths must be soaked in a bleach solution between tasks. Follow the manufacturer's instructions on dilution.

3:5 (iii) Bleach solutions must be changed at least every 12 hours.

3:5 (iv) Cloths must never be rinsed out in sinks designated for washing foodstuffs.

3:5 (v) Clean as you go. If you spill some food, clear it up immediately and then clean the surface thoroughly.

3:5 (vi) Wash your hands before and after cleaning surfaces to avoid cross-contamination.

3:5 (vii) Use a degreaser for high-fat situations. Use a suitable sanitiser to disinfect surfaces, cutting boards and equipment.

3:5 (viii) If the instructions require you to wipe off the product after use, paper towels are preferable, since cloths may reintroduce bacteria.

3:5 (ix) Heavily soiled cloths should be disposed of immediately.

Reading information

Focus

Guidelines provide information, but they can be long and complicated. Reading strategies can help you to find particular information quickly.

When you read to get the **gist** or general idea of what something is about, your eyes **skim** across the page. Your eyes often pick out the things that stand out or look different. This is a bit like looking for a friend in a crowd.

Your eyes might pick out and read:

Titles	and	colour
Subtitles		bold words
– dashes		CAPITAL LETTERS
● bullet points		<u>underlined words</u>
<i>italics</i>		

This helps you get a general idea of the **subject** of the writing.

Guidelines regarding food served to specific religious groups

Individual food choice may be based on:

- religious guidelines personal decisions health requirements.

The following foods are considered **not suitable** for serving to the following groups of people.

Buddhists

- Many choose not to eat meat of any kind, and some may choose not to eat eggs or fish.
- Anything that contains alcohol should not be served.

Hindus

- Food containing **beef** or beef products should never be served.
- It is important to make sure that all food (including desserts) is free from beef products, e.g. gelatin.
- Many choose not to eat any meat or meat products and some choose not to eat eggs, dairy products or fish.

Jews

- Food containing pork or pork products should never be served.
- Beef, mutton and lamb may be served *only if butchered and prepared in a particular way (kosher)*.
- It is important to make sure that all food (including desserts) is free from animal-derived ingredients that may not be kosher, e.g. gelatin.
- Do not prepare recipes in which milk and meat are cooked together.
- Do not serve milk and meat at the same meal.
- Do not serve fish without fins or scales (such as shellfish).

Muslims

- Food containing pork or pork products should never be served.
- Beef, mutton and lamb may be served *only if butchered and prepared in a particular way (halal)*.
- It is important to make sure that all food (including desserts) is free from beef products, e.g. gelatin.
- Anything that contains alcohol should not be served.
- Bloody meat or any product made with blood or blood products should not be served.
- Do not serve fish without fins or scales (such as shellfish).

Sikhs

- Meat that has been ritually slaughtered and prepared for another religion – *kosher* or *halal* meat – should not be served.
- Anything that contains alcohol should not be served.
- Many choose not to eat any meat products and some choose not to eat dairy products or fish.

Sometimes you know what sort of information you are looking for. You can search the text quickly for relevant words or phrases. Your eyes move quickly, or **scan**, down the text to pick out the parts you want. This is like looking for your name on a list.

This helps you to find the part of the text you need to read.

The words you scan for will depend on what you want to know.

For example, if you want information on foods that should not be served at a Muslim banquet, you would scan the text for related words.

Reading information

Task

Task 1

Skim read the Guidelines regarding vegetarians and vegans from the Source material. What is the general subject of the text? Tick your choice.

- 1 Healthy eating
- 2 Foods that are suitable recipes for vegetarians and vegans
- 3 Foods that should not be served to vegetarians and vegans

Tip

Read the guidelines quickly to get the gist of what they are about.

Task 2

Use the Guidelines to answer these questions.

- 1 Is it acceptable to put eggs on a salad to be served to a vegan?

- 2 Is it acceptable to serve chicken to a person who has informed you that they are a pesco vegetarian?
- 3 Which groups should not be served dishes containing cheese?

Task 3

Which of the recipes below would be suitable for

- 1 A lacto-ovo vegetarian? _____
- 2 A vegan? _____

Cauliflower Cheese

Ingredients

1 cauliflower
100 g butter
100 g flour
1 litre milk
1 egg yolk
100 g cheese
1 tsp mustard

Niçoise Salad

Ingredients

250 g lettuce
100 g tomatoes
200 g cooked French beans
100 g cooked diced potatoes
100 g tinned tuna
10 g anchovy fillets
5 g capers
10 g stoned olives
1 tbsp oil
1 tbsp vinegar

Cream of Green Pea Soup

Ingredients

25 g onion
25 g leeks
25 g celery
25 g oil
25 g flour
250 ml peas (fresh or frozen)
500 ml water
sprig of mint
60 ml cream

Entitlement

Focus

It is useful to work out a technique that you find useful when you need to read complicated texts.

One technique for reading and understanding what you are reading is called **PQ4R**.

Preview – look at the text and try to decide what it is about.

Question – ask yourself what you are expecting to find out as you read.

- 1 **Read** – read a sentence, paragraph or section at a time.
- 2 **Reflect** – think about what you have read.
- 3 **Repeat** – repeat what you have read in your own words.
- 4 **Review** – go back to your questions to see if they have been answered.

Question – ask yourself questions about what you want to find out.

Is this going to tell me about what breaks I should get? How long should they be?

The title mentions 'breaks' and the word 'break' is mentioned several times in the text.

Preview – get the gist of the text by skimming it. Use the **titles**, headings, subheadings, bullet points and key words to decide if the text is what you need to read.

1 Read – tackle the text a sentence, paragraph or section at a time.

If necessary, read it more than once.

If there are words that puzzle you:

- Look them up in a glossary or dictionary.
- Try to work out the meaning from the words around them.
- Ask somebody else who might be able to explain them.

Section 6

Rest breaks at work

If a worker is required to work for more than six hours at a stretch, he or she is entitled to a rest break of 20 minutes.

The break should be taken during the six-hour period and not at the beginning or end of it. It is up to the employer to decide the exact time the break should be taken.

Employers must make sure that workers can take their rest breaks but are not required to make sure they do take their breaks.

So that means I can have a 20-minute break for every 6 hours I work.

'entitled' means allowed or permitted

2 Reflect – ask yourself what it says.

What is this saying?

4 Review – go back to see if your questions have been answered.

Good. So now I know what breaks I should get and how long they should be.

3 Repeat – put what you have read into your own words.

Entitlement

Task

You will need the Working time regulations from the Source material.

Use the **PQ4R** techniques described on the focus page to identify the relevant information from this document.

Task 1 **Preview, Question**

Look quickly at – or preview – the text. Do not read it yet.

- 1 What do you think this text is about?
- 2 What sorts of things are you expecting to find when you read it?
- 3 What would you like to find out from it?

Task 2 **1 Read**

Read the text. Use the information to decide whether these statements are true or false.

- | | |
|---|--------------|
| 1 Somebody on work experience is covered by the regulations. | True / False |
| 2 Workers cannot be forced to work for more than 48 hours a week on average. | True / False |
| 3 To opt out means to decide not to take part in something. | True / False |
| 4 Workers cannot change their minds about opting out of only working 48 hours per week. | True / False |
| 5 Working time includes rest breaks when no work is done. | True / False |

Tip

When you are looking for information in long pieces of text, make it easier for yourself by:

- using the headings and subheadings to find just the part of the text that you want to read
- looking for key words to find the part of the text that you need
- reading only the part that has the information you need.

Task 3 **2 Reflect and 3 Repeat**

- 1 Think about what this section from the Working time regulations means.
- 2 Explain it to a colleague.
- 3 Write it out in your own words.

Workers can agree to work beyond the 48-hour limit. The agreement must be in writing and signed by the worker. This is generally referred to as an opt-out.

Task 4 **4 Review**

Think about what you have read.

Did it answer the questions you asked at the beginning in Task 1?

Do you need to find information from anywhere else?

Understanding different layouts

Focus

At work you will come across lots of different types of information. The layout of the text will help you to decide what it is about and how to find the information you need.

The particular style of layout used in different documents is called the **format**.

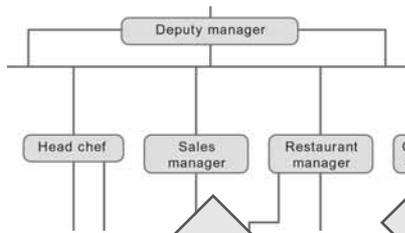
This might include:

- contents
- graphics
- headings
- instructions
- lists
- tables
- diagrams
- boxes.

Contents	Page
Company history	1
Organisation chart	5
Company regulations	8
Staff policies	10
Salaries	11

Contents pages tell you which main subjects are in a book and on which page to find them.

Scan **down** the list to find the section you want then read **across** to find the page number.



Follow the lines **up**, **down** or **across**.

Organisation charts tell you how and where ideas or things are linked together.

CONGLEMERE HOTEL FUNCTION INSTRUCTION SHEET	
EVENT TYPE: <i>Dinner (private party)</i>	EVENT DATE: <i>23rd July</i>
VENUE: <i>Wedgewood Suite</i>	ACCOUNT: <i>Norton Golf Club</i>
ORGANISER: <i>Calista Mohanna</i>	DEPOSIT: <i>100% deposit in ad</i>

Look at how the information is divided into different **sections**.

Use the **subheadings** to help you find your way round the information.

Conglemere Hotel

LUNCH MENU

Sandwiches*	
Beef and horseradish	\$4.50
V Cheese and pickle	\$3.50
V Cheese	\$3.50
Egg mayonnaise	\$4.00
N Turkey & chestnut stuffing	\$4.00
Chicken and bacon	\$4.50
BLT	\$4.50
Seafood	\$4.50

Forms are used for many reasons. This function sheet is a kind of form. It gives you information about events that have been pre-booked.

Menus give information about the food on offer, including prices and special offers. Some include consumer or health information, for example, which are suitable for vegetarians.

Weekend Evening Duty Rota - July									
Date	Kitchen porter		Commis chef			Chef de partie		Sous chef	He
	Martin	Steve	Paul	David	Lucy	Joanna	Michael	Matt	
Sat 2nd	7-finish	4-10	5-10	X	X	3-9.30	5-finish	6-finish	
Sun 3rd	7-finish	X	X	X	X	6-finish	6-finish	5.30-9.30	

Tables are used to organise a lot of similar information in a way that is quick to follow. This weekend duty rota is in table form. It tells staff when they are working.

Tables are organised in **rows** ↔ and **columns** ↓. Track **across** the rows and **up** or **down** the columns to find specific information.

Understanding different layouts

Task

Task 1

Identify the pages of information from the Source material that you need for the following purposes.

- 1 To find out what information is contained in the Staff handbook.
- 2 To find who is in charge of commis chefs.
- 3 To find out details about a booking, including the menu required.
- 4 To find out what sandwiches are available on the menu.
- 5 To find out which staff are working weekends during a monthly period.

Task 2

Use the same pages of the Source material to answer these questions.

- 1 What does the symbol V mean?
- 2 What does the symbol N mean?
- 3 What information is on the following pages of the Staff handbook?
a Page 35 b Page 21
c Page 11 d Page 5
- 4 Which two supervisors are in charge of the breakfast cooks?
- 5 How many people has the private dinner party on 23rd July been booked for?
- 6 Which chef de partie is on duty on 23rd July?
- 7 What will the kitchen porters serve with 'petit fours' at the private dinner on 23rd July?

Tip

Use the layout to help you choose the correct pages.

Tips

- Use the general layout to select the page that will give you the sort of information you need.
- Find the precise information by using the format.

Understanding different layouts

Task

Task 3

Use the extracts on this page and page 1:12 to find the information you need for these questions.

- 1 What fire safety checks are done every week?
- 2 Which salad is suitable for vegetarians but not for people with nut allergies?
- 3 You are trying to find out how to clean the meat slicer. Which page will you go to?
- 4 To dice onions you need to make *parallel cuts*. If you are not sure how to do this, which diagram shows you?
- 5 Who is the Head chef directly in charge of?
- 6 What is the bullet-pointed checklist about?
- 7 What are you warned not to do in order to avoid scalds and burns?
- 8 How many different filling combinations are required for baguettes?
- 9 What is the first thing you should do when dicing an onion?
- 10 How many covers are required for the dinner dance?
- 11 On which page will you find information about vegetable slicers?
- 12 What is served with the savoury dishes on the bar menu?

In order to prevent infestations of rats, mice, birds, cockroaches, flies and other insects, kitchen staff must ensure that:

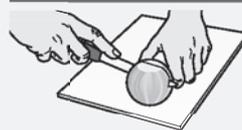
- ultraviolet insect killers are working at all times
- screens are in place on windows and doors
- all food supplies are stored off the floor
- spills are cleaned up immediately
- lids are kept on all waste bins.

CONTENTS	
Cutting boards and blocks	2
Knives	5
Cleavers	7
Cutting machines	9
Using	10
Cleaning	13
Maintaining	16
Reporting faults	20
Vegetable slicers	23
Mandolins and graters	25
Mincing machines	28

Preparing vegetables – finely diced onions



1. Using a sharp knife, cut off the top and root end of the onion.



2. Slice in two from top to bottom and remove the two outer skins.



3. Lay one onion half, cut-side down, on a chopping board.



4. With the knife pointing to the root end, make parallel cuts, slicing downwards onto the board, to within 1 cm of the root end.



5. Slice down again at right angles to the first cuts. The thinner the cuts, the smaller the dice.

Understanding different layouts

Task

CONGLEMERE HOTEL FUNCTION INSTRUCTIONS SHEET	
EVENT TYPE: Dinner dance VENUE: Doulton Suite ORGANISER: Abi Hales HOTEL CONTACT: Steve Hope	EVENT DATE: 14th December ACCOUNT: Brownlow Developments DEPOSIT: 50% deposit in advance NUMBERS: 84
Flowers: Usual Menus: Yes Place cards: No Table plan: No Special Instructions/layout Cabaret style	Menu @ £22.50 per person Cream of mushroom soup or Smoked salmon *** Roast turkey or Trout with almonds *** Selection from the sweet trolley *** Coffee and mince pies

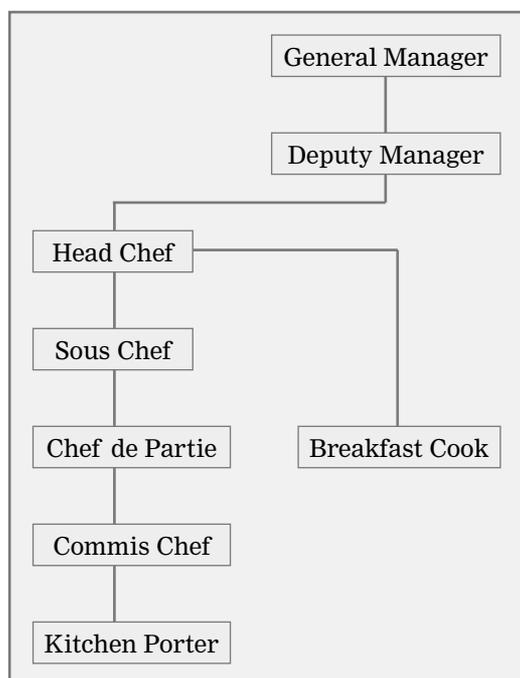
⚠ WARNING

Avoid oven scalds and burns!

- ✗ Do not overfill baking trays and ovens.
- ✗ Never overload roasting tins.
- ✓ Stand well back whilst opening hot ovens.
- ✓ Make sure jacket sleeves are rolled down to prevent burns.
- ✓ Use dry, sound oven cloths for handling hot trays, etc.

FIRE SAFETY CHECKS

Regularity	Checks	Person responsible
Daily	Fire exits	All staff
Weekly	Fire alarms in rooms	H & S Officer/maintenance
Monthly	Electrical appliances	Maintenance department
Half yearly	External fire stairs	Manager and H & S Officer
Yearly	Fire fighting equipment	Fire service representative



Conglemere Bar & Restaurant SNACK BAR MENU

Baguettes

Tuna mayonnaise	£3.99
✓ Feta cheese & grape	£3.99
Chicken tikka	£4.25
✗ Turkey & stuffing	£4.50
Prawn mayonnaise	£4.50

May madness offer - children eat free!*

House speciality salads - all at £6.99!

- ✓ Ploughman's
Caesar anchovies, lettuce, croutons
- ✓✗ Waldorf *apple, celery & walnuts*
- ✓ Green salad
Chicken & bacon bowl

Salads are our speciality!

Something savoury

Breaded scampi	£7.50
Breaded plaice	£7.50
Flame fried beefburger	£6.50
✓ Omelette (Spanish, cheese, mushroom)	£5.95
Pork and onion sausages	£5.95
✓ Spinach & ricotta tortellini	£6.95
Grilled 6oz rib steak	£8.95

All served with a choice of French fries or jacket potatoes, and vegetables or green side salad and coleslaw.

*Offer applies to children aged 9 or under and applies only to children's portions of food from the lunch menu.
Offer starts 1st May and ends 31st May.

What should I do?

Focus

A kitchen is a busy place! Make sure you know what **you** should do by listening carefully.

Get ready to listen.



Look as if you are listening:

- Nod.
- Look at the speaker.
- Look keen!

Ask questions to check you have understood.

Is the velouté to go with the fish?

Listen for the words that let you know what order to do things in.

Is there any particular order to do things in?

Order words might be things like 'first', 'second', 'then', 'afterwards', 'before that', 'later', 'next' and 'finally'.

Right, team. It's a busy shift again today so I want you all on the ball. The summer menu has been in operation for a week now so you should all know what your jobs are.

Bob, the veg today is mange tout, French beans and chicory; fish is sole and salmon and we'll need a velouté and a salsa verde. Oh, mustn't forget the potatoes – pommes nouvelles and rosti, s'il vous plaît.

Anybody need to know more?



Repeat instructions in your own words to check you understand.

*Pommes nouvelles?
Ah yes, new potatoes.*

Keep a notepad to jot down what you have to do ...

... or keep a mental note of what applies to you.

What have I got to do?

*Is there anything I **must not** do?*

Right, that's three things I've got to do.

Listen out for key words. Know the menu and your responsibilities relating to it.

2 avocado, 2 foie gras, 3 sole, 1 chicken

Oui, Chef.

Keep a mental note of what you need to do. Tick off each thing as you do it.

Make sure you reply clearly to be heard above the kitchen noise.

What should I do?

Task



Task 1

2

Listen to the instructions for using a deep-fat fryer. Make a note of the things that must be done.

DO

- 1 _____
- 2 _____
- 3 _____
- 4 _____



Task 2

2

Listen to the instructions again. This time, make a note of the things that must not be done.

DO NOT

- 1 _____
- 2 _____



Task 3

3

Listen to the chef describing how to carve a chicken. Number the instructions in the order they have to be followed.

- Slice the breast.
- Use a carving fork to steady the body.
- Remove the wing on the same side.
- Repeat the last three steps on the other side of the bird.
- Insert a sharp knife between the leg and the body and remove the thigh and drumstick in one piece.
- Divide each drumstick and thigh by cutting through the joint so you have two leg portions.
- Make sure that the bird has rested for 15 minutes.



Tip

Listen out for words like 'always', 'make sure', 'must' and 'should'.

Tip

Listen out for words like 'don't' and 'mustn't'.

Tips

- Listen out for the key order words or phrases.
- Count off on your fingers every time a new job is mentioned.
- Try to make a picture in your head of what needs to be done.

Safety equipment information

Focus

Fire safety is vital in catering. You should find out what sort of fire fighting equipment you have at work, where it is, what sort of fires you can use it on and how to use it.

Fire extinguisher wall notice

All fire extinguishers are **colour coded** using a strip of colour. Make sure you know which colour is used for each type of extinguisher. The colour for water-filled extinguishers is red.

Information is given on the **sort of fire** the extinguisher can be used for. Look out for the key words 'Use on'.

Information is given on the sort of fire the extinguisher should **NOT** be used for. Look out for the key words 'Do not'.

Look at all the signs and symbols on this notice. How do they help you?

You will find instructions for use on the extinguisher label. Key instructions are often written in CAPITAL LETTERS. The **numbers** tell you the **order** to do things in.

9 LITRE WATER FIRE EXTINGUISHER

TO OPERATE

1. REMOVE SAFETY PIN
2. AIM NOZZLE AT BASE OF FIRE
3. SQUEEZE HANDLE TO OPERATE
RELEASE HANDLE TO INTERRUPT

Fire extinguisher label

Have a look at your:

- fire action notice
- fire drill
- induction information about fire safety.

What do they say about using fire-fighting equipment?

If tackling a fire, keep yourself on the **escape route side** of the fire.

3. Tackle the fire with the correct equipment if it is safe to do so.

9.1 Chip pan/grill pan fires

- **Wet chemical (Class F) extinguishers** are designed for extinguishing oil and fat fires. Never use a *water-filled extinguisher* to tackle a fire involving oil or fat. It actually makes it worse and can even cause them to explode.
- **Foam-filled extinguishers** should not be used as they can spread burning oil or fat around.
- **Fire blankets** can be used to tackle oil pan fires.

Safety equipment information

Task

Task 1

Use the Fire extinguisher information from the Source material to answer the following questions. Circle your answers.

- The symbol  in these notices means:
Do not Always No entry
- On fires involving flammable liquids, you should only use foam. True / False
- Where should you spray carbon dioxide (CO₂)?
Over the whole fire area At the base of the fire
- If oil or fat is on fire, which type of extinguisher should be used?
Carbon dioxide Foam Wet chemical
- The symbol  in these signs represents:
Lightning Electricity Danger
- The first thing you do with any of these extinguishers is pull out the safety pin. True / False
- Where should carbon dioxide extinguishers not be used?
In class In woods In confined spaces
- The colour cream is used for extinguishers that contain:
Carbon dioxide Foam Wet chemical
- If you are tackling a chip-pan fire, when should you stop?
When all the flames go out When the extinguisher is empty When the smoke goes

Tips

- Use the layout of the information to find the answers quickly.
- Look up unfamiliar words.

Task 2

Find out what fire-fighting equipment you have in your own place of work. Make a note of the information to remind you. You could make a table like this one to help you organise the information.

Tip

Write down **all** the places where you can find each type of extinguisher.

Fire-fighting equipment			
Extinguisher (colour)	Type of fire to use it for	Instructions for use	Where to find it in the building
<i>Water (red)</i>			
<i>Carbon dioxide (black)</i>			
<i>Foam (cream)</i>			

Accident report forms

Focus

On forms like this accident report form, you need to write information clearly so that people can understand exactly what happened.

Before you start, **read** the form through to make sure that you:

- understand all the instructions on it
- know what goes in each part of the form
- have all the information you need to fill in every section.

If you are in any doubt about anything – **ASK**.

Use the:

- **HEADINGS**
- numbers
- *style of type*
- *colours*

to help find your way around the form.

Part 3 is where you **write** the details of the accident.

There is not much room to write here so you should include just:

- **relevant facts**
- **necessary detail.**

You should also:

- use **formal** language
- write details in a **logical order**
- **check** what you have written for any errors in grammar, spelling or punctuation.

Tip

Draft your report on a piece of paper first so that you can check it through before you write on the form.

ACCIDENT REPORT

1. About the person who had the accident

Name _____
 Address _____
 _____ Postcode _____
 Occupation _____

2. About the person filling in this record

Fill this in only if you are **not** the person who had the accident.

Name _____
 Address _____
 _____ Postcode _____
 Occupation _____

3. About the accident

Say when it happened.
 Date _____ Time _____
 Say where it happened. _____
 Describe how it happened and any injury caused.

Sign and date the record:
 Signature _____ Date _____

4. For the employer only

Complete this box if the accident is reportable under RIDDOR.
 How was it reported? _____
 Date reported _____ Signature _____

If an accident happens at work, a report has to be completed. This is the law. The report is confidential and must be kept safe. The form may be needed as evidence.

It is important that what you write is:

- clear
- to the point
- honest but not biased
- factual.

Accident report forms

Task

Task 1

Look carefully at **Part 3** of the Accident report form from the Source material. Tick the information that you need to include in this section.

- Date of the accident
- A short description of how it happened
- The injury caused
- Your name
- The time the accident happened
- Where the accident happened
- What you think of the person who had the accident
- Whether you think the company is to blame for the accident

Tips

Look at the headings to see which information can be recorded **elsewhere** in this section.

Think about what is **relevant and factual**.

Task 2

Read this description of an accident. Underline the four sentences that contain relevant information for the highlighted part of the report form.

I was walking towards the dessert fridge. Ben was walking towards me, carrying a fish kettle and a colander. All of a sudden his legs went from underneath him. He landed hard on his left arm. I told him that I thought it was broken, but fortunately it was not. I was quite worried about him. I did not see exactly what he slipped on, but the floor tiles seemed to be wet in places. It was definitely not his fault - he was being careful. I suspect that someone had spilt some milk or something and forgot to leave the wet floor sign out after cleaning it up. Either that or some oil or fat had got on the floor. The head chef told him to go to hospital to get it checked out. I expect he'll have a lot of bruises.

Tip

Remember to include only the necessary detail. Leave out unsupported opinions.



Task 3

This is Ben's description of his accident. Pick out the relevant details and write a suitable entry for an accident report form. Use the information from the report in Task 2 to help you.

- 1 Write on a separate piece of paper so that you can plan and check your entry.
- 2 Fill it in on the accident report form from the Source material.

I ended up at Casualty yesterday. I slipped on a bit of water or some such stuff on the floor. I went a cropper on my left wrist. They told me it was bust, well not exactly bust, more badly sprained. It couldn't have happened at a worse time. I'm off on my holiday tomorrow.

Wages

Focus

Whether you get paid in cash, by cheque or directly into your bank account, you should be given a wage slip that contains the following information.

The name of your employer → McConnell's PLC

Your name → NAME Josh Howel1

The date the payment is for → W/E 28/10/05

The number of hours you have worked → HRS 39.5

Your hourly rate → @ £5.05

Your gross pay (pay before deductions) → £199.48

Your net pay (pay after deductions) This is the amount you will receive. → £171.02

Descriptions of any deductions (these get subtracted from your gross pay) → INCOME TAX, NATIONAL INSURANCE, etc.

GROSS WAGES TO DATE	TAX DEDUCTED TO DATE
5784.92	506.06

DEDUCTIONS	£	p
CO. PENSION		
INCOME TAX	16	86
NATIONAL INSURANCE	11	60
OTHER		
TOTAL DEDUCTIONS	28	46

	£	p
GROSS	199	48
DEDUCTIONS	28	46
NET	171	02

Checking your wage slip

- **Hourly rate:** the amount paid to you for each hour that you work.

The law says employees must be paid at least the minimum wage.

From October 2005 it is as follows:

- Age 16–17: £3.00 an hour
- Age 18–21: £4.25 an hour
- Age 22 or over: £5.05 an hour

- **Hours worked:** These are usually written as decimals.

Examples:

- 12 hours 15 minutes = $12\frac{1}{4}$ hours = 12.25 hours
- 39 hours 30 minutes = $39\frac{1}{2}$ hours = 39.5 hours
- 40 hours 45 minutes = $40\frac{3}{4}$ hours = 40.75 hours

Try this: Sam is 21 and gets paid the minimum wage. She works $7\frac{1}{2}$ hours a day for 3 days per week. How much is her gross weekly pay?

- **Gross pay:** this is what you have earned for the hours that you have worked. You calculate your gross pay like this:

$$\text{Hours worked} \times \text{Hourly rate} = \text{Gross pay}$$

$$39.5 \text{ hours} \times £5.05 = £199.48$$

- **Net pay:** The Government collects income tax and National Insurance contributions from your wages. It is taken from your gross pay. The amount left over is called net pay. You calculate net pay like this:

$$\text{Gross pay} - \text{Deductions} = \text{Net pay}$$

$$£199.48 - £28.46 = £171.02$$

Wages

Task

Task 1

Each of the employees below is paid the **minimum wage**. They each work **37 hours a week**.

- 1 What is their **gross weekly pay**?
- 2 What is their **gross annual pay**?

Remember!
1 year = 52 weeks

a



Darren: age 19

£ _____ per week

£ _____ per year

b



Vicki: age 23

£ _____ per week

£ _____ per year

c



Jeff: age 17

£ _____ per week

£ _____ per year

Task 2

- Greg celebrated his 18th birthday 5 weeks ago. He gets paid £5.10 an hour and he is paid weekly.
- Last week Greg worked 7½ hours each day for 4 days and 8½ hours for 1 day.

Check Greg's wage slip and correct any mistakes.

McConnell's PLC		W/E 28/10/05	
NAME Greg Wallasey		Tax Code: 489L	
WORKS/DEPT No 3229		Tax Week: 30	

GROSS WAGES TO DATE	TAX DEDUCTED TO DATE
5583.37	461.62

DEDUCTIONS	£	p
CO. PENSION		
INCOME TAX	16	54
NATIONAL INSURANCE	10	72
OTHER		
TOTAL DEDUCTIONS	27	26

PAY	£	p
STANDARD HRS 37.5 @ £5.10	191	25
OVERTIME HRS @		
BONUS, SICK PAY S.M.P.		
GROSS	191	25
DEDUCTIONS	27	26
NET	163	99

What is an NVQ?

Focus

Once you understand the **jargon** you find in the NVQ in Catering, it makes the whole thing easier to understand.

jargon: n. words or expressions used by a particular profession or group that are difficult for others to understand
(Concise Oxford Dictionary)

What do the words National, Vocational and Qualification mean? What do they mean together?

Who are People 1st?

You will have to collect **evidence** that you are doing your job according to the national standards set by **People 1st**. You will keep it in a **portfolio** of evidence.

NVQ stands for **National Vocational Qualification**. You will get the qualification for doing your job and collecting **evidence** that you can do it.

Put jargon into your own words to help you remember what it means. When you understand the jargon, use it yourself to make it more familiar.

Find out about things you do not understand. Ask a colleague or do an Internet search.

Use the codes to keep track of your evidence.

The NVQ Standards are divided into:

- **Units** that are divided into:
 - **Elements** that are divided into:
 - What you must do
 - What you must cover
 - What you must know.

Some units are mandatory and some are optional.

Unit 1GEN1 Maintain a safe, hygienic and secure working environment
ELEMENT 1GEN1.2 Help to maintain a hygienic, safe and secure workplace
What you must do
 To meet the national standard you must:
 1. Keep a look out for **hazards** in your workplace

What you must cover
 This element covers:
 1. Hazards
 a) relating to equipment
 b) relating to areas where you work
 c) relating to personal clothing

Assessing performance
 When assessed you have to show **evidence** that you have covered:

- All the points under 'What you must do' (1, 2, 3, etc.)
- All the points under 'What you must cover' (1 a), 1 b), 2 a), etc.)
- All the points under 'What you must know' (K1, K2, etc.).

What you must know
 For element 1GEN1.2
 K8. The types of hazards that you may find in your workplace and how to deal with these correctly
 K9. Hazards you deal with yourself and hazards that you must report to someone else

What are simulations?

Evidence to prove that you are competent can be given in many forms:

- observation by an assessor, colleague or supervisor
- products of work
- work-based projects
- simulations
- role-plays
- photographs

What is an NVQ?

Task

Task 1

- 1 Find the meanings of the words below in the glossary. Some of them are used on the focus page.
- 2 Explain these words to someone, in your own words.

assessment evidence competence standard mandatory
optional portfolio simulation verification range

Task 2

Complete these extracts from the pages of an NVQ.

- 1 _____ 1GEN4 Contribute to effective teamwork
- 2 _____ 1GEN4.2 Support the work of your team
- 3 To meet the national _____ you must:
- 4 When you have completed this unit, you will have proved that you can _____ to your own learning and development.
- 5 The _____ day-to-day activities you might carry out for this unit include getting feedback on what you do well and where you could improve.

Task 3

Put these phrases into your own words. Explain them to a colleague.

- 1 Element 1GEN4.3
To meet the national standard you must ask your team members for feedback on your work and deal with this feedback positively.
- 2 K11. You must know when you can and cannot provide help and support to others.

Evidence for NVQ

Focus

To get an element signed off, you need to show that you have covered each of the points in the 'What you must do' section.

You may have to write a personal statement, explain to somebody what you have done, take part in a role-play or simulation or collect a witness statement from somebody who has observed you.

Before you start, make sure you know **what** you need to do to collect your evidence and **how** you need to do it.

Read the heading and think about **when** this happens.

Read each point and think about **what** it actually means in relation to the way you do your job.

Think about **how** you can prove that you do each thing mentioned on the list. Make a list of evidence you need.

Think about **what** you can say to prove what you know about the things on the list and **how** you can improve your knowledge.

Unit 1GEN4

Element 1Gen4.2

Support the work of your team

What you must do

To meet the national standard you must:

1. give your **team members** help when they ask for it
2. make sure the help you give them is within the limits of your job role and does not prevent you from completing your own work on time
3. pass on important information to your **team members** as soon as possible
4. maintain good working relationships with your **team members**
5. report any problems with working relationships to the relevant person
6. **communicate** clearly and effectively with your **team members**

What you must know

K13. why it is important to help team members in their work

K14. the limits of your job role – what you can and cannot do when helping other team members

K15. what could be essential information that needs to be passed on to a member of your team and why you need to pass it on as soon as possible

When you talk to the assessor, use the words from the item on the list as part of your answer. Make sure you understand the jargon.

K13 'It is important to help team members in their work because ...'

K14 'I read my job description to be clear about the limits of my job role.'

When you write your evidence, use the words from the section you are talking about.

- Change (**you**) to 'I' and (**your**) to 'my'
- Write as if it happened in the past: 'I reported ...', 'I checked ...'

Evidence for NVQ

Task



Task 1

4

The commis chef has asked you to prepare some potatoes to be used as duchess potatoes for both lunchtime and evening meals. About 20 covers are expected at each session.

- 1 Listen to what the commis chef says.
- 2 Complete the following sentences, which say what has been done to cover all the points.
 - a I got about 20 large old potatoes. I c_____ that they had no green parts or mould.
 - b I c_____ the tools I needed. I g_____ the potato peeler and potato knife ready as well as the vegetable chopping board.
 - c I w_____ and p_____ the potatoes before I r_____ them. Then I c_____ them into even-sized pieces. I c_____ the potatoes in lightly salted water.
- 3 Explain each of your written answers to a friend as if explaining them to an assessor.

Task 2

Unit 2FC7 Cook and finish basic vegetable dishes

This unit is about preparing vegetables for use in cooked or uncooked dishes

Element 2FC7.1

Cook and finish basic vegetable dishes

What you must do

To meet the national standard you must:

1. check the **vegetables** meet dish requirements
2. choose and use tools and equipment correctly
3. combine the **vegetables** with other ingredients ready for cooking

4. **cook** the **vegetables** to meet the requirements of the dish
5. make sure the dish has the correct flavour, colour, consistency and quantity
6. finish the dish to meet requirements
7. make sure the dish is the correct temperature for holding and serving
8. safely store any cooked vegetables not for immediate use

Make a list of all the types of evidence you could collect for point 8: 'safely store any cooked vegetables not for immediate use'.

Tip

Making an action plan or list of what you have to do can focus your mind on what has to be done. Tick off your evidence as you collect it.

Safe!

Focus

What should you do if you spot a hazardous situation in your workplace?

Is it best to keep quiet?

How can I find out what to do?

Who should I speak to?

A B C might help you make up your mind what to do.

ASSESS the situation

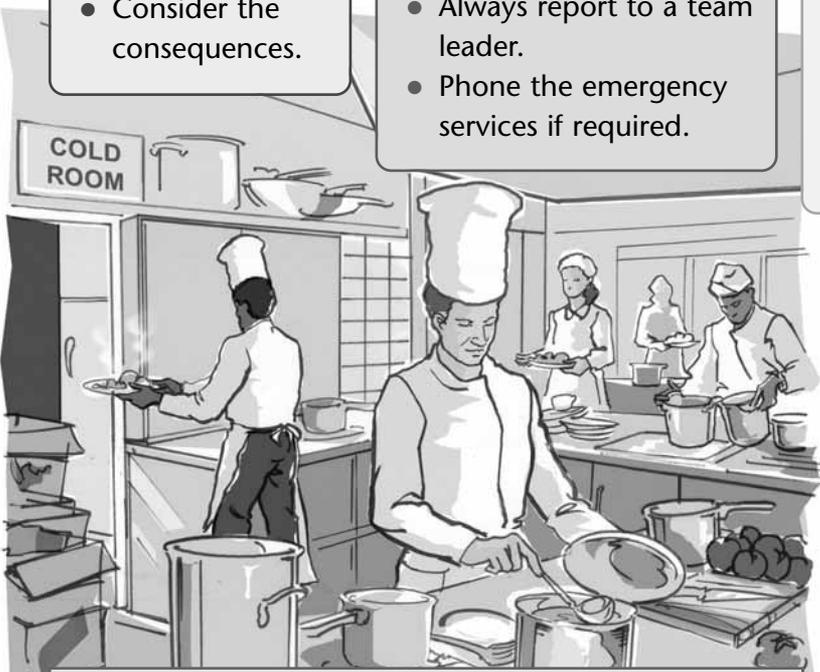
- Look carefully.
- Ask appropriate questions.
- Consider the consequences.

BE AWARE of the possible solutions

- Find out what the correct procedure is.
- Ask a colleague to help.
- Always report to a team leader.
- Phone the emergency services if required.

CARRY OUT the actions you decide on.

- Use your own knowledge and understanding of your job.
- What needs to be done immediately?
- What can wait?
- Take immediate action yourself.
- Ask for help.
- Call the emergency services.
- Report the incident.
- Fill in an incident report form.



ASSESS the situation

- Look carefully. What has happened?
- Is there any immediate danger?
- Can it be left as it is while you report it to someone else?

BE AWARE of the possible solutions

- Find out what should be done from workplace procedures.
- Report the incident to your team leader.
- Record what you saw and did while it is still fresh in your mind.
- Follow instructions from the team leader.

1974 Health and Safety at Work Act
It is the responsibility of employees to:

- take reasonable care to avoid injury to themselves or others
- co-operate with employers to comply with the law
- not misuse anything provided for health and safety.

Think about how you speak and how you listen when you report the problem.

- *Speak clearly.*
- *Give relevant details.*
- *Listen carefully to instructions.*

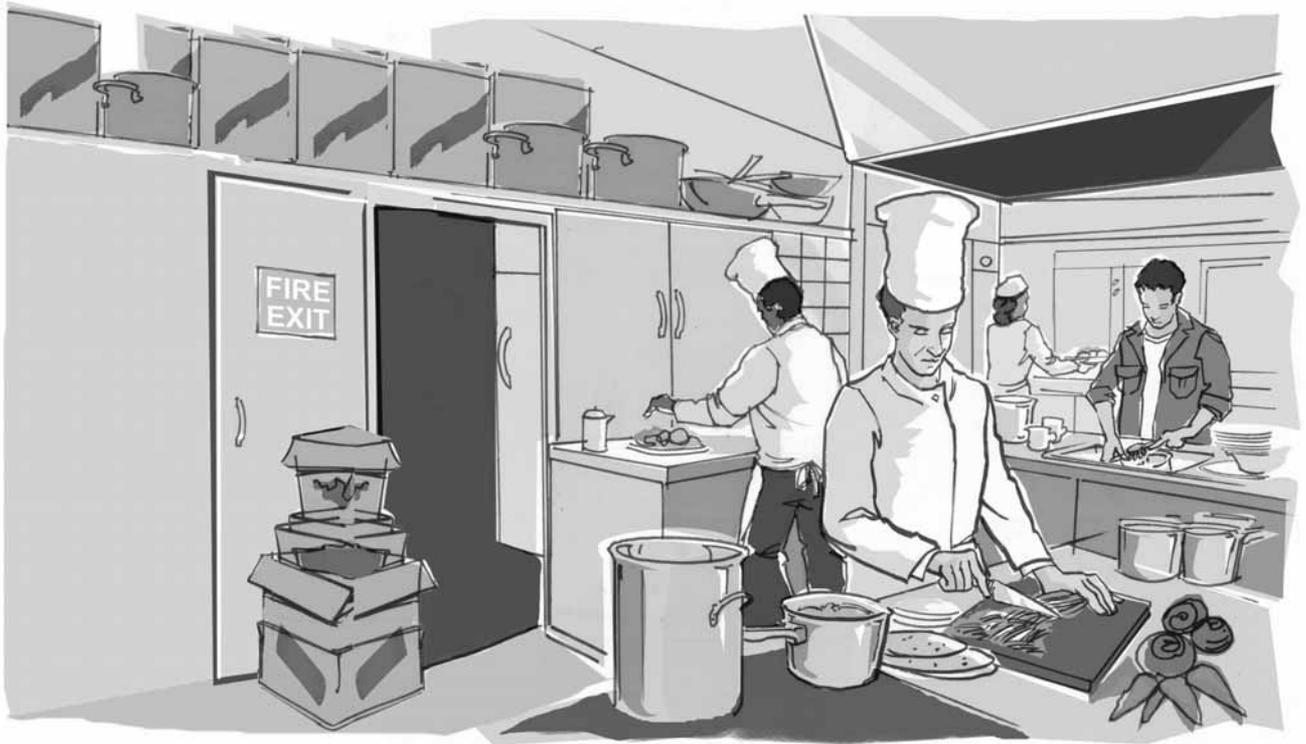
Are you an employee?
What are your legal duties?

CARRY OUT the actions you decide on

- What needs to be done immediately?
- What can wait?

Safe!

Task



Task 1 Assess the situation

- 1 Identify three situations in the picture that are either dangerous or against company policy.
- 2 Discuss with a partner what they are.
- 3 Make a note of what the hazards are and what could happen if the situations were left as they are.

Task 2 Be aware of the possible solutions

- 1 Having assessed the situations, read the appropriate policies from the Source material and discuss what the company would say if they spotted what was going on.
- 2 Write down the parts of each policy that refer to each situation.

Task 3 Carry out the actions you decide on

Discuss with a partner and make a note of how **you** would deal with these three situations.

Tip

You do not have to read every word of every procedure.

- Skim read each one to see which one has the information you need.
- Use the titles, headings and layout to find the part you need.
- Scan the one you choose for key words to do with the information you need.
- Find out what unfamiliar words and phrases mean.
- Put the important parts into your own words to check you've got the meaning.

Checking deliveries for quality

Focus

Listen carefully to what you are told – it may not always be clear or logical.

The instructions you need to do the job may be hidden amongst other information.

To check the quality of the food that is delivered or food that you are going to prepare or serve, you need to look, smell, touch and taste to see that it is in top condition.

Look as if you are listening.
Be an active listener.

- Nod.
- Look at the speaker.
- Look keen!

- What do I do if ... ?
- Does that mean that ... ?
- Can you say that again please?

Ask questions to check you have understood.

So you mean I have got to say no to anything that smells bad to me?

Repeat and reword any parts that need special attention.

Right, so if I check a delivery I must think about the look, smell and feel of the foods I check.

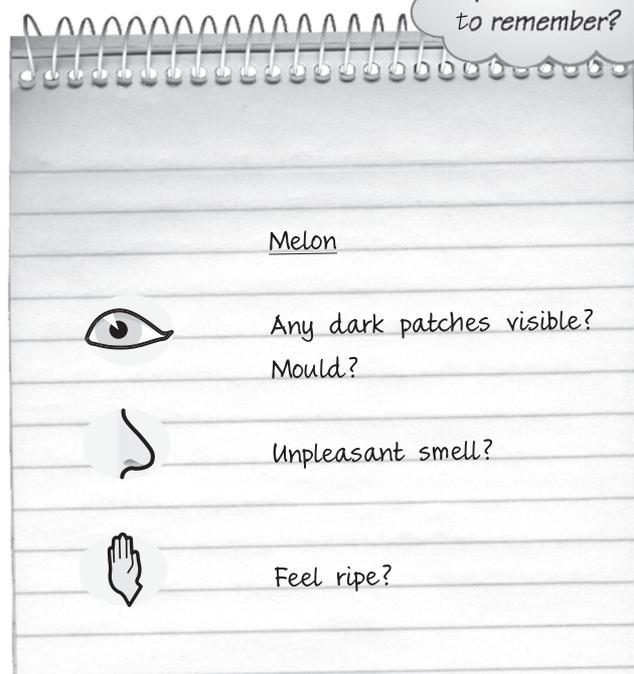
Make a mental checklist of all the things you want to remember.

Look for any dark patches or visible mould. Does it smell OK? Does it feel ripe?

Keep a notepad to jot down what you have to remember.

Which are the important bits to remember?

For instance, you might look at a melon to see if its skin has any dark patches or visible mould, smell it to see that it doesn't smell unpleasant and squeeze it to see if it feels ripe and not too hard.



5

Listen to the instructions about checking deliveries. Make a mental checklist of what you are being asked to look, smell and feel for. Tell a friend what you remember. Make a few written notes about the same information.

Checking deliveries for quality

Task



Task 1

6

- 1 Listen to the kitchen manager giving some information about what to look out for during a delivery.
- 2 Make a mental checklist about what you are told to look, smell and feel for.
- 3 Listen again to see if you remembered everything.
- 4 Make notes about what to do under these three headings.

Tip

Listen for the instruction words.

Item	Look	Smell	Feel
Flour			



Task 2

7

- 1 Listen again for the instructions about what to look for when the fruit delivery arrives.
- 2 Make a mental checklist of the things you must look, smell and feel for.
- 3 Make notes about what to do under the six headings in the table.
- 4 Listen again to see if you remembered everything.

Tip

Listen out for things you must **not** accept.

Item	Look ✓	Look ✗	Smell ✓	Smell ✗	Feel ✓	Feel ✗
Strawberries						
Apples						
Grapefruit						



Task 3

8

- 1 Listen again for the instructions about what to do when the fish delivery arrives.
- 2 Make a mental checklist of what you are told to look, smell and feel for.
- 3 Make your own notes about what to do.
- 4 Listen again to see if you remembered everything.

Date coding and stock rotation

Focus

Food stocks and prepared foods need to be controlled by **date order**. Old stock should always be used first. Stock should be discarded as soon as it becomes out of date.



USE BY dates are found on highly perishable foods.



BEST BEFORE dates are found on foods with a longer shelf life.

Different manufacturers write dates in different ways.

If a **date contains just numbers**, the day of the month is written first, then the month, then the year.



The **months** of the year are numbered in the order they come in:

01 = January	07 = July
02 = February	08 = August
03 = March	09 = September
04 = April	10 = October
05 = May	11 = November
06 = June	12 = December

Stock rotation procedure

- Store fresher items behind older items.
- Use old stock first.
- Discard stock the moment it falls out of date.
- Remember to discard stock that will go out of date during a close-down period.

- Sometimes the month is written out in full: **MARCH**
- Sometimes the month is shortened to the first three letters: **MAR**
- Sometimes a number represents the month: **03**



DAY DOTS are placed on refrigerated fresh or defrosted products.

Day dots show the **last day** that a product can be used. The shelf life is normally **3 days**.

Example: This casserole was refrigerated on Monday. It must be used by the end of Thursday.

Mon = Monday	Fri = Friday
Tue = Tuesday	Sat = Saturday
Wed = Wednesday	Sun = Sunday
Thu = Thursday	

Date coding and stock rotation

Task

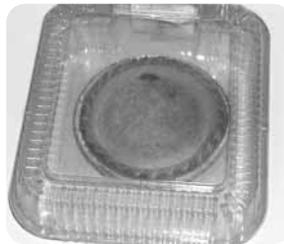
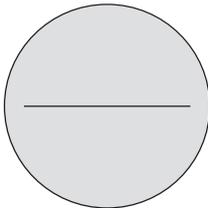
Task 1

Match the products that have the same **USE BY** dates.

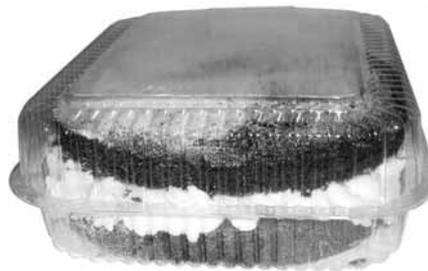
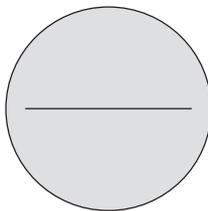
Task 2

The shelf life of these food items is 3 days. Label the day dots before you place them in the refrigerator.

1 Fruit pie made on Friday



2 Gateau made on Wednesday



Remember!

Day dots show the **last day** that a product can be used.

Example: An item refrigerated on **Monday** must be used by the end of **Thursday**.

Task 3

The kitchen will be closed from Monday 23rd December 2006 to Monday 6th January 2007.

Tick the items of stock that should be discarded on **22nd December**.

1	Use by: 07/01/07 <input type="checkbox"/>	2	Best before: 31-12-06 <input type="checkbox"/>	3	Tue <input type="checkbox"/>	4	Best before end: DEC 07 <input type="checkbox"/>
5	Best before: 1 Jun 07 <input type="checkbox"/>	6	WED <input type="checkbox"/>	7	Best before end December 07 <input type="checkbox"/>	8	BEST BEFORE 5 JAN 07 <input type="checkbox"/>

Knives and cutting machines

Focus

Knives are essential tools in catering and must be handled with respect, used correctly and taken care of.



When reading **instructions**, look out for words that tell you exactly what to do:
use cut tuck concentrate
hold place keep put leave
soak rinse dry ...

Words that tell you what you **must** do

Words that tell you there is **more than one** instruction in the sentence

Words that tell you what to do if or when something else happens

Any **punctuation** that separates things in a list (e.g. comma) or tells you to look somewhere else for more information ()

Words that tell you what you **must not** do

Words that tell you the **order** in which things should be done

Find out the meanings of any words that puzzle you.

Instructions for the use of knives

- Always **use** the correct knife for the correct purpose.
- Always **cut** on wooden or polypropylene chopping boards.
- Always **tuck** your fingers away from the blade.
- **Place** knives flat on the table **and make** sure that neither the blade nor handle protrudes over the edge of the table.
- **When** using knives, **concentrate** on what you are doing.
- **When** carrying knives, **hold** the points downwards.

Sharpening

- A sharp knife is safer than a blunt one so **always keep** knives sharp.
- If you have no skill with the steel, whetstone, ceramic or diamond tool, **use** the automatic sharpener (for instructions on how to use the stone, see next page).

Cleaning

- **Never put** your good knives in the dishwasher.
- **Do not leave** to soak or leave in a sink.
- To clean a knife, **wipe** the blade carefully with the edge away from the body.
- **After** washing, **rinse** and **dry** as soon as possible.
- **Use** washing-up liquid and a sponge.
- **Keep** handles clean.

Knives and cutting machines

Task

Look at the procedure for cleaning cutting machines.

- 1 How many instructions are there in point 1?
- 2 What must you do if the safety guards are removed for cleaning?
- 3 List the things that can be used to clean the cutting machine in separate bullet points.
- 4 Name one thing that you must always do.
- 5 Name one thing that you must never do.
- 6 List six words that tell you exactly what to do.
- 7 Write down the meanings of these words as they are used in the procedure.

- a harbour
- b threads
- c comply
- d particles

Cutting machines – CLEANING PROCEDURE

Persons under 18 **must not** use or clean any cutting machinery.

- 1 Always switch off and unplug the machine before beginning cleaning.
- 2 If necessary, remove safety guards.
- 3 Take extra care if guards are removed for cleaning.
- 4 Remove particles of food with a cloth, palette knife, needle or brush.
- 5 Clean all removable and fixed parts with hot soapy water.
- 6 Take extra care with threads and plates with holes as these can harbour food particles.
- 7 Rinse, dry and re-assemble.
- 8 Replace guards.
- 9 Never plug in and switch on after cleaning until you have checked that the machine is properly assembled.
- 10 Always comply with the manufacturer's instructions and safety precautions (these can be found beside each machine).

Get ready to cook

Focus

Recipes tell you what goes into a dish and how to make it.

Every recipe has:

A list of ingredients

So that you can gather together what you need before you start

A list of stages in making the dish

The numbers tell you the order in which you should do things

Suggestions for altering the recipe to make it:

- taste different
- a healthier option.

Look out for instruction words.

Be careful! Read the whole recipe through. There may be ingredients or utensils mentioned in the method that you need to prepare before you begin.

Escalope de veau au Madière
(serves 4)

50 g butter or margarine
25 g seasoned flour
4 veal escalopes (slightly batted)
30 ml Madeira
demi-glace or jus-lié

- 1 Heat the butter in a sauté pan.
- 2 Lightly flour the escalopes. Fry to a light brown colour on both sides.
- 3 When cooked, remove the meat from the pan and keep warm.
- 4 Drain the fat from the pan. Deglaze with Madeira.
- 5 Add the demi-glace and bring to the boil.
- 6 Correct the seasoning and consistency.
- 7 Pass sauce through a fine strainer onto the escalopes and serve.

Note: *In place of Madeira, sherry or Marsala may be used.*

Healthy eating tip

Use a small amount of oil to fry the escalopes and drain them on kitchen paper.
Serve with plenty of boiled potatoes and vegetables to proportionally reduce the fat.

Cooking has a specialised language all of its own. It uses:

Words adapted from other languages

Names of ingredients

Names of utensils

Particular cooking techniques

Ways of describing particular cooking methods

Use a glossary to find out what culinary terms mean.

If something puzzles you – ASK!

Get ready to cook

Task

Task 1

Fill in the gaps in this recipe for apple crumble using the words in the box on the right.

- 1 Peel, _____ and _____ the apples.
- 2 _____ gently with a little water, the sugar and a clove.
- 3 _____ in a pie dish. _____ the clove.
- 4 Lightly _____ the fat into the flour.
- 5 _____ in the sugar.
- 6 When the fruit is cool, _____ the topping.
- 7 _____ in a hot oven (220°C) for about 30 minutes until lightly browned.
- 8 _____ with custard, cream or vanilla ice cream.

serve core place
slice add remove
cook rub bake stir

Apple crumble

600 g Bramley apples
100 g sugar
1 clove

Topping

150 g plain flour
100 g soft brown sugar
50 g butter or margarine

Task 2

Use the glossary to find the meanings of these words.

- 1 poach 2 refresh 3 whisk 4 broil 5 drizzle

Task 3

- 1 Find out what these words mean.
a flambé b sushi c confit d tandoori e en papillote
- 2 Find out the name of a typical dish in which the technique is used.

Tip

Use a glossary or ask a colleague to find out.

Task 4

You will need the recipe for Vegetarian Pizza from the Source material.

- 1 Highlight all the instruction words.
- 2 Underline any words that you are not familiar with and find out their meanings.
- 3 How would this be written in a recipe?

Put in the coarsely chopped fresh tomatoes that have had the peel and seeds removed, and the tomato paste made by cooking tomatoes to a pulp and rubbing them through a sieve.

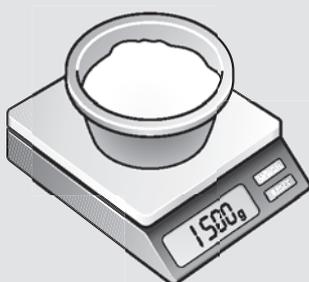
Weighing ingredients

Focus

Some recipes require the ingredients to be weighed out accurately. For others, weights can be approximately correct. Here are some methods you can use.

1 Use weighing scales

Digital scales

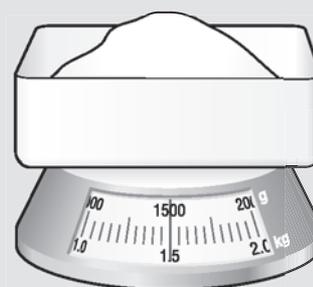


These ingredients weigh **1500 g** or **1.500 kg**

Tip

Work out the value of the unmarked divisions before starting to weigh.

Analogue scales



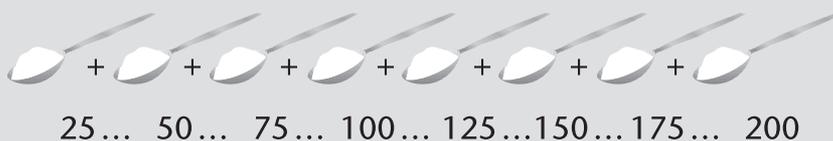
Remember!

1000 grams = 1.0 kilogram
 500 grams = 0.5 kilograms
 100 grams = 0.1 kilograms
 50 grams = 0.05 kilograms

2 Use tablespoons

1 **heaped** tablespoon of **flour** is approximately **25 grams**.

As you spoon out the flour, **count up in 25s**.



8 heaped tablespoons of flour is about 200 grams

Try this:

Use scales to check how many tablespoons of **sugar** weigh approximately **25 grams**.



Tip

When you first try this method, weigh to check your accuracy. Adjust how much you put on the tablespoon if necessary.

Weighing ingredients

Task

Task 1

Fill in the blank spaces in this table.

1250 g	1 .250 kg	kg
g	1 .750 kg	1.75 kg
tbsps	0.100 kg	0 .1 kg
75 g	k g	k g

Task 2

Match the ingredients that weigh approximately the same.

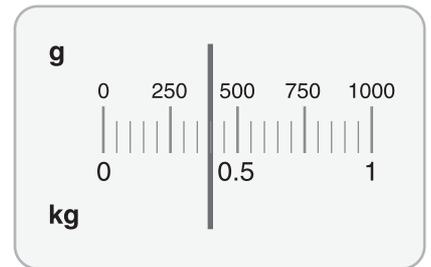
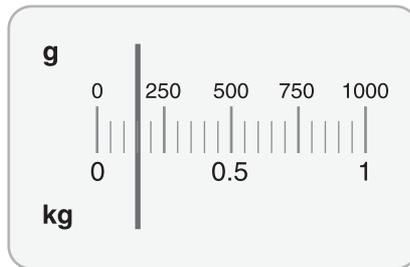
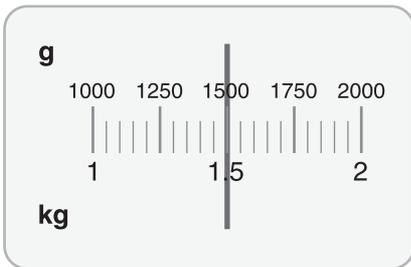
1500 g



6 heaped tablespoons of flour

150 g

400 g



$\frac{1}{2}$ of this bag of flour



FLOUR
3 kg



+

25 g	25 g	25 g
25 g	25 g	25 g

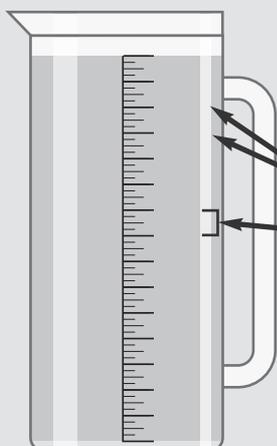
1 whole packet of butter plus 6 × 25 g portions

Measuring liquid ingredients

Focus

Some recipes require liquids to be measured out accurately. For others, measurements can be approximately correct.

1 Use a measuring jug



The jug contains **1.5 litres** or **1500 millilitres (ml)** of water.

- On this measuring jug:
- each **100 ml** is labelled
 - each 100 ml is divided into 4 smaller divisions
 - each of these small divisions is **25 ml** ($100 \div 4 = 25$).

Remember!

0.5 litre = 500 ml
1 litre = 1000 ml

Tip

Work out the value of the unmarked divisions before you start to measure.

Try this: Show the following measures on the jug:
a 350 ml b $\frac{3}{4}$ litre c 75 ml

2 Use measuring spoons

Short pastry 10–16 portions	
Soft plain flour	500 g
Lard or vegetable fat	125 g
Butter or margarine	125 g
Water	5–8 tbsp

Instead of litres or millilitres, many recipes use **spoons** to measure small amounts of liquid.

- **tbsp** stands for **tablespoons**
- **tsp** stands for **teaspoons**

This recipe says use **between 5 and 8 tablespoons** of water.

Tip

Put in the **minimum** amount to start with. You can always put in a little more if you find you need it.

3 Use the measurement on the packaging to help you



You can **estimate** how much liquid is in a partially used container or you can pour out a **fraction** of a known amount.

- $\frac{1}{2}$ of 1 litre = $\frac{1}{2}$ litre the same as 500 ml
- $\frac{1}{4}$ of 1 litre = $\frac{1}{4}$ litre the same as 250 ml

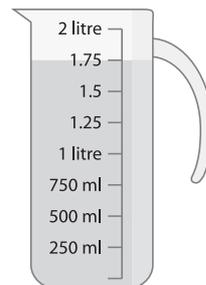
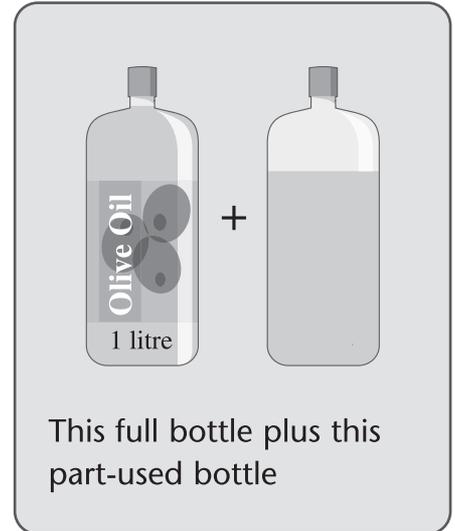
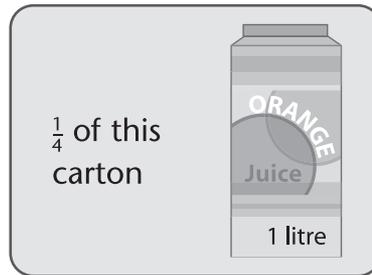
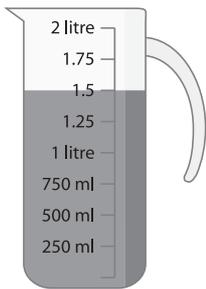
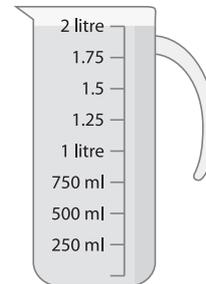
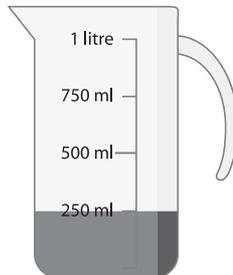
Try this: You have a **2 litre** container of milk that is half full. Approximately how much milk is in it?

Measuring liquid ingredients

Task

Task 1

Match the ingredients that measure approximately the same volume.



Task 2

What **fraction** of the full container makes each of these measures?

1

2

carton = 1 litre

1 litre

carton = 500 ml

3

1 litre

carton = 250 ml

Adjusting quantities

Focus

The quantities described in recipes can be adjusted to provide for different numbers of covers.

Step 1: Work out how many batches of the recipe to make

- Find out the number of **portions** that one batch of the recipe will make.
- Find out the **number of covers** you need to provide.
- Count how many **batches** of the recipe provide enough **portions** for all your **covers**.

Example

You need pastry to make **28** cheese & onion tarts.
Your recipe for pastry makes enough for **6** tarts.

$$6 + 6 + 6 + 6 + 6$$

1 batch + 1 batch + 1 batch + 1 batch + 1 batch

You need **5 batches** of pastry to make **28** tarts.

Try this: How many batches of pastry do you need to make the **vegetable quiches** for the same buffet?

Short pastry

Recipe makes:
6 portions if used for tarts or pasties
1 portion if used to line a large flan case

Soft white flour	200 g
Lard or vegetable fat	50 g
Butter or margarine	50 g
Salt	1 pinch
Water	2–3 tbsp

Buffet lunch for 28

- 28 × Cheese & onion tarts
- 4 × Vegetable quiche (large)

Remember!

It is better to prepare slightly more food than is needed than too little.

Remember!

For the recipe to taste the same, each ingredient must be multiplied by the same amount.

Step 2: Increase the recipe amounts

Multiply all the ingredients by the number of **batches** you need to make.

Example

You need **5 batches** of pastry to make **28** tarts.

Soft white flour	200 g	× 5 =	1000 g
Lard or vegetable fat	50 g	× 5 =	250 g
Butter or margarine	50 g	× 5 =	250 g
Salt	1 pinch	× 5 =	5 pinches
Water	2–3 tbsp	× 5 =	10–15 tbsp

Step 3: These are the quantities you will measure

Once all the ingredients have been measured, follow the recipe instructions in the normal way.

Try this: How much of **each ingredient** is needed to make enough pastry for **4 vegetable quiches**?



Remember!

1000 grams = 1 kilogram

Adjusting quantities

Task

Task 1

Adjust the recipes to provide breakfast for **16** covers.

1

Porridge

Recipe makes 6 servings

Ingredients

150 g oats
 $\frac{1}{2}$ litre water
 $\frac{1}{2}$ litre milk

Adjusted recipe

Makes _____ servings

Ingredients

_____ oats
 _____ water
 _____ milk

Breakfast for 16 covers

16 × Porridge
 16 × Kedgeree
 16 × Bread rolls

Tip

Round up the number of covers to keep the calculations simple. It is better to prepare too much food than too little.

2

Kedgeree

Recipe makes 4 servings

Ingredients

450 g smoked haddock fillets
 175 g long-grain rice
 3 eggs
 50 g butter

Adjusted recipe

Makes _____ servings

Ingredients

_____ smoked haddock fillets
 _____ long-grain rice
 _____ eggs
 _____ butter

Remember!

1000 grams = 1 kilogram

3

Bread rolls

Recipe makes 12 rolls

Ingredients

400 g strong white flour
 225 ml lukewarm water
 20 g fresh yeast
 25 g butter
 30 g sugar
 1 tsp salt

Adjusted recipe

Makes _____ rolls

Ingredients

_____ strong white flour
 _____ lukewarm water
 _____ fresh yeast
 _____ butter
 _____ sugar
 _____ salt

Temperature

Focus

Temperature recording sheets provide evidence that temperature checks have been carried out. They must be filled in correctly.

Use *format* to find out what information needs to be collected and recorded

- The **title** tells you briefly about the type of information that needs to be collected.
- **Row and column headings** give you more detail. For example:
 - *when* the information needs to be collected
 - *where* the information needs to be collected from.
- The **amount of space available** indicates whether you need to write a lot or a just a little.
- **Bold, italics or underlined text** draw attention to important details.

Cold Temperatures Recording Sheet										
W/C: Monday <u>05/ 09 / 06</u> Signed as correct (by a manager) _____										
Max (air) operating temperature: Fridges +5°C, Ice cream conservators -12°C, Freezers -18°C										
Day	am/pm	Initials	Fridges			Ice-cream conserv.		Freezers		Comment must be made where the recorded air temperature exceeds the guidelines stated
			1	2	3	4	5	6	7	
Mon	am	JB	+4°C	+4°C	+5°C	-12°C	-11°C	-18°C	-20°C	Unit 5 - put temp dial to cooler setting
	pm	JB	+4°C	+3°C	+5°C	-12°C	-10°C	-19°C	-20°C	Unit 5 - emptied and put dial to cooler setting
	am	JB	+5°C	+3°C	+5°C	-13°C	-13°C	-19°C	-20°C	OK

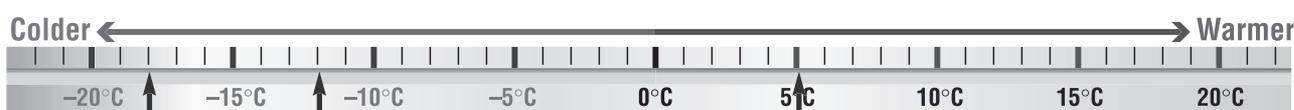
- **Make sure you understand any abbreviations.**
Here are some abbreviations frequently used on recording sheets:

- **w/c** – week commencing **w/e** – week ending
- **Mon** – Monday **Tue** – Tuesday **Wed** – Wednesday ...
- **am** – ante meridian (means 'before midday')
- **pm** – post meridian ('after midday')
- **max** – maximum **min** – minimum

- **Make sure you understand technical words and terms.**
- **Make sure you understand any guidelines.**

Example: Max (air) operating temperatures: fridges +5°C ...

Use the glossary to find the meaning of 'Max (air) operating temperature'.



Highest acceptable air temperature for freezers

Highest acceptable air temperature for ice-cream conservators

Highest acceptable air temperature for fridges

Temperature

Task

Temperature recording sheets are designed to hold a lot of information. Knowing *where* to write on them can be tricky.

- Read the column headings and the row headings.
- Track *down the column* you need.
- Track *across the row* you need.
- Write the information in the box where the column and row meet.

Day	am/pm	Initials	Fridges		
			1	2	3
Mon	am				
	pm				
Tue	am				+4°C
	pm				

Example: The air temperature of fridge 3 on Tuesday morning was +4°C

Task 1

Fill in the Cold temperatures recording sheet from the Source material to show the following.

Monday 12th September 2006 7 am	
Freezer (Unit 6)	-17°C
Freezer (Unit 7)	-19°C
Fridge (Unit 3)	+5°C
Fridge (Unit 2)	+3°C
Fridge (Unit 1)	+4°C
Ice-cream conservator (Unit 4)	-12°C
Ice-cream conservator (Unit 5)	-13°C

Monday 12th September 2006 6 pm	
Freezer (Unit 6)	-18°C
Freezer (Unit 7)	-20°C
Fridge (Unit 3)	+4°C
Fridge (Unit 2)	+2°C
Fridge (Unit 1)	+5°C
Ice-cream conservator (Unit 4)	-11°C
Ice-cream conservator (Unit 5)	-12°C

Task 2

Fill in the Equipment monitoring sheet from the Source material to show the following.

Sunday 15th November 2006 9 am	
Heat chute	83°C
Holding unit (Bottom)	88°C
Holding unit (Top)	106°C
Multi-fat fryer	188°C
Fryer	175°C
Chiller	4°C
Freezer	-22°C

Cooking and storage equipment must be within a **range of acceptable temperatures**, shown by the symbol ± (which you say as 'plus or minus').

Example: Fryer: 177°C ± 3°C

All of these temperatures **are** acceptable for this fryer:

✓ ✓ ✓ ✓ ✓ ✓ ✓
 174°C 175°C 176°C 177°C 178°C 179°C 180°C

These temperatures are not acceptable:

✗ ✗
 173°C 181°C

Cooking times and timers

Focus

Charts like the one below give **approximate cooking times**. The **actual time** it takes to cook depends on the quality, size and shape of the piece of meat, and the amount of bone.

Meat	Degree of cooking	Approximate cooking times (roasting)
Beef	Underdone	15 mins per $\frac{1}{2}$ kg and 15 mins over
Lamb	Cooked through	20 mins per $\frac{1}{2}$ kg and 20 mins over
Chicken	Cooked thoroughly	20 mins per $\frac{1}{2}$ kg and 20 mins over
Pork	Thoroughly cooked	25 mins per $\frac{1}{2}$ kg and 25 mins over

- 'per $\frac{1}{2}$ kg' means 'for every $\frac{1}{2}$ kg'
- 'and 15 mins over' means 'plus 15 minutes extra'

<p>Step 1: Weigh the joint.</p> <p>Tip Cooking time is given per $\frac{1}{2}$ kg, so round the weight to the nearest $\frac{1}{2}$ kg.</p> <p>Remember! $\frac{1}{2}$ kg = 500 g or 0.5 kg</p> <p>Example 3.241 kg to the nearest $\frac{1}{2}$ kg = 3 kg</p>	<p>Step 2: Calculate how many $\frac{1}{2}$ kg make up the weight of the joint.</p> <p>Tip Count in $\frac{1}{2}$ kg like this: $\frac{1}{2}$... 1 ... $1\frac{1}{2}$... 2 ... $2\frac{1}{2}$... 3 or count in 500 g like this: 500 ... 1000 ... 1500 ... 2000 ... 2500 ... 3000</p> <p>Example 3 kg = $6 \times \frac{1}{2}$ kg</p>	<p>Step 3: Use the chart to find the approximate cooking time per $\frac{1}{2}$ kg.</p> <p>Tip</p> <ul style="list-style-type: none"> • Find the column and row you need then track down and across. • Read the information where the column and row meet. <p>Example The cooking time for pork is 25 minutes per $\frac{1}{2}$ kg and 25 minutes over.</p>	<p>Step 4: Use your answers from steps 2 and 3 to work out the cooking time.</p> <p>Tip</p> <ul style="list-style-type: none"> • First multiply the number of $\frac{1}{2}$ kg by the number of minutes per $\frac{1}{2}$ kg. • Then add on the number of minutes over. <p>Example 6×25 mins + 25 mins = 175 mins 3 kg pork takes 175 minutes</p>
---	--	--	--

Setting oven timers

For most oven timers, you need to convert your cooking time into hours and minutes. Here is one method.

- Count up in 60s to find the number of whole hours.
- The number left over is the minutes.

Example

175 minutes = 60 minutes + 60 minutes + 55 minutes
2 hours and 55 minutes

Remember!
60 minutes = 1 hour

Cooking times and timers

Task

Task 1

- 1 First calculate the cooking time for each joint of meat using the **approximate cooking time per $\frac{1}{2}$ kg** shown on the focus page.
- 2 Then set the oven timer in **hours and minutes**.

a Leg of lamb



2.805 kg

Step 1: Weight to nearest $\frac{1}{2}$ kg = _____ kg

Step 2: Number of $\frac{1}{2}$ kg = _____

Step 3: Cooking time for *lamb* per $\frac{1}{2}$ kg = _____ minutes and _____ minutes over

Step 4: Cooking time for *this joint* _____ minutes

Oven
timer

_____	:	_____
-------	---	-------

b Rib of beef



4.502 kg

Step 1: Weight to nearest $\frac{1}{2}$ kg = _____ kg

Step 2: Number of $\frac{1}{2}$ kg = _____

Step 3: Cooking time for *beef* per $\frac{1}{2}$ kg = _____ minutes and _____ minutes over

Step 4: Cooking time for this joint _____

Oven
timer

_____	:	_____
-------	---	-------

Customer service

Focus

Good customer service is about putting customers first and providing the fast, accurate and friendly service that customers expect.

Good product knowledge helps you to answer questions and advise customers.



Make positive eye contact with each customer.

Good personal appearance creates a positive first impression to customers.



Customer service

Prepare

Greet

Listen

Treat people as if they are guests in your home.

Listen to the complete order and be patient.

Help yourself to biscuits.



Use positive body language and posture.

I'm so pleased that you decided to eat lunch here.

Yes. What do you want?

Make children feel welcome. Talk to them at their level.



Use sincere greetings and offers of service.



Customer service

Focus



Clarify or check the order to make sure you heard it correctly.



Dois cafes satisfazem.

If it's not right, don't serve it.

Cheers then, matey. Pop in again won't you?



Use your own words to thank customers and invite them to return.

Customer service

Check
Present
Thank



Present food in a way that shows care and attention.

£5.60 thanks.



Acknowledge payment politely using 'please' and 'thank you'.



Use the customer's surname and title if you know it.



The extracts in boxes come from customer service guidelines. What do they mean?

Teamwork

Task

Task 1

Look at the Shift rota from the Source material. Work out the meanings of these abbreviations. (They are shown in **bold** on the Shift rota.)

- 1 No
- 2 Wed
- 3 Reg
- 4 Thru
- 5 Qtr
- 6 Sept

Tip

Abbreviations are short versions of a word or phrase using initials, the first few letters or leaving out the vowels.

Task 2

Find the following information in the Shift rota.

- 1 Is the rota for the day shift or the night shift?
- 2 Who is the shift manager?
- 3 Which floor manager is on duty?
- 4 Which job will Emin be doing?
- 5 Who is on 'wrap and call' from 2 to 4.30?
- 6 What time does Dan D finish his shift?
- 7 What time does Richie take over from Marc?
- 8 Who does Sunil take over from at 4.30?
- 9 Who is working with Adrienne?
- 10 What time does Rona start work?

Tip

Each job title is shown as a heading. The names of the team members are written under the headings to show who will do that job.

Dealing with complaints

Focus

You will have to deal with complaints from time to time. Your workplace will have procedures for dealing with specific customer complaints but here are some useful general points to remember.

Good customer relationships are built to

L A S T



L

Listen

- Concentrate on what the customer is complaining about.
- Show the customer that you are listening properly through open body language.
- Ask relevant questions or summarise the complaint to check you have understood it correctly.
- Politely ask the customer to repeat any information you missed and write it down.

A

Apologise

- Always remain:
 - calm
 - polite
 - professional.
- Use appropriate language, tone and body language.
- Do not make excuses or put the blame on other people.
- Stay in control.

S

Solve

- Solve the problem yourself or pass it on to someone who can deal with it.
- Deal with problems immediately or within a sensible time limit.
- Tell the customer what you are going to do and by when.
- Follow up any problems you passed on to someone else.

T

Thank

- Thank the customer for bringing the problem to your attention.
- Be careful about the tone of voice you use when you thank customers:

Sound like you mean it

Remember – a customer who complains is giving YOU a chance to put things right!

- Listen to the customer complaining to the crew member.
- How well does the crew member handle the situation?

Dealing with complaints

Task

Task 1

Act it out!

Use the Role-play cards from the Source material to act out a scene in which a customer comes into a restaurant to complain.

This is what you need to do

- 1 Work in groups of three. Decide who will be the customer, who will be the crew member and who will observe and make notes.
- 2 Use the customer and crew member cards for information about the characters. Decide how the characters are going to behave and the sort of things they might say.
- 3 Decide on the situation – what is the complaint about? You can use your imagination or think of a situation you have come across in real life.
- 4 Once you have got your idea, act it out without rehearsing it. (This makes it more like real life as you are required to react to others on the spot. Use your experience and knowledge of these situations.)
- 5 The person who is observing should watch the scene and note down what the crew member is doing from the cards on the focus page.
- 6 When you have acted out the scene, discuss it as a group. You can use the questions below to start you off.

Discussion questions

- What did the crew member do correctly or particularly well?
- What would need to be changed and why?
- How could this situation be improved?
- Did the customer go away satisfied?

Remember!

Dealing with complaints effectively makes the experience more pleasant for the customer and for you.

Fire safety

Focus

If a fire breaks out in a busy kitchen or restaurant, it is important to act quickly. You have to know what to do.

Mega Munchies Food on the go for busy people

Fire

It is the employee's responsibility to:

- (Report) potential fire hazards to the manager.
- Check the work area at the end of each shift for potential fire risks.
- Report damaged electrical equipment and fire equipment to the manager.
- Demonstrate awareness of procedures for fire evacuation.
- In the event of a fire, act promptly and follow procedures.
- Understand how fire fighting equipment works.
- Appreciate the importance of fire doors.

All employees must receive adequate fire training.

Most establishments will have a set of written procedures that describe precautions against fire and (what to do) should a fire break out.

They will also have regular fire drills and training sessions.

Sometimes there are things that you **must not** do. Listen out for words like **never**, **not** and **don't**.

Sometimes you have to make decisions. Listen out for **or**. It may mean you have to choose.



If you find yourself faced with the situation where a chip pan or grill pan flares up, **never** throw water on it and **don't** try to move it away from the cooker.

Turn off the source of heat **and** cover the pan with a damp cloth **or**, better still, a fire blanket like this one. They work by smothering the flames and starving the fire of oxygen.

Read the instructions for use now so that if a fire starts you know what to do without delay. **Place** the blanket carefully over the fire. **If the blanket doesn't completely cover the fire, it will not be able to extinguish it. You'll need to keep your hands shielded and take care not to waft the flames towards you or bystanders.**

I remember once I was in a kitchen when ...

Sometimes there is more than one instruction in a sentence. Listen out for **and**.

Some of what you hear will be information. It will help you remember what to do and why.

There will be things that you **must do**. Listen out for the action words that give orders, such as **Read**, **Place**.

Sometimes you must only do something if something else happens. Listen out for **if** or **when**.

You can ignore information that doesn't relate to the training.

Some instructions might sound like **suggestions**.

Fire safety

Task

Task 1

Read through the Fire alarm procedure from the Source material.

- ✓ Put a tick by all the things that you **must** do.
- X Put a cross by all the things you **must not** do.
- * Put a star by all the things you must do only **if** it is safe to do so.

Tips

Look out for the action words.

- ✓ **Go** immediately ...
- ✓ ... **activate** the alarm.

Look out for negative action words.

X **Do not** run.

Look out for words like 'if' or 'when'.

* **If** safe to do so, close doors and windows.



Task 2

11

Listen to the first part of the instructions on fire safety. How many things must you do?

Tips

- Count off on your fingers every time a new thing is mentioned. Try to make a picture in your head of what needs to be done.
- Look out for words such as 'and', 'but', 'too' and 'when' – these give clues about how many instructions there are.



Task 3

12

Listen to the rest of the instructions. Decide if these statements are true or false.

- | | |
|--|--------------|
| 1 The important thing is to evacuate the building as quickly and safely as possible. | True / False |
| 2 You can go back into the building when the manager tells you it is safe to do so. | True / False |
| 3 You must always shut all the doors and windows. | True / False |
| 4 You cannot use the lift to help disabled customers get out of the building. | True / False |
| 5 You must look after yourself first and help the customers second. | True / False |

Prepare food to company specifications

Focus

You may be expected to follow particular methods of cooking and presenting the food that the company specifies. During your training, the procedures you use may be spoken, written or use pictures.

Today I will be teaching you how to grill burgers. First put the melt-resistant glove on. Are you left- or right-handed?

The pictures remind you what to do – but the words are important too.

<p>1 Lay meat on grill, front to back.</p>  <p>Put melt-resistant glove on </p> <p><input checked="" type="checkbox"/> Maximum run of 9</p>	<p>2 Close grill, activate timer and remove glove. Prepare tray with liner.</p>  <p>Remove melt-resistant glove without touching outside.</p> <p><input checked="" type="checkbox"/> Reg – minimum 42 seconds <input checked="" type="checkbox"/> Qtr – minimum 118 seconds</p>
<p>3 Season each individual burger.</p>  <p>If any sign of red or pink after cooking, do not serve.</p>	<p>4 Remove meat in same order as laid, and place carefully on buns.</p>  <p><input checked="" type="checkbox"/> Meat removed in same order as laid <input checked="" type="checkbox"/> Juices clear, patty is dark brown in colour, no pinkness</p>

Sometimes, things have to be done in a particular order. Look out for numbers and letters:

- 1, 2, 3
- a) b) c)
- i ii iii

Look out for bullet points: ●

Prepare round eggs

1. Crack eggs.
 - i Wear blue disposable gloves.
 - ii Crack away from staging equipment.
 - iii Crack over waste bin.
 - iv Use a dedicated egg-cracking tool.
2. Place one egg in each pre-staging cup.
 - a) Check for impurities.
 - b) Check for egg shell.
 - c) Break yolks with a yellow spatula using a twisting motion.
 - d) Do not hold for longer than 30 minutes.
3. Butter egg cook rings away from grill service.
 - 3:1 Clean Teflon rings before using.
 - 3:2 Butter Teflon rings only once at beginning of breakfast shift.
4. Pour one egg into each cook ring.
 - Use gloved hand.
5. Remove and discard blue gloves.
6. Place lid on top of egg ring.
 - Use other hand.
7. Add lukewarm water to funnel.
8. Activate timer.
9. When timer sounds remove lid from egg ring.
10. Check visual characteristics:
 - solid white and yolk.
11. Remove eggs.
 - Use white spatula.
12. Place in UHC.
 - Place on tray.
 - Use a clean liner.
 - Activate holding timer.

They may contain unfamiliar words: 'dedicated egg-cracking tool' – a tool that is only used for cracking eggs.

How do you find out the meanings of unfamiliar words?

The word 'the' may be missed out. Place the lid on top of the egg ring.

Abbreviations and technical language may be used.

- What is a spatula?
- What is a UHC?

How can you find out?

It can help if you visualise what you are reading. Create a mental picture of what is happening at each stage.

Prepare food to company specifications

Task

Task 1

Read the Procedure for making French fries from the Source material.

- 1 What temperature are fries cooked at?
- 2 How long are they cooked for?
- 3 What are the characteristics of a good quality French fry?
- 4 For how long can the cooked fries be kept before they must be thrown away?
- 5 What does deactivate mean?
- 6 Is the timer deactivated before the fries are removed?
- 7 How high must the salt be held above the fries?
- 8 How many baskets are there in the vat?
- 9 What does TLC stand for?
- 10 What does FIFO stand for?

Task 2

Read through the Procedure for making a Texan sandwich from the Source material.

- 1 Find out the meanings of these words:
 a serrated b simultaneously c diagonally
 d ensure e excess
- 2 A customer asks you what a Texan sandwich is. Use the information in the Procedure to describe it.
- 3 How should the meal be arranged on the plate? Sketch the correct arrangement.



Tip

If you need to read a long set of instructions or procedures:

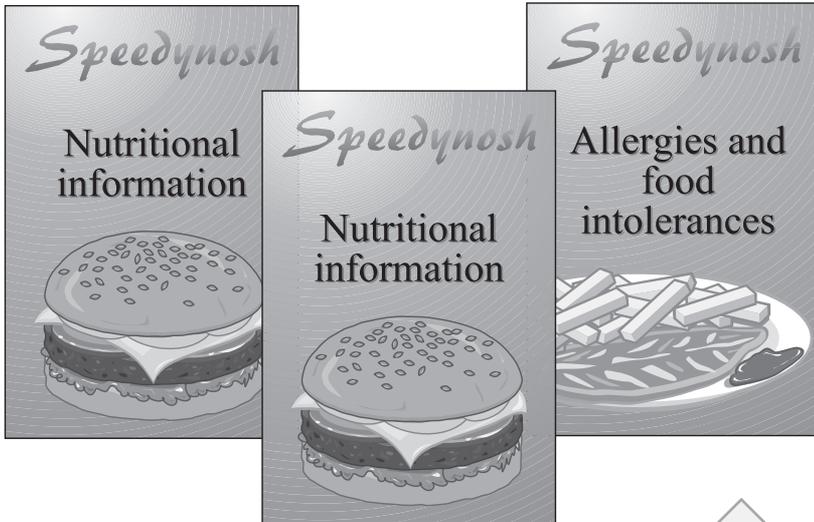
- Use any pictures that help to explain what to do.
- Take the writing a sentence at a time.
- Read it more than once.
- Read it aloud.
- Look up any words that are new to you.
- Put it into your own words.
- Explain it to somebody else.
- Check with a colleague that you have understood correctly.

Product knowledge

Focus

How can you find out the answer to a question like this?

My son is allergic to egg.
Can you tell me which of your foods he can eat?



You may be able to find the information in a company leaflet. You do not need to read every word of the titles – you can scan them. Let your eyes wander over the titles looking for the word 'allergies'. Use the same technique as looking for a particular brand of baked beans on a supermarket shelf.

This leaflet about allergies and food intolerances might be the one you need.

Fish
The fish fillet is 100% pure cod with just a pinch of salt to bring out the flavour.

Meat
The pork sausage is 95% pork with sage added for flavour. Water, salt, dextrose and dried glucose syrup make up the rest of the ingredients.

Sauces
The barbecue sauce contains water, sugar, vinegar, egg yolk and tomato.

The information you need may be among lots of other information. Skim over the information to get a gist of what it is about and decide whether it is what you want. If you find a section that is relevant, read it carefully to check the specific information and understand it completely.

There is egg yolk in the barbecue sauce.

	Contains eggs	Contains nuts	Contains seafood	Contains wheat	Contains gluten	Contains milk protein
Bacon	No	No	No	No	No	No
Beefburger	No	No	No	No	No	No
Chicken burger	Yes	No	No	Yes	Yes	No
Chicken chunks	Yes	No	No	Yes	Yes	Yes

The information you need may be in a table. Use the headings of the rows and columns to find what you want. Track down the columns and across the rows.

There is no egg in the bacon or beefburger, but there is egg in the chicken burger and the chicken chunks.

Product knowledge

Task

Use the *What's in our food?* leaflet from the Source material for these tasks.

Task 1

Are these statements true or false? Find out by glancing over the page to spot the highlighted words.

- 1 **Fish fingers** are made with halibut. True / False
- 2 The orange juice is **unsweetened**. True / False
- 3 A **fruit** bag costs more than French fries. True / False
- 4 It is recommended that a child takes an hour of moderate **exercise** a day. True / False
- 5 A child's **portion** of fruit or vegetables is about what he/she can hold in his/her hand. True / False

Task 2

Use the glossary to find the meanings of these words.

- | | | |
|---------------|---------------|------------|
| 1 nutritional | 2 succulent | 3 hydrated |
| 4 immunity | 5 consumption | 6 per |

Task 3

- 1 Explain to a colleague what this part of the section from the leaflet means.
- 2 Write it out in your own words.

The dietary reference values in this table show recommended daily consumption for kids aged 4–6 years who have the recommended level of exercise.

Task 4

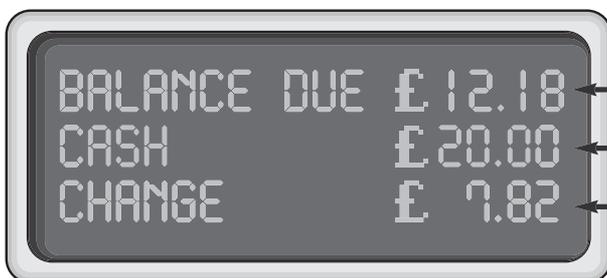
Use the tables on the leaflet to find out if these statements are true or false.

- 1 Tr stands for 'trace'. True / False
- 2 Boys aged 4–6 years should eat 1715 calories every day. True / False
- 3 A hamburger has 1064 Kjoules per 100 g. True / False
- 4 Orange juice has no protein in it. True / False
- 5 Ketchup has the same amount of salt per portion as fish fingers. True / False

Giving change

Focus

Most modern tills tell you how much change to give. It is your responsibility to count out the change correctly so that the till balances at the end of your shift.



- ← How much money the customer **must pay** you
- ← How much money the customer **has paid** you
- ← How much money **you must give** the customer

How to count out change

- Start counting **from zero**.
- Count out the highest denominations of notes or coins first, until you reach the amount of **change** shown on the till display.
- **Count the money into your hand** as you take it from the till.
- **Count the money a second time** as you give it to the customer.

Example: This is how you count out £7.82 change.



Tip
Try to use the **fewest coins and notes possible**. It will save you from running out of change later on.

That's £12.18 please.

Sorry, I've only got a £20 note.

That's OK.

Oh. Sorry. Here's another 20p.

If a customer gives you 'the extra pence' after you have keyed in their payment, you can count out the change like this:

- Start from the **cost of the goods**.
- Count out change until you reach the amount of money the customer has given you



What other methods could you use to calculate this customer's change?

Giving change

Task

Task 1

Put a tick or a cross to show if the **correct change** has been paid out in the **fewest possible** notes and coins.

	Till display	Change	✓ / X
1			
2			
3			
4			

Task 2

- 1 Calculate the customer's change.
- 2 Show how you will pay it using the **fewest possible** notes and coins.



Tills and floats

Focus

Handling money is a huge responsibility. You must take great care to make sure that the money is correct at the end of your shift.

Filling in the cashing-up slip

- 1 Count how much money there is for each type of note or coin.
- 2 Write the amount in the columns on the cashing-up slip.

Example:



$$6 \times £20 = £120$$

- 3 Once you have written in all the amounts, add them to find the **total amount** of money in the till. You can use a calculator to help you.

Remember!

Column headings show where to write the pounds (£) and the pence (p).

You *do not write* the decimal point.

Tips

- Write numbers clearly. It helps prevent mistakes when you add the numbers up.
- If there are no pounds, write **0** in the pounds column. If there are no pence, write **00** in the pence column.

The float is a sum of money put into the till at the start of a shift, to use for change.

Tip

Count the float as soon as you receive it. If it is not correct, your till will not 'balance' at the end of your shift.

Cash takings is the money received from customers. This is how you calculate it:

Cash takings = total in the till – float

The cash takings at the end of the shift must be the same as the amount shown on the till report. This means the till has **balanced**.

Cashing-up slip

Till no: _____

Date: _____

Name: _____

	£	p
£50	50	00
£20	120	00
£10	470	00
£5	90	00
£2	44	00
£1	58	00
50p	8	50
20p	7	20
10p	6	70
5p	4	35
2p	0	90
1p	0	32
TOTAL	859	97
Less float	50	00
CASH TAKINGS	809	97

TILL REPORT

Station: 7

Date: 23 June 2006

TOTAL £809.97

Tills and floats

Task

Task 1

Complete the cashing-up slip.



Cashing-up slip

Till no: _____

Date: _____

Name: _____

	£	p
£50		
£20		
£10	330	00
£5	185	00
£2		
£1		
50p	7	50
20p		
10p		
5p	3	85
2p		
1p		
TOTAL		
Less float	50	00
CASH TAKINGS		



Remember!

Cash takings =
total – float



Tip

Always check your calculations. Here are some checking methods:

- Repeat the calculation to see if you get the same answer.
- Use inverse methods.

Prepare and maintain service areas

Focus

First impressions count! Customers can be put off by an area that is dirty or untidy, or that isn't properly stocked. This is why it is important to prepare and look after the service area properly.



Read work guidelines for preparing and looking after service areas.

- Find out or work out the meaning of unfamiliar words.
- Make sure you are clear about what you need to do.
- Ask your supervisor to explain anything you are not sure about.



Listen to customer comments and instructions from colleagues.

This table's dirty.

- Act on customer comments.
- Report any comments that come up regularly.

The salt won't come out.

The tomato sauce has run out.

I'm not sitting here. There's milkshake on the floor.

Are the bins OK?

- Recognise implied instructions including:
 - a what the problem is
 - b what you can do about it.
- Ask if you are not sure what you are being asked to do.

The tent is missing from table 4.



Check service areas regularly.

- Use your *Service area guidelines* to remind you what to look out for.
- Carry out any jobs that need doing as quickly as possible, in the order of importance.
- Pay particular attention to things that could cause an accident, such as spilt food or drink.

Tip

Think of a number of 'quick jobs' you can do during the least busy periods to:

- keep service areas clean and tidy
- make sure customers have the things they need.

Dining Area Observation Checklist

Quality	<ul style="list-style-type: none"> ➤ Check all service areas are well stocked with straws, napkins, condiments and utensils. ➤ Information boards should be stocked with only up-to-date literature. ➤ Music must be set at an audible level but not be intrusive. ➤ Monitor which food and/or drinks are being left in the dining area only half or part consumed.
Safety and Cleanliness	<ul style="list-style-type: none"> ➤ This area should be kept clean using red cloths for tables, highchairs and trays only. Blue cloths are used for dirty tasks and cleaning the seats. Cloths must be changed every 30 minutes. ➤ 5/10/15 minute cleaning tasks should be carried out when possible. ➤ Any floor spillages must be mopped up IMMEDIATELY. ➤ When mopping floors, always use hot water and floor cleaner. Wet floors caution signs should always be used, and removed

Prepare and maintain service areas

Task

Task 1

Use the Dining area observation checklist from the Source material to answer the following questions.

- 1 Which colour cloth should you use for cleaning the seats?
- 2 What does 'litter picking' mean?
- 3 What does the phrase 'half or part consumed' mean?
- 4 What does 'external' mean?
- 5 Apart from straws, condiments and utensils, what else should be checked in the service areas?
- 6 How often should the cleaning cloths be changed?

Tips

- Read the information carefully.
- Look up or work out the meaning of unfamiliar words.

Task 2

Look at the drawing of a service station from the Source material.

- 1 Discuss the four jobs that need to be done in the service area.
- 2 Discuss which job should be carried out first and why.

Tip

Use the checklist to help you spot the problems and decide what to do.



Task 3

13

Listen to the supervisor giving instructions.

Write down the three jobs he is asking you to do.

**Tip**

Think about:

- what the problem is
- what you can do about it.

Taking notes in training

Focus

There are strategies you can use to help you make notes while you are listening or while you are reading.

Cut notes down by using **abbreviations** (shortened words).

- Use the **first few letters** of the word, for example: prob = problem.
- Use the **first and last letter** of the word, for example: yr = year.
- Use just the **capital letters** for titles, for example: National Vocational Qualification = NVQ.
- Use the apostrophe to show letters have been left out, for example: you are = you're.

What do these abbreviations mean?

e.g. i.e. etc.

Here are more examples of common abbreviations:

approximately = approx including = inc
 telephone number = tel no refrigerator = fridge

Use **symbols** in place of words.

Symbols are marks that have a meaning, for example:

- + plus or more % per cent
- minus or less ∴ therefore
- ∴ because & and
- @ at = equal, the same as

Use numbers and letters **in place of words**, like in text messages.

Always wash your hands before handling cooked foods.



Always wash yr hands b4 handling cooked foods.

Cut notes down by **leaving out unnecessary words** such as: **and the are as to is which**

If a refrigerator shelf has previously been used for raw foods it must be disinfected before it is used for cooked foods.



Refrigerator shelf previously used raw foods must be disinfected before used cooked foods.

Use **hyphens** and **arrows** to link ideas.

Mouldy food is generally considered unfit to eat.



Mouldy food - unfit to eat

Use a **highlighter** pen or underline the important parts you want to remember.

By law all food handlers must have some food hygiene training.

Write your notes as a **list** of short main points using **numbers, letters** or **bullet points**.

Signs of spoilage - vegetables

1. soft, discoloured
2. black spots
3. rotten smell

- a) soft, discoloured
- b) black spots
- c) rotten smell

- soft, discoloured
- black spots
- rotten smell

Use any or all of these techniques. Make sure:

- you understand what you have to take notes about
- your notes make complete sense to you – this includes using headings.

Tip

Don't worry too much about spelling in notes – except for new technical words you need to remember.

Taking notes in training

Task

General controls for bacterial risks

The most serious types of food poisoning are caused by bacteria. In the right conditions, one bacterium can multiply to four million in just eight hours. The more bacteria present in food, the more likely it is to cause food poisoning. Bacteria multiply fast if they have enough moisture, food, time and warmth.

Safety measures that can be taken to prevent bacterial contamination and cross-contamination include good standards of personal hygiene, particularly when it comes to hand washing. Hands should be washed after handling raw food, before handling cooked foods, after handling waste and after visiting the toilet.

Task 1

- 1 Rewrite the **highlighted** part of the passage, missing out unnecessary words and using hyphens to link ideas.
- 2 Make the **highlighted** sentence into bullet points.
- 3 Write the **next part** of the passage using as many abbreviations as you can.
- 4 Write the **last sentence** as a numbered list.

Task 2

Read your notes to make sure they make sense. Replace any words that you need to. Highlight or underline anything you want to. Use arrows, hyphens and symbols to help you make sense of your notes and remember the information.



Task 3

14

Listen to the trainer giving information during a food hygiene training session.

List some of the things to think about when you are storing food. Give your notes a heading.

Tips

- 1 Look for words such as: and, the, to, of, in.
- 2 Use the punctuation to help you see where to use bullet points.
- 3 To make abbreviations:
 - use the first few letters of the word
 - miss out the vowels.
- 4 Think about each thing on the list.

Listening to training

Focus

The training you receive at work is very important. Listening to training sessions carefully helps you to do your job more efficiently and safely.

 Listen to an extract from a training session to consider these points.

15

How can I remember all this?

What do I need to remember?



Training sessions

Making notes is a good way of **remembering** information. You need to write information down in a way that you can read again later.

- Note-taking strategies.**
- ✓ Only write down things you need to remember.
 - ✓ Organise notes in the clearest way for you. For example, use columns for things you must and must not do or a spidergram to note down all the important aspects of a topic.
 - ✓ Read your notes through to check they make sense and are accurate.
 - ✓ Find the strategies that suit you best.

- 1 Listen out for the main points first and then any extra information.
- 2 Make notes that you can refer back to later.
- 3 Ask questions to make things clearer or to get extra information.
- 4 Repeat back important points to check you have got it right.
- 5 To make sure everything is clear, go through what you have heard in your mind or refer to your notes.

Listen for **key words**. People often **emphasise** important words or phrases in speech, to make them **stand out**.

The phrases '**such as**' and '**for example**' might be used to introduce **supporting examples**.

You might ask for **added** information, or for information to be **repeated**.

At an appropriate time, repeat the information to the trainer in your own words to **check** you have got it right.

Keep in mind the purpose for listening.

How do you remember things you hear?

What do I need to remember?

Listening to training

Task



Task 1

16

Listen to the extract from a training session on food poisoning. Which of these is the best summary of the purpose of this information?

- 1 To persuade cooks to cook food properly.
- 2 To give instructions about the safest ways of cooking food.
- 3 To give information on the reasons for cooking and chilling food properly.
- 4 To explain how to cook and chill food.
- 5 To tell the listener a story about food poisoning.

Tip

Listen for the emphasised words to help you think about the purpose.

Remember!

Keep your notes short – use any of the strategies for making a list.



Task 2

17

Listen to the next part of the extract. Write down the three supporting examples for the main point.

<i>Main point</i>	<i>Examples</i>
<i>Bacteria can be passed from</i>	
<i>one food to another by:</i>	



Task 3

18

Listen to the next extract from the training. Make notes from the information using the headings given below

<i>Salmonella</i>		
<i>Sources</i>	<i>Features</i>	<i>Symptoms</i>

Task 4

Use the notes you made in Task 3. Write down some questions you might want to ask about the information.

Tip

Think about what *you* would need to know to help make this information clearer.

What does it mean?

Focus

When you are dealing with a new subject, you will probably come across words that you are not familiar with. There are several strategies that you can use to work out their **meanings**.

Ask somebody else to explain the word.

Look the word up in a dictionary.

Look the word up in a glossary.

Use the other words around the word or other words like it to work out the meaning.

Look the word up on a specialist website on the Internet.

Do a combination of any or all of these!

A dictionary is an alphabetical list of all the different meanings of words.

borne – carried

food-borne illness is illness that is carried by food

Once you understand the meaning of a specialist word, try to use it.

What's contamination?

It's when food has got germs or something else in it that shouldn't be there.

Right, so cross-contamination is when the germs are moved from one food to another, and contaminants are the things that do the contaminating?

That's it.

Food hygiene

During this course you will learn about the **pathogens** that cause food-borne illness and the effect that they have on food.

You will gain some knowledge of the characteristics of food-borne illness, incubation times and the number of **micro-organisms** needed to cause illness.

You will learn about the growth requirements of bacteria and the importance of toxins and spores. You will also find out about the main food-poisoning bacteria – *Bacillus cereus*, *Campylobacter*, *Escherichia coli*, *Salmonella* and *Staphylococcus aureus* – and their requirements for growth. The sources of food-poisoning bacteria and the ways **contamination** and **cross-contamination** occur will be studied in conjunction with contamination vehicles and routes.

The way physical and chemical **contaminants** can enter food is another area of study, as is naturally poisonous food.

A glossary is an alphabetical list of specialist words and their meanings.

pathogens
– very small forms of life that cause illnesses

... you will learn about the very small forms of life that cause illness that is carried by food.

micro – small

You may find parts of some words in lots of similar words.

microbe
microchip
microlight
microscope
microwave

Once you know that micro means small, you can take a guess that a **micro-organism** is a small organism.

Find out the meaning of a word from a dictionary, glossary or by asking someone else, then try putting it into your own words or explaining it to someone else to check that you've got the right meaning.

What does it mean?

Task

Task 1

Work out the meanings of these words. Write the correct meaning next to each word. Explain each one to a friend.

-cide 'killing' from the Latin caedere 'to kill'

1. the killing of another
2. a substance used to destroy plant or animal

Word	Meaning
biocide	a substance used to kill living organisms
bactericide	
fungicide	
germicide	
pesticide	

Task 2

- 1 Look up the meaning of each **bold** word in sentences a–c below.
- 2 Select the meaning that you think is most appropriate in the sentence.
- 3 Test out that you have got the right meaning by seeing if it makes sense in the sentence.
 - a Some food products must be frozen for storage, some can be chilled and some kept at the **ambient** temperature.
 - b It is essential that steps have been taken to ensure **compliance** with the statutory requirements.
 - c The **critical** control points at which hazards can be effectively controlled should be identified during the process of identifying hazards and assessing risks.

ambient

a the immediate surroundings
b mood music c character and atmosphere

compliance

a measures that satisfy a legal requirement b the capacity to give way when force is applied
c likely to agree with others

critical

a extremely ill and at risk of dying b vital to the success or failure of something
c expressing disapproving comments or judgements

Task 3

Some of the technical words from food hygiene are listed below. Work out what they mean or look them up in the glossary.

- a incubation
- b salmonella
- c spore
- d toxin
- e vehicle of contamination

Food law

Focus

To know how the law regarding food affects **you**, you might have to read about and understand any of these laws about food hygiene and safety.

Use a glossary or dictionary to look up words you may not have come across before. Try out the meaning in your own words to see if it is clearer.
regulations = rules
rules to do with
temperature control

- The Food Safety Act 1990
- The Food Premises (Registration) Regulations 1991
- The Food Labelling Regulations 1996
- The Fresh Meat (Hygiene and Inspection) Regulations 1995
- The Meat Products (Hygiene) Regulations 1994
- The Minced Meat and Meat Preparations (Hygiene) Regulations 1995
- The Dairy Products (Hygiene) Regulations 1995 (as amended 1996)
- The Ice-cream (Heat Treatment) Regulations 1959 (as amended)
- The Egg Product Regulations 1993 (as amended)
- The Food Standards Act 1999
- The Food Safety (General Food Hygiene) Regulations 1995
- The Food Safety (Temperature Control) Regulations 1995
- The Control of Substances Hazardous to Health Regulations 1994 (COSHH)

Use the **headings** and **subheadings** to find the part you want to read. You can spot them because they stand out in some way. They may have a different **colour**, **size** or **print**. They may be **bold** or in **CAPITAL LETTERS**.

The Food Safety (General Food Hygiene) Regulations 1995

<i>Made</i>	12th July 1995
<i>Laid before Parliament</i>	12th July 1995
<i>Coming into force</i>	15th September 1995

ARRANGEMENT OF REGULATIONS

The text may be divided into smaller chunks.
 Bullet points may be used. There are many different styles:

- 1 2 3 4
- i ii iii iv
- a b c d
- I II III IV

Combinations might also be used:

- 1.2a
- 5(3)
- 2.3iii

SCHEDULES

- 1. Rules of hygiene
 - Chapter I General requirements for food premises
 - Chapter II Specific requirements in room where foodstuffs are prepared, treated or processed

RULES OF HYGIENE

Chapter I

General requirements for food premises (**other** than those specified in Chapter III)

1. Food premises must be kept clean and maintained in good repair and condition.

*If you can't find out about something you don't understand – ask somebody who might know! **You** are responsible for what **you** do!*

You can find the part you need to read by scanning the text for **key words**.

Read long pieces of writing a bit at a time.

- Read each bit out loud.
- Read it more than once.

To check that you have understood it:

- put each bit in your own words
- explain what you have read to somebody else.

Food law

Task

Task 1

Scan this list for the word 'food'. How many times does it appear?

The Food Safety Act 1990
 The Food Premises (Registration) Regulations 1991
 The Food Labelling Regulations 1996
 The Fresh Meat (Hygiene and Inspection) Regulations 1995
 The Meat Products (Hygiene) Regulations 1994
 The Minced Meat and Meat Preparations (Hygiene) Regulations 1995
 The Dairy Products (Hygiene) Regulations 1995 (as amended 1996)
 The Ice-cream (Heat Treatment) Regulations 1959 (as amended)
 The Egg Product Regulations 1993 (as amended)
 The Food Standards Act 1999
 The Food Safety (General Food Hygiene) Regulations 1995
 The Food Safety (Temperature Control) Regulations 1995
 The Control of Substances Hazardous to Health Regulations 1994 (COSHH)

Tip

Let your eyes wander over the page as if you are looking for a familiar face in a crowd.

Task 2

Use the Food hygiene regulations from the Source material to answer these questions.

- 1 What will you find information about in Chapter 8?
- 2 In which chapter would you find information about transport of food?
- 3 Where would you look for information about a mobile canteen?
- 4 What part of the Regulations does Schedule 1 apply to?
- 5 What is regulation 4 about?
- 6 How would you say this in your own words?
- 7 What is the first word of Chapter 1 section 2(d)?
- 8 Washbasins only need hot water. True / False
- 9 A pest is an external source of contamination. True / False

Tip

The Roman numerals I, II, III, IV, V, VI, VII, VIII, IX, X represent the numbers from 1 to 10.

Task 3

Put this part of the regulations into your own words. Explain it to a friend.

Chapter X

Training

1. The proprietor of a food business shall ensure that food handlers engaged in the food business are supervised and instructed and/or trained in food hygiene matters commensurate with their work activities.

Food labels

Focus

You can find certain information quickly from the label of any product. You may need to check for USE BY dates or storage requirements.



Get me the vegetable soup from the fridge. Is it still OK to use it?

You can find the information by looking out for:

Subheadings

These might be written in:
CAPITAL LETTERS
bold
italics or
Underlined

Information set out in different ways – it could be in a list or a table

Negative information – NO, not, NEVER

Instructions words that tell you what you **should** do: heat, stir

WARNINGS
 These are often in capital letters and might include words such as 'NOT'.

Symbols
 These are a useful as a quick reference but may also have an additional explanation.

Labels on food delivered to catering establishments should have:

Information about what is in the product (ingredients and additives) – this is important for people who have allergies

Some information about nutritional values and special features of the food

Instructions for safe preparation of the product

Instructions for safe storage of the product

Date marks and USE BY or BEST BEFORE dates

FRESH VEGETABLE SOUP
made with real vegetables

INGREDIENTS

Water, Vegetables (44%), (Potatoes, Carrots, Onion, Green beans, Leeks), Crème fraiche, Modified maize starch, Salt, Yeast extract, Vitamin C, Folic acid, Vitamin B6.

NUTRITIONAL INFORMATION	
Typical values	per 100 g
Energy	221 KJ (53 kcal)
Protein	0.9 g
Carbohydrate	4.3 g
(of which sugars)	1.4 g
Fat	3.7 g
(of which saturates)	0.3 g
Fibre	0.2 g
Sodium	0.4 g

NO ARTIFICIAL COLOURS

To hob cook
 Heat the soup thoroughly in a saucepan, stirring gently.
TAKE CARE NOT TO BOIL.

NOT SUITABLE FOR MICROWAVE COOKING

Storing instructions
 KEEP REFRIGERATED

Best before: 02 JUL 06
 E 39 11:43
425g e

SUITABLE FOR VEGETARIANS

Food labels

Task

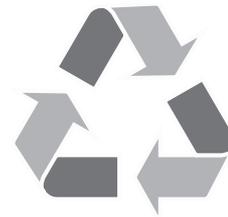
Task 1

Use the Quo-burgers label from the Source material to answer the questions.

- Can you microwave these burgers?
- What does the word 'non-metallic' mean?
- How many calories are there in a 100 g serving?
- How long can the burgers be kept in a food freezer?
- What does the symbol on the right mean? Tick your answer.
 - The burgers should be turned whilst cooking.
 - The packet is made of recyclable cardboard.
 - The packaging is made of cardboard.
 - Turn the packet round to read the information.
- Today is Monday. What date dot labels should be put on the burgers if they are to be kept in the fridge?
- Circle the people that the product is suitable for:
 - vegetarians
 - people with nut allergies
 - people with wheat allergies
- How much fibre does 100 g of the food contain?
- Can you refreeze the burgers once they have thawed out?
- Does the product contain yeast?

Tip

- Use the layout of the label to help you go straight to the information you need without having to read it all.
- Look up any unfamiliar words.



Task 2

The date today is 8th July 2006

Tick the products that are safe to use.

1 Best before: JUL08

2 Use by: 09JUL2006

3 Use by: 07JUL

4 Best before: 08AUG05

5 Use by: 08/07/06

6 Use by: 08/10/06

7 Best before end: JULY 07

8 Use by: 1st July

9 Use by: 30th June 2006

10 Best before: 06-07-06

JULY 2006						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

It's all down to you

Focus

One of **your** responsibilities under the law is to protect food from contamination. One way to do this is to keep your hands clean. You may need to follow the guidelines from your employer.

Look out for direct orders. *(Wash) hands after touching raw food, cooked food or food waste.*

Look out for more than one thing in a sentence. *Wash hands after touching raw food, cooked food (or) food waste.*

Of course they should always be washed after visiting the toilet, blowing your nose, touching your hair, eating, drinking (or) smoking.

Look out for 'dos' and 'don'ts'. *(Always) wash your hands in a personal wash basin. (Never) dry your hands on a tea towel.*

Know what each sentence is about. *Dry (your hands) using a clean disposable towel. Never dry (them) on a tea towel or service cloth.*

Look out for things that must be done if something else happens. *(If) you touch rubbish or bins or cleaning chemicals and their containers, hands should also be washed.*

Look out for the order things must be done in. *Of course they should always be washed (after) visiting the toilet.*

We rely on **you** to maintain your own standards of personal hygiene.

Hands

Remember that hands can become contaminated with harmful bacteria but clean, dry hands are less of a risk factor. Hands should be washed frequently throughout the work period. This will reduce the number of harmful food-poisoning bacteria present and will help prevent cross-contamination.

Wash hands after touching raw food, cooked food or food waste. If you touch rubbish or bins or cleaning chemicals and their containers, hands should also be washed. Of course they should always be washed after visiting the toilet, blowing your nose, touching your hair, eating, drinking or smoking.

Wash your hands using clean, hot water. Use liquid soap because your hands can become contaminated with bacteria by using a bar of soap that has already been used.

Dry your hands using a clean disposable towel. Never dry them on a tea towel or service cloth as you could cause contamination.

Always wash your hands in the personal wash basin provided. Do not wash them in a sink.

Do not test food with your fingers and do not lick your finger tips to help make it easier to pick something up.

Please follow the hand washing technique instructions above every personal wash basin.

Hair

Food Safety Act 1990
Section 35
A Crown Court may impose a prison sentence of up to 2 years and/or unlimited fines. Magistrates Courts may impose a fine of up to £5000 and a sentence of up to six months ...

Section 36
Someone in authority ... is liable for p... where they have acted negligently....

Find out about the penalties for breaking the law.

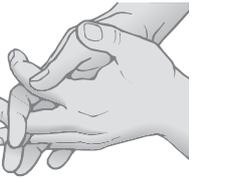
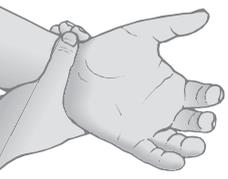
It's all down to you

Task

Task 1

These instructions match the pictures. Put the picture number in the box by each instruction.

- Rub left palm with clasped fingers of right hand and vice versa.
- Wet hands under running water.
- Rub right hand over back of left and vice versa.
- Rotational rubbing of right thumb clasped in left hand and vice versa.
- Work soap into hands, palm to palm.
- Rub back of left fingers into right palms and vice versa.
- Clasp and rub left wrist with right hand and vice versa.
- Rub palm to palm with fingers now interlaced.

Preventing the spread of infection in community settings and services	
Handwashing technique	
Each step consists of 5 strokes rubbing forwards and backwards.	
1 	2 
3 	4 
5 	6 
7 	8 
Rinse hands under running water and dry thoroughly.	

Task 2

Use the guidelines about hair to answer these questions.

- 1 What should you do if instructed by the management?
- 2 When should you put on your head covering?
- 3 What does 'it' refer to in the sentence, 'It should cover as much of your hair as possible'?
- 4 How many instructions are there in the sentence, 'Keep your hair as clean as possible and always wash your hands after touching your hair'?
- 5 What should you never do?

Hair

Wear a head covering such as a hat or net at all times while in a food area. It should cover as much of your hair as possible.

Put on your head covering before you put on any other protective clothing to prevent the dropping of hairs.

Keep your head covering washed and laundered.

Beards and moustaches may also need to be covered if instructed by the management.

Never brush or comb your hair in a food area and always tie back long hair so that it can not hang loose.

Keep your hair as clean as possible and always wash your hands after touching your hair.

Temperature and time

Focus

Micro-organisms thrive at temperatures between 8°C and 63°C. To prevent the growth of bacteria:

- Food must be stored at the correct temperature.
- Food must be cooked at the correct temperature.
- Food must be cooked for the correct amount of time.
- Food must be stored for the correct amount of time.

Keep hot food at a temperature of more than 63°C.



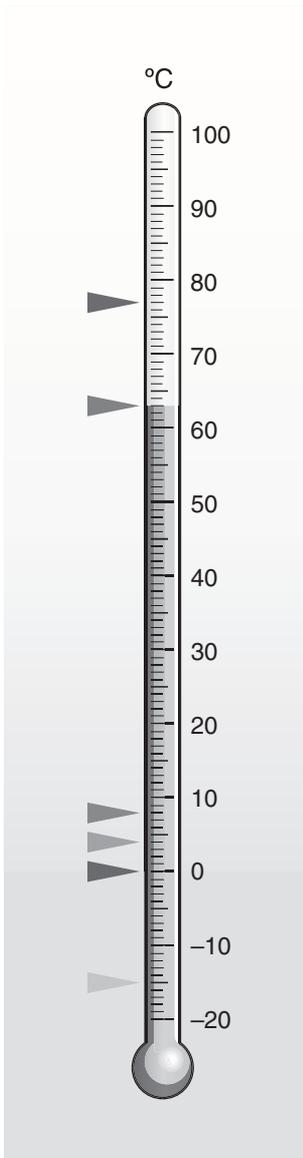
Do not keep food in the danger zone for longer than absolutely necessary.



Food that will be served hot can be kept below 63°C for up to 2 hours for service or display.



Refrigerated stores should operate at temperatures between 0°C and 4°C.

To kill bacteria, subject them to a temperature of 77°C for 30 seconds or more.



Chilled foods must be stored at or below 8°C.



Food for service or display can be kept out of chill temperature for up to 4 hours.



Any frozen food delivered at a temperature above -15°C should be rejected.



What instruments are used to measure temperature in your workplace?
 How do you know how long food has been stored?
 How do you know how long food has been on display?

Temperature and time

Task

Task 1

Which of these digital temperature probe readings fall in the danger zone? Tick the acceptable readings. Cross the unacceptable readings.

Hot at or above 63°C

Cold at or below 8°C

1  2  3 

4  5  6  7 

Task 2

Go into your workplace and find out which products have these temperature limits. Copy this table and use it to record your findings.

Maximum temperature -15°C	Maximum temperature 8°C	Minimum temperature 63°C	No temperature limit

Task 3

At what times should these items be removed from display?

1  2  3  4  5 

coleslaw *cooked chicken* *cold cooked meat* *fresh milk* *cooked bacon*

Item	Put on display	Remove from display
1	2:45	
2	10 past 8	
3	1:25	
4	six o'clock	
5	7:15	

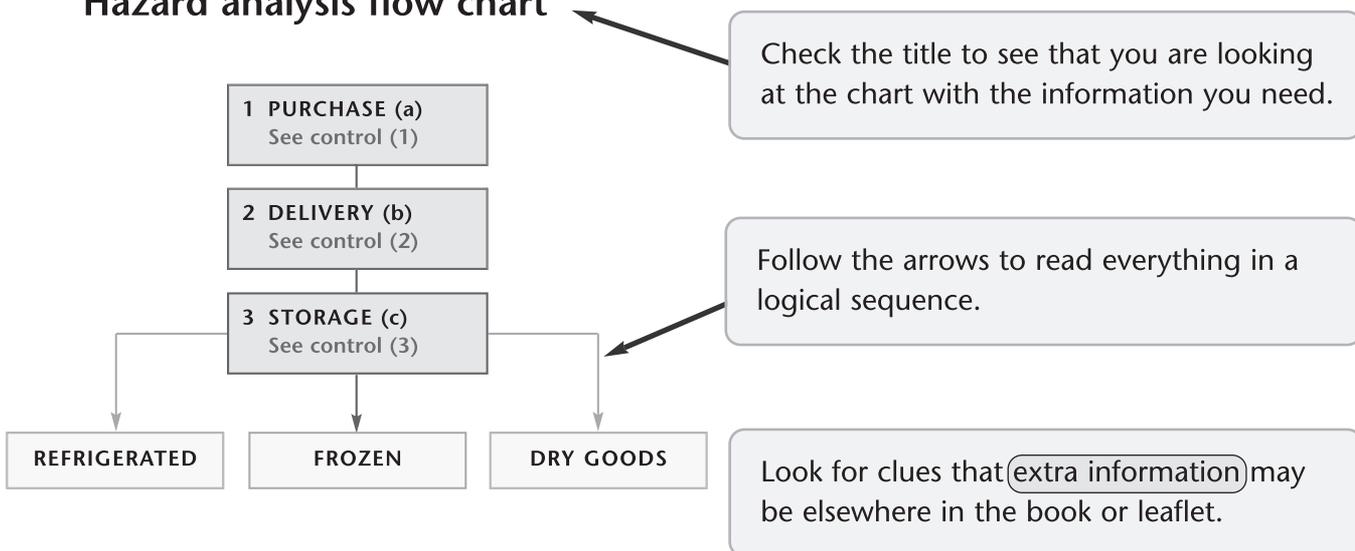
Hazard analysis critical control points (HACCP)

Focus

What is a hazard? What is a critical control point (CCP)?
Why is hazard analysis important?

The information you need to make sure that hazards are reduced to a minimum may be in a flow chart.

Hazard analysis flow chart



HAZARDS
(a) Purchase – food contaminated with food-poisoning bacteria or toxins
(b) Delivery – food contaminated with food-poisoning bacteria or toxins
(c) Storage
• Refrigerated
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
• Frozen
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
• Dry Goods
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
(d) Preparation
• Cooking Survival of

The (extra information) is about:

- the hazards present at each stage (controls or steps to be taken to overcome the hazards that may be present at each stage).

CONTROLS
1 Purchase
1.1 Always use approved suppliers.
2 Delivery
2.1 Check foods on arrival.
3 Storage
3.1 Store immediately.
3.2 Rotate stock.
3.3 Keep raw meats separate from all cooked foods.
3.4 Service refrigerators regularly.
3.5 Check temperatures of fridges regularly (must be below 5°C)
3.6 Always use approved suppliers. (See 1.)

What is **your** role? How can **you** check that the controls are carried out?

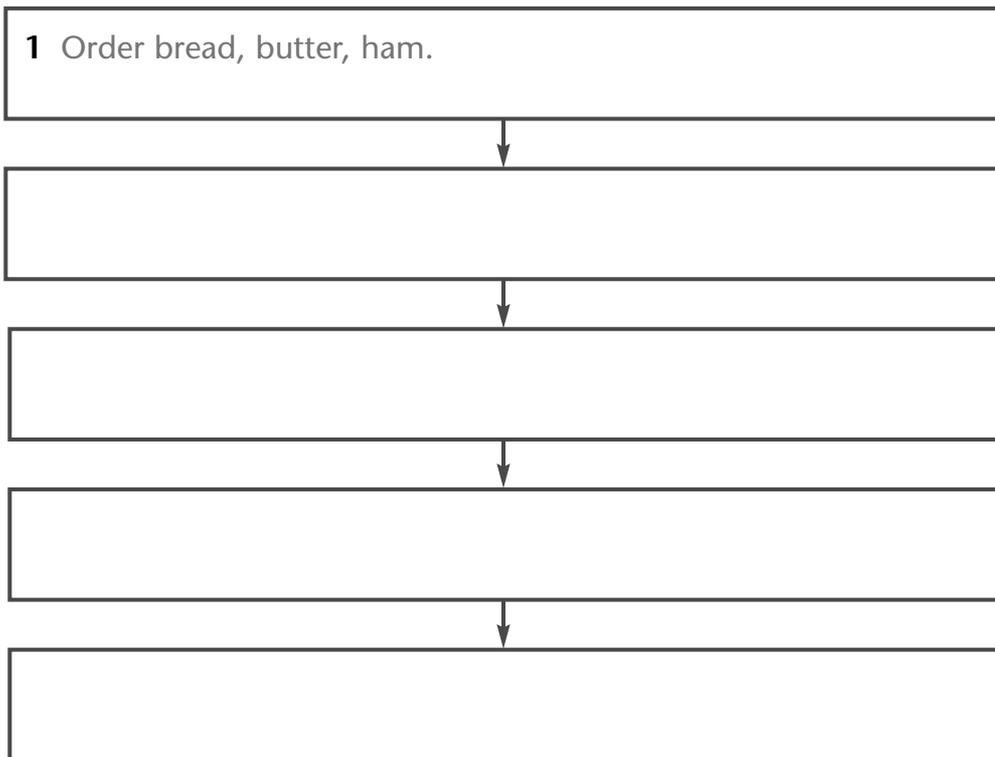
Hazard analysis critical control points (HACCP)

Task

Task 1

Make a flow chart of the stages involved in making a ham sandwich.

Use the Critical control points information in the Hazards analysis flow chart from the Source material to help you.



Task 2

List the hazards that might occur at each stage of making the ham sandwich.

Task 3

List the controls that should be taken at each stage of making the ham sandwich.

Task 4

List the things that you can do to monitor the controls at each stage.



Pests

Focus

The information you need may be in a table.

You do not have to read all of the table. Use the titles of the **rows** and **columns** to find what you want.

The titles are different in some way. They may be **bold**, **bigger** or a different colour.

Look across the rows. 

Look down the columns. 

Pest	Identification	Characteristics	Hazards	Signs of infestation
Ant (black)		Also known as garden ants Feed on sweet food	<ul style="list-style-type: none"> Spread pathogenic organisms Dead bodies may contaminate food 	<ul style="list-style-type: none"> Live insects in and around food Dead insects in and around food Nests
Ant (pharaoh)		Pale yellow ; smaller than black ants Feed on sweet foods and high protein foods such as meat	See black ant	See black ant
Fly – bluebottle		Feed by regurgitating substances onto food and then sucking it up Feed on rubbish, human and animal faeces and foodstuffs	<ul style="list-style-type: none"> Carry pathogens on their bodies Defecate on food as they eat Regurgitate food that could be contaminated Lay eggs on food Maggots hatch from eggs Die in food 	<ul style="list-style-type: none"> Live insects in and around food Dead insects in and around food Maggots on food
Fly – fruit fly		See bluebottle	See bluebottle	See bluebottle
Fly – greenbottle		What are the hazards of bluebottles?	See bluebottle	See bluebottle
Fly – house		See bluebottle	See bluebottle	The hazards of bluebottles are that they ...

Pests

Task

Task 1

Use the Pest identification chart in the Source material to answer these questions. Tick your choices.

1 The brown rat is:

- | | |
|---|---|
| <input type="checkbox"/> a larger than a black rat | <input type="checkbox"/> b smaller than a black rat |
| <input type="checkbox"/> c the same size as a black rat | <input type="checkbox"/> d all of the above |

2 Oriental cockroaches are:

- | | |
|--|--|
| <input type="checkbox"/> a 10 mm in length | <input type="checkbox"/> b 15 mm in length |
| <input type="checkbox"/> c 20 mm in length | <input type="checkbox"/> d 25 mm in length |

3 One of the hazards of oriental cockroaches is that they:

- | | |
|--|--|
| <input type="checkbox"/> a do not contaminate food directly but can fall into food | <input type="checkbox"/> b carry pathogenic organisms, including <i>Salmonella</i> |
| <input type="checkbox"/> c cause panic among the staff | <input type="checkbox"/> d deposit fur in food |

4 The two types of bird that most often cause problems in food premises are:

- | | |
|--|---|
| <input type="checkbox"/> a eagle and pigeon | <input type="checkbox"/> b sparrow and pigeon |
| <input type="checkbox"/> c parrot and pigeon | <input type="checkbox"/> d parrot and sparrow |

5 The signs of infestation from the house mouse are:

- | | |
|---|---|
| <input type="checkbox"/> a droppings and urine smears | <input type="checkbox"/> b smell from nests |
| <input type="checkbox"/> c footprints and tail marks | <input type="checkbox"/> d all of the above |

6 Grain weevils infest:

- | | |
|--|---|
| <input type="checkbox"/> a sweet foods | <input type="checkbox"/> b high-protein foods |
| <input type="checkbox"/> c pasta and flour | <input type="checkbox"/> d waste food |

Task 2

Use the chart from the Source material or one from your workplace to invent some questions of your own.

Try them out on a colleague.

