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Responsibilities

This page outlines some of the responsibilities to the general public held by employers and food workers. Learners need to be clear about their personal, legal responsibilities to safeguard food. The page also gives the opportunity to debate the level of responsibility and the reasons for it in law.

Learning outcomes (objectives)

- 1 To identify the main points and specific detail in a text on food workers' responsibilities.
- 2 To learn about and understand responsibilities of food workers and employers in law.
- 3 To contribute to a debate supporting opinions and arguments with evidence.

Suggestions for how to use this page

- Discuss the word 'responsibility'. What does it mean? Learners should be able to answer this from their experience of the workplace, but if not tell them that employees have responsibility for **all** acts over which they have some control. Think of some examples of this (e.g. washing hands). Employers are responsible for anything over which employees have no control. Think of some examples of this (e.g. providing training).
- Ask learners to read the text on responsibilities in small groups, following the instructions on the learner page for underlining and circling different responsibilities. They should be encouraged to discuss who is responsible for what. There are some language clues here, e.g. yourself, personal, and some clues relating to organisational issues, e.g. register, train.
- Allow time for learners to read text more than once, firstly for the gist/overview, then in detail to answer questions.
- Some of the statements apply to both employers and employees (bullets three and seven). Discuss the reasons for this with the group.
- Remind learners to use the glossary to confirm the meanings of words as necessary.
- Explain to learners that they are going to have an organised discussion about responsibility for food hygiene. First agree the ground rules, e.g. listen politely to other speakers, allow everyone to have their say, etc. Ensure that learners abide by these;

it might be an idea to appoint one member of the group as an observer to check if everyone abides by these rules.

- It might be an idea to use the newspaper article from the 'People at risk' page (1:5) as a starting point. Whose responsibility is the rise in food poisoning: the employees, employers, the government, customers? You may have to stimulate discussion by making controversial statements, such as 'Everyone knows that employees can't be bothered to wash their hands properly and this is the reason why so many people die of salmonella'.
- Encourage learners to think carefully before they make a contribution, and to provide evidence for their opinions (i.e. they must have a reason for what they say). You might need to ask questions to elicit this information. Encourage all learners to contribute.
- It would be useful to ask someone from the group to write up on a flipchart the thoughts of the group about responsibilities. Use this list to consider how employers and employees can be encouraged to fulfil their responsibilities. Make sure learners have understood what their responsibilities are in law, and what their employers' responsibilities are.
- It might be a good idea to discuss strategies for situations where employers or colleagues do not fulfil their responsibilities.

Suggestions for learners who are having difficulties

- Using a glossary requires alphabetical sequencing. Some learners will need an alphabet strip to support this.
- Check that learners have understood the task and the difference between employers and employees.
- Learners who tend to dominate the debate could be encouraged to stop and listen to check that other learners are providing evidence for what they say.
- Dyslexic learners may find it difficult to remember what they want to say when adding to a discussion, before it is their turn. Encourage them to jot down key words as a reminder.

Suggestions for advanced learners

Learners could design a poster for their place of work clearly showing other food workers what their responsibilities are.

Curr ref	Standards	Key Skills
Rt/L1.3; Sld/L2.4	2GEN3.2; 4GEN1.2; 3GEN1.1; 3GEN1.2	WO1.1

Responsibilities

Food handlers and proprietors (owners and employers) have responsibilities in law for protecting the public from illness caused by food. You need to know what your responsibilities are, and what your employer is responsible for.

Activity

Underline the employers' responsibilities.

Circle the employees' responsibilities.



Whose **responsibility** is it?

- Keep yourself clean.
- Register with the local **enforcement authority**.
- Store, display and prepare food at safe temperatures.
- **Design, equip** and **operate premises** in ways which **prevent contamination** and anything that could lead to illness or injury.
- Provide **adequate** washing **facilities** and arrangements for personal hygiene.
- Never sell food after the date on the label.
- Keep the workplace clean.
- Wear suitable, washable protective clothing.
- Train staff and supervise them to work **hygienically**.
- Tell employers if any symptoms of a food-borne illness or certain other illnesses or **conditions** occur.
- **Assess** food hazards and take action to stop or reduce risks to food safety (HACCP).

The words or phrases in **bold** can be found in the glossary.



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Food Acts

There are four key laws that all owners and managers of food business must follow and that food workers should be aware of and understand. This page explores the most relevant Food Acts, giving a brief summary of each. Learners need to complete a task which requires them to engage with and understand the main points of the key legislation.

Materials

Flipchart, pens
Source page 0:11

Learning outcomes (objectives)

To read and understand the main points from the key Food Safety legislation.

Suggestions for how to use this page

- Introduce learners to the four relevant Food Acts using the learner page as a guide. Discuss generally the reasons for the Acts being necessary and the consequences of not following them.
- Go through each regulation in turn moving down the page and discussing the main points. Teachers should use their own knowledge and experience of food hygiene to exemplify and explain each regulation in turn.
- Encourage learners to underline any vocabulary they are unsure of. Make sure the glossary accompanying these materials is available to learners.
- Explain that the summaries on the learner page give the main points of each piece of legislation. The actual legislation itself will be written in complex, legal language which can be difficult to understand.
- Point out that the summaries on the learner page have been bulleted (in three out of four cases) to make the main points easier to spot. Direct learners to the work done on format and layout in page 1:4 of these materials.
- Highlight and discuss key words such as 'unfit'. Make sure learners fully understand what these mean. Full definitions may be found in the glossary accompanying these materials; write them up on the whiteboard or put them up on OHT.

- Give learners enlarged copies of the regulation summaries if required.
- Suggest that learners work in pairs or small groups depending on relevant workplace connections to complete the task.
- Learners could be instructed to draw arrows to link up each case study to the relevant piece of legislation.
- As a next stage learners could be encouraged to complete a table as below:

Case study	Legislation breached	Reasons why
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- This step will help learners to apply their food safety knowledge, for example of the correct temperature and length of time that cooked meat should be displayed for, to a set of realistic situations.
- Point out that this activity is designed to encourage learners to engage with and understand the main points of the key pieces of food hygiene legislation. In reality the picture may be more complex and more than one of the regulations may be breached by a particular establishment.
- Ask pairs/groups to feed back on the task together. Discuss the results as a group. Were there any differences? Did they find the task straightforward?
- Hand out the source page 'Legal news'. Use the additional case studies on the page as the basis of a follow-up class discussion. Discuss each one in turn and relate it to the four key Food Safety laws on the learner page.

Suggestions for learners who are having difficulties

- Check that learners understand the task. Underline key words in each case study to help learners relate each one to the correct regulation. If necessary, write clues on the case studies to act as an intermediary step in the process. For example, write 'temperature' on case study 3 and 'unfit' on case study 4.
- Refer to *Skills for life* materials for extra reading activities.

- Learners who are unable to cope with this level of reading may need additional reading support to build confidence.

Suggestions for advanced learners

Learners could use the Internet to identify other similar case studies.

Curr ref	Standards	Key Skills
Wt/L1.3;	2GEN3.2;	C1.2
Wt/L1.4;	4GEN1.2;	
Wt/L1.5	3GEN1.1;	
	3GEN1.2;	
	GEN3.4;	
	2GEN3.3	

Food Acts

Food workers need to know the law about food hygiene. There are four key laws that all owners and managers of food business must follow.

The Food Safety Act

Under this act owners and managers

- must not sell (or keep for sale) food that is unfit for people to eat
- must not cause food to be dangerous to health
- must not sell food that isn't what the customer is entitled to expect, in terms of content or quality
- must not describe or present food in a way that is false or misleading.

Food Safety (Temperature Control)

Regulations cover the following issues:

- the stages of the food chain that are subject to temperature controls
- the temperatures at which certain foods must be kept
- which foods are exempt from specific temperature controls.

Food Safety (General Food Hygiene)

Regulations

These set out the basic hygiene requirements that food businesses must follow in relation to staff, premises and food handling.

There must be effective food safety management measures (or 'controls') in place, to ensure that food is produced safely and that the health of customers is not put at risk.

Food Premises (Registration)

Regulations

- If you are planning to start a new food business, you need to register with your local environmental health department 28 days before opening.
- If you change the activity at your food premises, you must tell your local environmental health department within 28 days of the change.

Activity

Read the case studies below.

Which of the regulations do you think was not followed in each case?

1

The owner of a fast food restaurant was prosecuted because he failed to train his food workers in basic hygiene procedures.

2

The owner of an Indian takeaway in Roxhill has been fined heavily after food was found to be contaminated with Salmonella – a toxin-forming bacteria.



3

A local take-away has recently been prosecuted for displaying cooked chickens at low temperatures.

4

Last year a sandwich bar was forced to close because it had registered for making sandwiches with purchased cooked meat. The owner adapted her kitchen to cook her own meat without telling the Council.

5

A newsagent's has been fined for selling food that is past its use-by date.

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Hazard analysis

Hazard analysis is an established system of analysis that works well for most food businesses. Learners need to be able to understand and follow the system and contribute to it. This page has an example of a hazard analysis flowchart for completion by the learner. Flowcharts are extensively used in organisations for presenting structures and systems, and increasingly so in training as well to enable learners to gain an overview of procedures.

Materials

Flipchart, pens

Source page 0:12

Learning outcomes (objectives)

- 1 To learn about and understand hazard analysis.
- 2 To read and follow a flowchart.

Suggestions for how to use this page

- Ask learners whether they are familiar with the system of hazard analysis. The learner page outlines a definition. Make sure that learners understand the reasons for undertaking a hazard analysis (to make sure that food is safe for customers to eat; it is now a legal requirement).
- Find out if learners know what a flowchart is. (A set of steps or instructions presented in a certain way.) Ask if they remember seeing a flowchart in their workplace.
- Look at the flowchart. Follow the different steps of the flowchart, reading down the arrows. Ensure that learners understand the format of the chart.
- Point out the task on the page and make sure that learners understand what they need to do.
- Learners will need to fully understand the terms 'hazard' and 'control' in order to complete the task. Full definitions are provided in the glossary accompanying these materials. Teachers should write these up on the whiteboard or put them up on OHT.
- Make sure that learners understand that only the stages applicable to the food in the activity (sausage rolls) are shown in the flow chart. For other foods the stages involved would be different.
- Ask learners to work in groups to complete the hazard and control boxes on the flowchart.
- Encourage learners to follow the completed examples and record their ideas in the same format (bulleted list). Make sure that learners realise that they will need to specify at least one control for each hazard they identify.
- Ask a representative from each group to present their completed flowchart.
- Note and discuss any differences between groups – were there things that some learners left out, or added unnecessarily?
- Hand out the completed flowchart from the Source materials. Groups should compare their charts. Discuss any differences together as a group.
- Some of the steps on the flow chart are marked with an asterisk to identify the critical control points. Teachers may choose to cover this information at this stage (see suggestions for advanced learners).
- Some of the steps on the flowchart are marked with an asterisk.
- Ask learners to think about their own place of work, and relate what they have been doing to processes that are undertaken there. Check whether they have a good understanding of what controls are used and why and whether they could make any improvements to the system used.

Suggestions for learners who are having difficulties

- Learners who are finding it difficult to follow the flowchart may need extra practice in following a sequence. It could be helpful to use different colours and shapes of card to write the information on and construct a flowchart physically on the page. Using colour will help to reinforce the different stages.
- Pair confident writers with those less confident.
- Using the completed flowchart from the Source page, complete boxes for learners as required. Learners may find it easier to have a flowchart with the hazards already completed. They would then need only to complete the controls part of the chart.

Suggestions for advanced learners

- Learners who are familiar with hazard analysis information could benefit from concentrating on writing down the extra information required at each critical control point (identified on pertinent steps on the chart by an asterisk).
- Learners who can accomplish this task quickly could benefit from writing a flowchart and accompanying information for a product made in their place of work.

Curr ref	Standards	Key Skills
Rt/L1.4; Wt/L1.3	4GEN1.1; 3GEN1.1	PS1.2; N1.1

Hazard analysis

Hazard analysis asks you to think logically about what might go wrong with the food you sell and what steps you could take to make sure that it is safe for customers. A hazard analysis might be presented in a flowchart.

Activity

Your company sells **hot sausage rolls**.

Work in groups to complete the flow chart. Identify the hazards at each step. Think about what you can do to stop things going wrong (the controls).

Note: some of the boxes are already completed to help you get started.



Example Hazard Analysis Flowchart for a retailing operation

Steps	Hazard	Control
Purchase and delivery	<ul style="list-style-type: none"> • Harmful bacteria present in ready to eat foods. • Physical and/or chemical contamination of incoming foods. 	<ul style="list-style-type: none"> • Use reputable suppliers. • Specify delivery temperatures.
Chilled storage		
Reheating of foods e.g. pies, pasties*		
Hot display/ service/sale*		

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Food premises

Food hygiene workers are required to know how the food regulations affect the premises they work in. This information is often complicated and can be difficult to follow and understand. Understanding the role of punctuation can make a big difference to learners' ability to read and follow complicated information.

Materials

Copy of learner page on an OHT, coloured paper and pencils where available

Source page 0:13 (also on an OHT)

Learning outcomes (objectives)

- 1 Understand in general terms the requirements of the current food regulations in terms of the construction and cleanliness of food premises and equipment.
- 2 Use punctuation to aid understanding of text on design of food premises.

Suggestions for how to use this page

- Begin by discussing design of food premises – what do learners think are the most important points to consider? What do they like and dislike about the design of the premises they currently work in? What would they change if they could and why?
- Talk about workflow and what it means. What helps with workflow? What gets in the way? Ask learners to give examples from experience.
- Write down some of the conclusions from your discussion on the flipchart or whiteboard in full sentences. Highlight the punctuation you have used, including capital letters and sentence endings, any commas and any other relevant signs or symbols. Discuss what the purpose of each mark is, and how they help to make the meaning of the sentences clear.
- Write down some sentences on the flipchart or whiteboard without punctuation to illustrate this point. Compare how much more difficult they are to understand.
- Look at the learner page together. Put up the larger version of the 'Principles of good design leaflet' from Source page 0:13 on an OHT.
- Read through the leaflet as a whole group, marking punctuation as you go on the OHT. Talk about what each mark is for, using the

information boxes as a prompt.

- Discuss the meaning of the information on the leaflet. Talk about how it relates to what learners were discussing earlier. Ask learners to relate each point to their own place of work – does it fulfil the requirements?
- Ask learners to highlight all the punctuation on their own copies of the learner page (or if preferred on photocopies of the Source page), and talk to a partner or small group about why each mark is there. Ask learners to count the questions, and try changing some of the questions into statements or vice versa.
- Point out that being able to use punctuation can help learners in their writing as well as their reading. Using correct punctuation will make learners' writing easier for others to understand.

Suggestions for learners who are having difficulties

- Learners who are experiencing difficulty with the concepts of design and workflow could benefit from drawing an outline plan of the work area, marking entrances and exits. Then cut shapes out of coloured paper to represent different units and appliances and move them around on the page to find the optimal combinations for safe, hygienic workflow.
- Refer learners who are struggling with punctuation to the *Skills for Life* materials or other resources for extra practice. The BBC website www.bbc.co.uk/skillswise has some useful learning material on punctuation.
- Ask learners to look back over some of the other reading material used in the Food Hygiene Certificate qualification. Help them to highlight the punctuation used, pointing out its purpose and how it aids comprehension.

Suggestions for advanced learners

- Ask learners to write a description of the benefits and disadvantages of the design of their own workplace, focussing on using punctuation that will make their meaning clear to others.

Curr ref	Standards	Key Skills
Rs/L2.2	4GEN1.1; 4GEN1.2; 4GEN1.3	C1.2

Food premises

How well workspaces are designed and how well workers use their workspaces has an important effect on food hygiene. Reading about food premises often means reading complicated information.

All sentences end with a stop sign. Different kinds of stop sign tell you more about the sentence.

. A statement ends with a **full stop**. The next word after a full stop always begins with a capital letter.

! An **exclamation mark** is used to express strong feelings or commands. It acts like a full stop.

, A list inside a sentence is separated by **commas**. A comma never ends a sentence, so it isn't followed by a capital letter.

Information leaflet #2612



Principles of good design and use of food premises

Employers and staff of food-related premises should follow these principles:

- The design of food premises should help staff to prevent contamination and to control food temperatures. Check: Do the premises you work in allow raw and cooked food as well as clean and dirty tasks to be kept apart?
- It is imperative that the design of food premises prevents pest infestation!
- The best materials for the building and furnishings are long lasting, waterproof, smooth and easy to clean.
- Food equipment and utensils must also be long lasting, waterproof, smooth, resistant to damage and easy to clean. Check: Are the equipment and furnishings placed in such a way as to make thorough cleaning easy?
- There should be a well-planned route for food through the premises.
- Food handlers must plan their work so that they make the fewest number of journeys around the food area as possible.

Have you followed all health and safety procedures and food hygiene regulations? Make sure by asking your local Environmental Health Officer for advice.



To make writing easier to read we use **punctuation**. Punctuation = the signs and symbols that give extra information about what the writer means.

- ? , ! ; : . "

A list with a lot of different items in it will often start with a **colon**.

: This sign tells you that more information will follow.

Questions end with a **question mark**. Questions **begin** with question words like:

When?	Where?
Why?	What?
Who?	How?
Do?	Does?
Are?	Is?
Have?	Might?

Have a go

How many questions are there in this leaflet?

Highlight all the punctuation. Can you tell what it is all for?

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Where next?

This page looks ahead for the food hygiene worker, with pointers to further sources of information and tips on how to access the information. Reading information regularly and keeping up to date with news and issues improves the professional standing of a community of workers, as well as helping the individual to maintain and update skills.

Materials

Access to the Internet where available, copies of journals, leaflets, newsletters, books, textbooks and any other further reading available.

Learning outcomes (objectives)

- 1 To understand how to access further information on food hygiene.
- 2 To use organisational features and structural features to judge relevance and find information.

Suggestions for how to use this page

- Talk to learners about the importance of keeping up to date and retaining information by reading websites, journals, leaflets, newsletters and books. Ask the group whether they do any reading of this nature already, and if not why not. Ask those who do read information what it is they read.
- Go through the learner page together, discussing the different sources of information.
- Allow learners to access various sources of information, taking note of the different layouts and formats. (For more work on layout and format see learner page 1:4.)
- Elicit comments on how easy or difficult different sources are to read, how relevant they are and where they could be found again should learners wish to do so.
- Ask learners to compile a list of websites, books and journals they would like to look at again. Ask them to remember to write down enough information about the source to enable them to find it again later on.
- Learners could share their reading lists with a partner or small group and arrange to compare notes at a future date. They could arrange to continue to pass on interesting pieces of reading as they come across them.

Suggestions for learners who are having difficulties

- Learners who are unsure of using the Internet could benefit from taking further classes, or following the BBC Webwise course (www.bbc.co.uk/webwise/).
- Dyslexic learners will find copying or entering web addresses difficult (words are not separated which means spaces cannot be used to see the beginnings and endings of words). Learners may try to do it letter by letter and will often not see errors.
- Learners who are worried that their reading skills are not sufficient to cope with further reading material could enrol on a *Skills for Life* course. Go to learndirect (www.learndirect.co.uk) or telephone 0800 100 900 for details of all courses in your area.

Suggestions for advanced learners

Learners who are already accessing information on food hygiene could benefit from searching for and assessing new sources of information, and compiling a reading list for colleagues.

Curr ref	Standards	Key Skills
Rt/L1.4	4GEN1.1; 4GEN1.2; 4GEN1.3	ICT1.1; C1.2

Where next?

It is important to keep up to date about food hygiene. Knowing where to find information is a very useful skill.

There are many useful **websites**, but it is important to know who is publishing the information you read. This is not always easy on a website. There are some clues in the address:



Try and look at these sites:

www.dh.gov.uk

www.eatwell.gov.uk/keepingfoodsaf/

http://cleanup.food.gov.uk/

www.hms.o.gov.uk

www.riph.org.uk

Journals are a good source of up-to-date and in-depth information. They will have a range of different articles in them. Use the contents page to find an article you are interested in reading.

Features

HACCP and the small business sector	page 12
Challenges and consequences of food poisoning	page 16
Health and poverty	page 22
Hot tips on hand washing	page 24

News

New government minister	page 4
Results of survey delayed	page 9

Try the *Health & Hygiene* (quarterly) journal from the Royal Institute of Public Health. You can order it from their website (www.riph.org.uk) or download and read articles.

You can find books, journals, leaflets and catalogues in the **library**. There is also free Internet access.

Finding information in a **library** is quite easy because you can ask the **librarian** for help.

The librarian will need to know:

- what the information is for
- how much information you need.



Books are a good source of in-depth information.

You can search for a book by:

- Author
- Publisher
- Title
- ISBN number
- Date published.

Title:	The Cleaner Kitchen
Publisher:	Healthy Books
Author:	V. Kleene
ISBN:	100 123 000 678 01
Date:	First published 2005; second imprint, 2006

