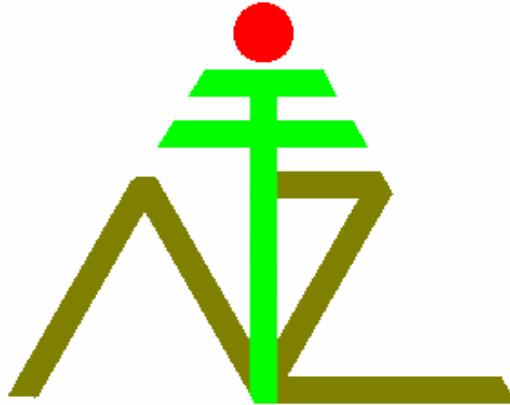


NRDC/ZEGA Training Trust



Instructors Manual
for
Training of Peer Trainers
in
Food Safety Awareness

Supervisors to train Workers
Farmers to train Farmers

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1. Introduction to Peer Training using Poster Presentations

Peer training using poster presentations is a system whereby Small Scale Farmers are trained by Farmers from their group or Workers are trained by their Supervisors.

Training is presented by a team of +/- 7 peer trainers using posters and practical demonstrations to support their presentation.

In this method of training the components of the Basic food safety training 'package' are divided into 7 sections, one per presenter, and each presenter prepares a picture poster and practical demonstration to support his/her piece of the programme.

The programme presented by the peer trainer team is designed to stimulate interest and raise awareness of key aspect of Basic Food Safety.

Participants are divided into groups of +/- 6 and rotate around the presentations until they have heard the complete Basic Food Safety Training Message.

Awareness training using this method typically takes +/- 2 hours for a group of up to 40 participants.

Typically Peer Trainers are not employed by their organisation as trainers but will be supervisors and farmers who have:

- Sufficient confidence to present to a group of people
- Good experience
- Time and willingness to share their knowledge

The Peer Trainer course is designed to prepare Peer Trainers who will be able to participate in a team that will deliver Awareness training in Basic Food Safety to Small Scale Farmers and to Farm employees.

The programme is equally suitable for Farmers who will train Farmers or for Supervisors who will train Workers.

Organisations should ideally send a group of 7 people for training as this will make up a whole team. Smaller teams are possible but less desirable.

Note: Each team must include a senior employer, lead farmer or Extension officer to facilitate the organisation of the training sessions and to keep the training records.

This format of training is particularly effective for a number of reasons:

- Trainees relate to and speak freely with people from their own group. This aids retention of learning but also provides useful feedback about problems and actual practices in the field
- Participation is much better than when a whole group is sitting listening to one presenter
- Participants enjoy this type of training and relate what is heard immediately to their workplace and to their home environment.
- Everybody who is involved in the implementation process can receive training
- Delivery is cost effective and takes a manageable amount of time
- Farms can organise their training at convenient times as the training team is 'on site'

This format of training is also particularly suitable for inexperienced trainers as the training is easy to deliver:

- The time per presentation is manageable
- All prompts about what to say are on the poster or form part of the practical demonstration

2. Course Delivery

The programme for the course takes **4 days**

Included in the programme are:

- Level 1 in Basic Food Safety
- Preparation of posters
- Practical presentation of the Awareness presentation to a group of managers
- Practical presentation of the Awareness presentation to a group of peers

Note: Each team leaves the course with a complete set of laminated posters that they have made during the course and have used for their practice presentations. This will facilitate on-going delivery in their place of work and, after training has taken place, the posters can be left on the wall as an '*aide memoir*' for trainees.

It is recommend that:

- All the people who harvest, handle, transport, pack or grade produce receive awareness training
- A team of Peer trainers is in place and is active
 - On each commercial farm site
 - At each pack house
 - In each cooperative (200 members)

Persons who deliver Peer training should have completed, to a satisfactory standard, the Training of Trainers Course in Basic Food Safety.

Ideally a 'Course' should be made up of two training teams and it is more interesting and informative if the teams are:

- One Field Production unit and one Pack House
- Or
- Two small Scale farmer teams for different cooperative groups

Note: Where Small scale Farmers are working towards EUREP GAP compliance, Awareness training delivered by Peer Trainers should be followed by a series of Action planning and Farm visits. These exercises should be led by an Extension Officer or Lead Farmer who has completed the Training of Trainers Course in Basic Food Safety. Suitable exercises are described in the training of trainers Manual.

3. Course Aims, and Learning Outcomes

Course Aims

The Peer Trainer Course aims to:

- Ensure that trainers involved in Basic Food Safety Awareness Training have a good knowledge and understanding of the principles and practices of producing 'Safe Food'
- Train teams of Trainers who can deliver Basic Food Safety awareness training to their peers using the poster presentation technique
- Facilitate the delivery of training in the work place by providing trainers with training skills and posters suitable for use in the work place

Learning Objectives

Course objectives are to:

- Consolidate the Trainee's knowledge and understanding of the principles and practices of the production of 'Safe food' on the farm and in the pack house by providing Level 1 training in Basic Food Safety
- Enable the trainee to explain how to achieve satisfactory standards of Hygiene Risk Management in their work place
- Enable the trainee to identify the Training Needs of fellow farmers of employees on the farm or in the pack house
- Facilitate the design and development of materials for a Poster presentation by the Team of Trainee Peer trainers in their work environment
- Develop the trainee's presentation skills so that they are able to deliver effective training using the poster presentation technique
- Provide the Trainees with a opportunity to practice training and receive feedback on their performance as trainers in the work place

Learning Outcomes:

On completion of the course the Trainee should be able to:

- Explain why the production of 'Safe Food' is a legal, market and moral requirement
- Identify the risks to food safety in the farm and pack house and explain how to minimise and control these risks in a practical situation
- Identify the training need of fellow small scale farmers or employees working on the farm or in the pack house
- Work in a team to design a poster presentation suitable for the peer group to be trained
- Prepare a poster and practical demonstration to be used for peer group training in Food Safety Awareness
- Deliver Food safety Awareness messages using the Poster presentation technique

4. Selection of Course Participants

Composition of a Team of Peer Presenters

It is desirable that the whole team of presenters for one department or organisation are trained together. This allows the team to develop a cohesive poster presentation for use in their work place.

Each team should comprise one Team Leader/Facilitator and six presenters.

Team Leader/facilitator

The Team Leader/facilitator should be a person with sufficient seniority to organise training sessions.

This person will usually be a Lead Farmer, Extension Officer or Junior Manager with responsibility for Training or Quality issues

Roles of the Team Leader/Facilitator

- Liaise with Section Leaders/Fellow Farmers and organise training sessions
- Develop and implement the training plan for the department or organisation
- Keep and Maintain the Training and demonstration materials
- Participate in and facilitate at each training session
- Keep training records

Note: Instructors must ensure that the Organisation booking this course understands the role of the Team Lead/Facilitator and sends a suitable candidate.
In the absence of an active Team Leader/Facilitator training will not happen as the peer presenters do not have sufficient authority to organise training sessions.
In this case the investment in training peer presenters will be wasted.

Peer Trainer

Selection of people to put into the Peer Trainer Team also needs careful consideration and guidance from the course instructor.

Desirable characteristics of a peer trainer include;

- Good knowledge and understanding of food hygiene & safety related practices in the work place
- Willingness to communicate and to share knowledge and understanding with peers
- Established, respected and accepted member of the peer group that is to be trained in the work place

Note: It is desirable that the peer training team should be made up of people from different areas of a department. This means that;

- Individual members of the team bring different and complimentary knowledge and experience to the team
- The work in a Department is not seriously affected when individuals are released from routine tasks to participate in the training team

5. Course Programme and Instructor's Scheme of Work

Training of Peer Trainers in Food safety Awareness *Small Scale Farmers or Farm and Pack House Employees*

Course Programme

Day 1	0830	Revision of Basic Food Safety Completion of: Flow charts for produce during production, harvesting and packing Lunch Evaluation of risk to food safety at each stage Practices implemented to control of risk at each stage
	Homework	Training needs analysis
Day 2	0800	Awareness training using poster presentations Presentation skills Use and conduct of demonstrations Presentation and analysis of training needs Identification of key training messages and relevant support information Lunch Preparation of posters work worker awareness training Preparation of demonstrations to support poster presentations
Day 3	0800	Set up for presentations Presentation of poster presentations to managers Lunch Training organisation and records Level 1 written test Course evaluation
Day 4 <i>On Farm</i>	TBA	Practical Assessment of Presentation of Food Safety Awareness Training to Workers Pack house Supervisors to train 36 pack house workers Field Supervisors to train 36 'harvesters' Training Evaluation Presenters performance Worker response Evaluation of concerns raised during training & feedback to managers

Training of Peer Trainers of Small Scale Farmers and Farm or Pack House Employees

Instructors Scheme of Work

	Topic	Content	Guidance Notes for the Instructor
Day 1	Introduction <i>30 mins</i>	<ul style="list-style-type: none"> • Candidates to introduce themselves • Introduction to the aims of the course and the course programme 	
	Introduction to Basic Food Safety <i>2 hours</i> Split the session at a convenient point for coffee	<ul style="list-style-type: none"> • Why food safety is important Risks to human health Legal and market requirements Due diligence • Revision of the risks to food safety Food poisoning bacteria Effects, sources, multiplication, methods of food contamination, use of disinfectants, etc. Examples of control measures Chemicals Types, effects, sources Examples of control measures Foreign bodies Types and sources Examples of control measures 	<p>Instructor to present a brief overview</p> <p>Concentrate on principles rather than practices Practices can be discussed in more detail during the Risk Assessment Feedback session later in the afternoon</p>
	Risk assessment and control <i>1 hour</i>	<ul style="list-style-type: none"> • Explain the concept of risk assessment and risk minimisation or control • Explain the concept of a flow Diagram • Explain the Risk assessment and control exercise <ul style="list-style-type: none"> • Groups to produce flow diagrams and identify major risk areas 	<p>Divide the Group into Presentation Teams Guide each group as it works on the Exercise</p> <p>Aim to have the flow diagram and all major risks identified before the lunch break</p>

Training of Peer Trainers of Small Scale Farmers and Farm or Pack House Employees

Instructors Scheme of Work

	Topic	Content	Guidance Notes for the Instructor
Day 1 Cont.	Lunch		
	Risk assessment and control cont. <i>60 minutes</i>	<ul style="list-style-type: none"> Group to discuss and record how the risks identified are or can be controlled at each point 	<p>Groups now to discuss and decide how, in their work place, the risks at each point are controlled Group to plan and deliver their answers Each group member must contribute and present</p> <p>Note: This exercise is a good way of finding out what people know and of facilitating the sharing of information and knowledge</p>
	Risk assessment and control cont. <i>2 x 30 minutes</i>	<ul style="list-style-type: none"> Group feedback 	Instructor to guide, correct prompt, as necessary to ensure that all major points are included in the answers
	Tea		
	Training needs analysis <i>60 minutes</i>	<ul style="list-style-type: none"> Introduction to the concept and components of Training needs analysis Client profile Job analysis and level of responsibility 	<p>Trainees to work in groups to:</p> <ul style="list-style-type: none"> - Prepare a client profile for the people that they will train after the course - Describe the roles and level of responsibility that their client group has
	Homework	<ul style="list-style-type: none"> Each individual to prepare a list of the key points, what, why, how, etc. that should be included in a presentation of Basic Food Safety for their own particular peer group that they will train in the work place at the end of the course. 	

Training of Peer Trainers of Small Scale Farmers and Farm or Pack House Employees

Instructors Scheme of Work

	Topic	Content	Guidance Notes for the Instructor
Day 2	Poster presentation skills <i>2 hours</i>	<ul style="list-style-type: none"> • Introduction to the Round Robin poster technique for delivering awareness training • Introduction to presentation skills & practical demonstrations Language, relevance of training message, personal presence, practical demonstration, etc. • Format of a 20 minute presentation • Practice at poster presentations and evaluation of performance 	<p>Instructor to explain Use practical examples and pre-prepared posters</p> <p>Each group to prepare and practice a 20 minute poster presentation using a pre-prepared poster, materials and a client group of their choice.</p>
	Coffee		
	Design of a Team Presentation <i>2 hours</i>	<ul style="list-style-type: none"> • Review of training needs identified as Homework • Teams to plan the content of their presentation and divide the material between the number of participants • Teams to prepare a draft set of posters 	<p>Each group to summarise for their client group Instructor to consolidate material presented</p> <p>This activity needs guidance and careful checking to ensure that the Basic food safety training messages are all included and that the posters are suitable in both clarity and content.</p> <p>Mistakes that are transferred to the final posters are difficult to correct later.</p>
	Lunch		
	Preparation for presentation <i>+/- 3 hours</i>	<ul style="list-style-type: none"> • Teams to prepare posters and demonstration to support their poster presentations 	<p>Instructor to guide, assist with photocopying, preparing captions, collection of demonstration material etc. This is facilitated by anticipation of needs and prior collection of key materials.</p>

Training of Peer Trainers of Small Scale Farmers and Farm or Pack House Employees

Instructors Scheme of Work

	Topic	Content	Guidance Notes for the Instructor
Day 3	Preparation <i>1 hour</i>	<ul style="list-style-type: none"> Teams to set up classroom, posters and demonstrations ready for presentation 	
	Practice presentation	<ul style="list-style-type: none"> Each team to practice its whole preparation Note: Delivery on this occasion will be in English as this is the common language of the audience and instructors but local languages will be used when delivery is done on the farm Feedback on presentation style and content Content, pace, time keeping, interaction with the audience, use of materials, etc. 	<p>Try to get some members of company management to attend so that they see how the training is organised and can have input into what is going to be said in the training sessions</p> <p>Instructor and audience participants to guide and comment as necessary</p>
	Lunch		
	Organisation of Training & Training Records <i>1 hour</i>	<ul style="list-style-type: none"> Role of the Team facilitator Preparation of a training plan for the organisation and discussion with management re. Plan Registers of attendance 	<p>Instructor to explain</p> <p>Team to produce a training plan for their organisation</p>
	Course Evaluation	<ul style="list-style-type: none"> Trainees to complete the Course Evaluation form 	
	Tea		
	Level 1 Test <i>+/- 2 hours</i>	Trainees to write the Level 1 Test paper	Used to confirm that Peer presenters have adequate basic knowledge of Food Safety Issues

Training of Peer Trainers of Small Scale Farmers and Farm or Pack House Employees

Instructors Scheme of Work

	Topic	Content	Guidance Notes for the Instructor
Day 4	Team Delivery of Training in the work place Records of training <i>+/- 2 hours</i>	<ul style="list-style-type: none"> • Facilitator to organise and deliver a farm training session • Facilitator and team to deliver a farm training session • Facilitator to keep records of attendance 	Note: Monitoring and assessment of this aspect of the course needs an instructor who speaks the local languages as delivery will use local languages
	Evaluation of Team delivery and concerns raised by participants <i>+/- 1 hour</i>	<ul style="list-style-type: none"> • Evaluation of performance • Evaluation of concerns raised by the people trained in the course of conversation 	Instructor to guide the team to evaluate it's own performance Instructor to discuss with the team, the most appropriate responses to the concerns raised by the trainees about practices in the work place
	Feedback to the manager & plans for future training sessions <i>+/- 1 hour</i>	<ul style="list-style-type: none"> • Team and instructor to brief the manager regarding the training session 	Note: Involvement of the management in training activities is essential to maintain support for the process and to facilitate progress where action is needed.

6. Materials List

Training of Presenters of Food safety Awareness for Workers

Materials List

Delivery

Flip chart & stand
Markers
Assorted posters

Handouts

Per person

Basic Food Safety Level 1 Trainees Handbook
Wash your hands
Rules for harvesters/pack house workers

To make

Posters

A1 Card 1 sheet /person
Glue sticks
Flip chart markers
Coloured pens
Guillotine & scissors
Computer & printer
Food safety Picture library 1 set per presentation group

Demonstration

Materials

Hand washing Soap, chlorine, towel, bowl & bailer,
bucket with tap, paper towel
Crates Clean & dirty
Wet pad
Picking bag: Fertiliser sack & designated clean bag
Knives, scissors, chopping board, brushes etc.
Pallet
Assorted foreign bodies

7. Risk Assessment Exercise

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Training of Peer Trainers of Food safety Awareness Training for Farmer and Farm and Pack House Employees

Group Exercise: Evaluation and management of risks to food safety in vegetable production, harvesting, grading and packing

Introduction

Implementation of effective measures to ensure that produce does not become contaminated with food poisoning bacteria, chemicals or foreign bodies requires that you have:

- Considered what really happens to the produce
- Identified where the produce is at risk from contamination
- Considered what practical measures can be implemented to minimise or control the risk

Tasks

This exercise asks you to work in groups to:

1. Select an area of production with which you are familiar:
 - Production and harvesting
 - Transport of produce and handling at the depot
 - Intake, grading, packing and despatch
2. Produce a 'Flow process diagram' showing what happens to the produce at each stage of production or handling
3. Identify the risks of contamination at each stage of the process
4. Outline the procedures that you have in place or that need to be put in place to ensure that the produce is not contaminated.
5. Present you flow process diagram and the risk identification and control procedures to the other groups.

8. Course Assessments

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Level 1 Food Safety

Written Test

Time Allowed +/- 2 hours

Please answer all questions in the spaces provided.

1. Explain what is meant by the term 'Due Diligence'.
4 marks
2. Outline two (2) reasons why Buyers and Supermarkets want to make sure that the vegetables sold in their shops are safe to eat.
4 marks
3. Explain how to ensure that written procedures are put into practice on the farm and in the pack house.
4 marks
4. Describe the symptoms of food poisoning and name one bacteria that will cause these symptoms.
4 marks
5. State four (4) places where food poisoning bacteria can be found.
4 marks

6. Outline four (4) ways in which food poisoning bacteria may get from an animal or infected person on to the produce. 4 marks
7. State the conditions that bacteria need to grow and multiply. 4 marks
8. Name four (4) types of 'foreign Body'. 4 marks
9. List four (4) rules that you have in place on the farm or in the pack house to stop foreign bodies contaminating the produce. 4 marks
10. Outline four (4) ways of making sure that produce is not contaminated with pesticide. 4 marks
11. a. Outline three (3) ways of making sure that produce is not contaminated with chemicals used for cleaning.

3 marks

11. b. Explain how to ensure that vegetables are not contaminated with rat poison.

1 marks

12. List four (4) things to check for when inspecting the hands of harvesters and pack house workers.

4 marks

13. In relation to washing hands, comment on the following:

a. The reason(s) for using soap

b. The type of soap that should be used

c. The reason why chlorine may be added to the water

d. Why it is important to use running water in a 'Once use only system'.

4 marks

14. a. Explain why people must use the toilets provided on the farm and not 'help themselves' in the bush.

b. Explain why it is necessary to keep toilets clean.

4 marks

15. a. Explain why people who have vomited or had diarrhoea in the last 24 hours should not be allowed to work with the produce.
- b. Explain how to make sure that sick people do not handle the produce. 4 marks
16. a. Explain why animals must be kept out of the field and pack house.
- b. Explain why all rats, flies and cockroaches in the pack house must be killed. 4 marks
17. Explain what should happen if any of the following occur:
- a. There is some soil on the produce.
- b. There are visible signs of chemical residue on the produce.
- c. The bottom of the crate is muddy.
- d. The produce is hot and dehydrated on arrival at the pack house. 4 marks
18. a. What should you do if you cut your finger whilst handling the produce. 2 marks

18. b. How can you make sure that plasters used to cover wounds do not contaminate the produce. 2 marks
19. State four (4) things that are important aspects of the management and use of crates. 4 marks
20. a. Explain how to make sure that produce is not contaminated whilst it is being transported from field to pack house.
- b. Explain how to make sure and to prove that refrigerators are working at the correct temperature all the time. 4 marks
21. Outline four aspects of the correct use and management of a field shelter. 4 marks
22. List Five (5) rules or procedures that you have in place at your place or work to ensure that the vegetables are safe to eat. 5 marks

23. a. Explain how the management of the company can ensure that these rules are put into practice all the time

b. Explain what contribution you can make to ensuring that these rules are put into practice all the time.

5 marks

24. List two new things that you have learnt on the level 1 course and explain how you will put these into practice when you return to work.

6 marks

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Level 1 Food Safety

Written Test (Specimen Answers)

Time Allowed +/- 2 hours

Please answer all questions in the spaces provided.

1. Explain what is meant by the term 'Due Diligence'.

4 marks

*Due diligence is a defence in law
Implementation of all reasonable procedures and practices to ensure that the food
produced for sale is safe to eat*

2. Outline two (2) reasons why Buyers and Supermarkets want to make sure that the vegetables sold in their shops are safe to eat.

4 marks

*To comply with European Legislation
To protect their reputation*

3. Explain how to ensure that written procedures are put into practice on the farm and in the pack house.

4 marks

*Explain the procedures to Supervisors and managers
Train all staff to be able to follow the procedures
Supervise the implementation at all times
Take action when procedures are not followed correctly*

4. Describe the symptoms of food poisoning and name one bacteria that will cause these symptoms.

4 marks

*Stomach pain, vomiting and diarrhoea
Dehydration and death in vulnerable groups, very young, old, impaired immunity*

Suitable example, e.g. Clostridium sp.

5. State four (4) places where food poisoning bacteria can be found.

4 marks

*4 places, e.g. Human faeces, or hands after using the toilet, open wounds
Nose and throat, animal manure, soil, rats and flies*

6. Outline four (4) ways in which food poisoning bacteria may get from an animal or infected person on to the produce.

4 marks

4 relevant methods, e.g.

Animal manure on surface of field splashes on to produce or sticks to the harvesting crate

Produce is handled by somebody who has not washed their hands

Flies move from animal or human faeces then on to the produce

Contaminated water is used to wash crate, wet pads, tables etc.

7. State the conditions that bacteria need to grow and multiply.

4 marks

Moisture

Suitable temperature

Food

Time

8. Name four (4) types of 'foreign Body'.

4 marks

4 types, e.g.

Glass, used plasters, pieces of metal, mouse droppings, hair, string, finger nails, etc.

9. List four (4) rules that you have in place on the farm or in the pack house to stop foreign bodies contaminating the produce.

4 marks

4 relevant rules, e.g.

Issue of plasters is recorded

Jewellery must not be worn

Head must be covered

Finger nails must be short and not painted

10. Outline four (4) ways of making sure that produce is not contaminated with pesticide.

4 marks

Use only approved products

Apply the correct amount

Label sprayed fields

Observe the harvest interval

11. a. Outline three (3) ways of making sure that produce is not contaminated with chemicals used for cleaning.

3 marks

Use only food grade products

Use only the amount specified on the label

Store securely in a suitable designated store

11. b. Explain how to ensure that vegetables are not contaminated with rat poison.

1 marks

*Place the bait in approved rat traps
Store the bait in an approved, separate, designated store*

12. List four (4) things to check for when inspecting the hands of harvesters and pack house workers.

4 marks

Hands have been washed, nails are short and clean, sores are covered, no jewellery is worn, etc.

13. In relation to washing hands, comment on the following:

a. The reason(s) for using soap

*Facilitates cleaning
Kills bacteria*

b. The type of soap that should be used

*Germicidal soap
Unscented*

c. The reason why chlorine may be added to the water

To kill bacteria

d. Why it is important to use running water in a 'Once use only system'.

4 marks

Water does not become contaminated and lead to the contamination of hand washed in the water later

14. a. Explain why people must use the toilets provided on the farm and not 'help themselves' in the bush.

*Flies will visit the faeces and may then go on to the produce
There are no hand washing facilities*

b. Explain why it is necessary to keep toilets clean.

4 marks

*To encourage people to use them
To reduce the number of flies present that may contaminate produce later*

15. a. Explain why people who have vomited or had diarrhoea in the last 24 hours should not be allowed to work with the produce.

They have a large number of food poisoning bacteria in their gut and there is an increased risk that these will contaminate their hands and the produce that they handle

- b. Explain how to make sure that sick people do not handle the produce.

4 marks

Have a rule that says that people who have had sickness of diarrhoea in the last 24 hours must not come for work

Send people who visit the toilet more than normal whilst at work, to the clinic

16. a. Explain why animals must be kept out of the field and pack house.

Animal faeces contain food poisoning bacteria and these may get on to the harvesting crates or on to the produce

- b. Explain why all rats, flies and cockroaches in the pack house must be killed.

4 marks

These may transmit bacteria and foreign bodies on to the produce

17. Explain what should happen if any of the following occur:

- a. There is some soil on the produce.

Heavy soiling Reject produce

Light soiling Wash in disinfected water

- b. There are visible signs of chemical residue on the produce.

Reject the produce

Inform the supervisor and manager immediately

- c. The bottom of the crate is muddy.

Change the crate

- d. The produce is hot and dehydrated on arrival at the pack house.

4 marks

Reject the produce if the condition is outside the stated tolerance limits

Inform the supervisor and farmer or manager immediately

18. a. What should you do if you cut your finger whilst handling the produce.

2 marks

Report to the supervisor and cover the wound with a plaster

- Discard produce contaminated with blood, according to approved protocol*
18. b. How can you make sure that plasters used to cover wounds do not contaminate the produce.
- 2 marks

*Use blue plasters that can be detected with a metal detector
Record all issues and check the plasters issued during the day can be accounted for at the end of the day*

19. State four (4) things that are important aspects of the management and use of crates.
- 4 marks

*Must not be used for sitting on
Must not be used for rubbish or chemicals
Must not be used for personal belongings
Must be washed thoroughly in clean water with disinfectant before use
Must be stored in a clean environment*

20. a. Explain how to make sure that produce is not contaminated whilst it is being transported from field to pack house.

*Transport in a clean trailer with a covering or a wet pad over each crate
Do not use the trailer for chemicals or carrying people*

- b. Explain how to make sure and to prove that refrigerators are working at the correct temperature all the time.
- 4 marks

*Carry out routine maintenance
Check and record temperatures regularly*

21. Outline four aspects of the correct use and management of a field shelter.
- 4 marks

*Produce must be stacked to allow air circulation
Area must not be used for sitting, eating or storing personal belongings
Produce must not be placed on the floor
Produce from different field must be kept separate*

22. List Five (5) rules or procedures that you have in place at your place or work to ensure that the vegetables are safe to eat.
- 5 marks

*5 relevant rules, e.g.
Hands must be washed before people harvest or handle the produce
Sick people are not allowed to work
Jewellery is not allowed*

Harvest interval for pesticides must be observed

Equipment must be cleaned before use

23. a. Explain how the management of the company can ensure that these rules are put into practice all the time

Explain rules to all staff

Display rules for reference

Supervise behaviour

Take appropriate action when rules are broken

- b. Explain what contribution you can make to ensuring that these rules are put into practice all the time.

5 marks

Make sure that you know and understand all the rules

Explain the rules to your team

Supervise your team members all the time

Take appropriate action when rules are broken

24. List two new things that you have learnt on the Level 1 course and explain how you will put these into practice when you return to work.

6 marks

NRDC/ZEGA Training Trust

Training for Peer Trainers in Food Safety Awareness

Assignment: Preparation of Training Materials and Presentation of Training

Introduction

Your group will shortly be involved in presenting training in Food Safety Awareness to the workers at your place of employment.

Your group will be assigned 30-40 workers, to be divided into 6-8 groups to circulate around the food safety training messages.

The training session will last approximately 2 hours, maximum 20 minutes per station, (10 min explanation and demonstration and 5 min to ask and answer questions).

Your group is to select the training messages to suit the client group and to produce a set of posters and demonstration material to be used for the worker Food Safety training to be done by your group.

You are supplied with Poster card, glue, scissors and a set of pictures

The Instructor will assist if you wish to make pictures larger or smaller or need typed captions for your poster

Tasks

1. Consider the workers job and current level of knowledge and identify key training needs relevant to Basic food safety
2. Divide the training needs into 6-8, (one per group member/per poster), clear training messages
3. State each training message clearly and list supplementary information or messages that you will use to support the key training message
4. Prepare the draft posters that will be used by your group to present the training (Note: These drafts should be approved by the instructor before you proceed to make the finished article)
5. Prepare your finished poster ready for laminating
6. Collect the demonstration materials that you will use to support your presentation
7. Prepare, for your poster a fact sheet containing the key training message and a list of the items that you will discuss/ include in your presentation
8. Prepare and practice your presentation ready for delivery to the farm and pack house managers group.
9. Organise and deliver training to a group of workers or farmers at your place of work, (Note: The Presentation should be attended by the Instructor who will assess your presentation and give you advice as necessary)

NRDC/ZEGA Training Trust

Practical Assessment Record Presentation of Food Safety Awareness Training to Farmers/Workers

Name: NRC No.

Farm:

Assessor: Date:

Topic	Assessment Criteria <i>The candidate is able to.....</i>	Pass or Fail	Comments
Identification of worker training needs	<ul style="list-style-type: none"> • Prepare a candidate profile • Conduct Job Analysis 		
Preparation of a training message	<ul style="list-style-type: none"> • State the key training message • Identify relevant support messages 		
Preparation of poster	<ul style="list-style-type: none"> • Design and prepare a poster to support the training messages stated above 		
Verbal presentation	<ul style="list-style-type: none"> • Explain the training messages clearly to farm/pack house workers 		
Demonstration	<ul style="list-style-type: none"> • Use suitable materials to support the explanation of the training messages 		
Answers to questions	<ul style="list-style-type: none"> • Give appropriate answers relevant questions raised by workers 		
Establishment of learning	<ul style="list-style-type: none"> • Ask open questions to establish that the workers understand 		
Overall impression	Pass / Referred / Fail		

Signed: Signed:
Assessor
Candidate

**Guide to completion of the Practical Assessment Record
for
Presentation of Food Safety Awareness Training to Workers**

1. Name: NRC No.

2. Farm:

3. Assessor: Date:

4. Topic	5. Assessment Criteria <i>The candidate is able to.....</i>	6. Pass or Fail	7. Comments
Identification of worker training needs	<ul style="list-style-type: none"> • Prepare a candidate profile • Conduct Job Analysis 		
Preparation of a training message	<ul style="list-style-type: none"> • State the key training message • Identify relevant support messages 		
Preparation of poster	<ul style="list-style-type: none"> • Design and prepare a poster to support the training messages stated above 		
Verbal presentation	<ul style="list-style-type: none"> • Explain the training messages clearly to farm/pack house workers 		
Demonstration	<ul style="list-style-type: none"> • Use suitable materials to support the explanation of the training messages 		
Answers to questions	<ul style="list-style-type: none"> • Give appropriate answers relevant questions raised by workers 		
Establishment of learning	<ul style="list-style-type: none"> • Ask open questions to establish that the workers understand 		
8. Overall impression	Pass / Referred / Fail		

9. Signed: Signed:
Assessor *Candidate*

Notes:

Sections 1 & 2: Identification of the candidate

Accurate completion allows the results to be traceable to the candidate.

Section 3: Identification of the assessor

Identifies the assessor.

Note: Use of registered Bona Fide assessors gives the results credibility.

Section 4: Topics assessed

Gives an overview of the key topics included in the assessment.

This will be used by an Auditor to judge the competence of the presenters used for training workers.

Section 5: Assessment performance criteria

These statements show clearly what the candidate must be able to do to a satisfactory standard.

Clear understanding by the assessor of what is expected is essential if standards are to be maintained:

<ul style="list-style-type: none">• Prepare a candidate profile• Conduct Job Analysis	<ul style="list-style-type: none">• <i>Education, capacity to learn, training methodology to use, attitude and perception of the subject</i>• <i>Tasks carried out and level of responsibility</i>
<ul style="list-style-type: none">• State the key training message• Identify relevant support messages	<ul style="list-style-type: none">• <i>Statement must be precise, e.g. “how to avoid contamination of vegetables during harvest”</i>• <i>Statements must support the key message, e.g. Crates and wet pads must be clean, workers must wash their hands before handling produce, etc.</i>
<ul style="list-style-type: none">• Design and prepare a poster to support the training messages stated above	<ul style="list-style-type: none">• <i>Training message must be clear</i>• <i>Title and captions for pictures must be relevant and easy for workers to read</i>• <i>Layout must be logical and clear</i>
<ul style="list-style-type: none">• Explain the training messages clearly to farm/pack house workers	<ul style="list-style-type: none">• <i>Content of presentation is clear, in logical order, complete, relevant to tasks done by workers</i>• <i>Diction is audible and suitable for the client group</i>
<ul style="list-style-type: none">• Use suitable materials to support the explanation of the training messages	<ul style="list-style-type: none">• <i>Materials should be relevant and appropriate for the client group</i>• <i>Demonstration must be clear, visible and carried out correctly</i>
<ul style="list-style-type: none">• Give appropriate answers relevant questions raised by workers	<ul style="list-style-type: none">• <i>Answers should be correct and should support the farm policies and procedures</i>
<ul style="list-style-type: none">• Ask open questions to establish that the workers understand	<ul style="list-style-type: none">• <i>Why do we do?</i>• <i>What should happen here? (Reference to pictures in poster)</i>• <i>What would you do if occurs?</i>

Section 6: Pass or fail

The assessor must judge whether what has been seen is satisfactory whilst the candidate is carrying out the presentation. There is no replay, however if necessary supplementary questions can be asked when the presentation is complete.

Assessing the performance in sections guides the assessor and is useful if some parts of the presentation are better than others.

Conformity of standards between supervisors is established by experience and working with other assessors observing the same candidates.

Section 7: Comments

Assessors should note clearly and concisely aspects of the presentation that are done particularly well and aspects that need attention or are below standard.

These comments will form the basis of the feedback to the candidate at the end of the presentation.

Section 8: Overall performance

The assessors needs to judge at this stage whether the overall performance is satisfactory

Did the presenter make it easy for the worker to learn?

Did the presenter treat the worker with respect?

Was the content of the presentation correct and reasonably complete?

Was the worker interested and attentive throughout the presentation?

Remember that the worker will only remember a proportion of what has been said and therefore the development of interest and awareness is most important as this generates a situation where learning and understanding gained in the presentation and be developed further in the work place on an on-going basis.

The final decision should be made at the end of the presentation and the results and informative feedback given to the candidate at the end of the assessment.

Note: Assessment and feedback may be carried out in two stages:

Formative assessment This is the developmental phase of assessment and is done during the training course on Day 3. Formative assessment provides an opportunity to confirm good practice and highlight areas that still need attention.

Summative assessment Summative assessment is done during the supervised presentation to workers and is used to confirm the competence of the presenter to present basic food safety training to workers with minimum supervision on future occasions.

Section 9: Signatures

All assessment forms should be signed by both the Assessor and the Candidate to confirm the authenticity of the assessment.

This evidence will be needed as evidence of compliance in relation to worker training.

9. Training Records & Certification

Course Registration and Register of Attendance

Training records are an essential part of the company's evidence of 'due diligence' and also provide useful information when planning training programmes.

Instructors who are training peer trainers are advised to collect and keep:

- Course registration forms
These should ideally be returned to the Instructor before the course begins as they provide useful information about the background and suitability of the trainee for the course
- Register of attendance
This is the evidence that the Trainees did actually attend the course.
Managers need copies of the completed register of attendance for staff payment and for evidence that training has taken place.
Note: ETI auditors will only accept that training has taken place when the trainee has actually signed to indicate that he/she was present.

Similarly the lead Presenter/Facilitator of Awareness Training sessions must keep registers of who presented the course and who was present.

Proformas for the convenience of Course Registration and for Registration of Attendance are provided in the following three pages.

Training Materials

Auditors will also ask about the type and content of training that has been delivered.

Certificates issued to Peer trainers upon satisfactory completion of the course should indicate the course duration, content, learning outcomes and method of assessment on the reverse side. Certificate of competence proformas for Peer trainers and Certificate of Attendance proformas for people who attend Awareness training are provided at the end of this section

Completed Level 1 Papers and Practical Presentation Assessment records should be kept by the Instructor for two years in case the Farm is asked to prove that training did take place.

Attendance registers, Posters and summaries of the content of each poster presentation and demonstration should be shown to the Auditor to show the type of awareness training that has taken place

Training of Peer Trainers in Basic Food

Course Registration

Course Dates: **Venue:**

Name:

Employer:

Contact Address:

.....

Tel/FAX: **E mail:**

Professional and Vocational Qualifications

Date	Institute	Course	Course Title

Professional Experience *Agricultural production, Food Safety, Training, Auditing*

Current Position

Job title:

Key Responsibilities:.....

.....

.....

.....

Reasons for wanting to do the course:

Signed: **Date:**

NRDC/ZEGA Training Trust
Short Course Attendance Register

Course:

Start Date:**Venue:**

Month: 200.....

Name											
		am	pm	am	Pm	am	pm	am	Pm	am	pm
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
Total attendance											
Staff Name											
Staff Signature											

Key: / Present 0 Absent S Sick L Late

Please Return Completed Registers to the Administrator in the Training Office



**NRDC/ZEGA
Training Trust**



Presentation of Awareness Training in Food Safety to Small Scale Farmers

(Vegetable production, Harvesting and Packing)

We hereby certify that

has attended a course in
Basic Food Safety and the presentation of Awareness Training in
Food Safety to Small Scale Farmers and has satisfied the
requirements for the award

Signed: _____

Instructor/Assessor

Signed: _____

E. G. Humphries
Verifier

Signed: _____

R. S. Bush, Executive Director
NRDC / ZEGA Training Trust

Date of Issue: *July 05*

Certificate No. *PFS*

To be printed on reverse side of the certificate



NRDC/ZEGA Training Trust



Presentation of Awareness Training in Food Safety

Course Content:

- Due Diligence
- Risks to Food Safety
- Reduction and Control of Risks to Food Safety
- Preparation of Training Posters
- Training and Presentation Skills

The Candidate is able to:

- Explain why production of Safe Food is important
- Explain that food is at risk from contamination by food poisoning bacteria, foreign bodies and chemicals
- State where these problems are to be found
- Describe procedures to minimise and control the risk to vegetable products during production, harvesting and packing.
- Prepare Training posters
- Participate in Farmer training in Basic Food Safety Awareness

Course Duration: Four days

Course Assessment:

The candidate has been assessed by:

- Written Examination, (Level 1)
Pass mark: **70%**.
- Practical training presentation
Demonstration of practical competence to participate in Farmer training

Notes:

The candidate has been issued with:

- A copy of the course handbook 'A Guide to Due Diligence in Food Safety for Farm and Pack house Employees'.
- Food safety rules for Harvesters and Pack house employees



**NRDC/ZEGA
Training Trust**



Presentation of Awareness Training in Food Safety to Farm and Pack House Employees

(Vegetable production, Harvesting and Packing)

We hereby certify that

has attended a course in
Basic Food Safety and the presentation of Awareness Training in
Food Safety to farm and pack house employees and has satisfied
the requirements for the award

Signed: _____

Instructor/Assessor

Signed: _____

E. G. Humphries
Verifier

Signed: _____

R. S. Bush, Executive Director
NRDC / ZEGA Training Trust

Date of Issue: *July 05*

Certificate No. *PFS*

To be printed on the reverse side of the certificate



NRDC/ZEGA Training Trust



Presentation of Awareness Training in Food Safety

Course Content:

- Due Diligence
- Risks to Food Safety
- Reduction and Control of Risks to Food Safety
- Preparation of Training Posters
- Presentation Skills

The Candidate is able to:

- Explain why production of Safe Food is important
- Explain that food is at risk from contamination by food poisoning bacteria, foreign bodies and chemicals
- State where these problems are to be found
- Describe procedures to minimise and control the risk to vegetable products during production, harvesting and packing.
- Prepare Training posters
- Participate in training in Basic Food Safety Awareness for Farm and Pack House employees

Course Duration: Four days

Course Assessment:

The candidate has been assessed by:

- Written Examination (Level 1)
Pass mark: **70%**.
- Practical training presentation
Demonstration of practical competence to participate in training of farm and pack house employees

Notes:

The candidate has been issued with:

- A copy of the course handbook 'A Guide to Due Diligence in Food Safety for Farm and Pack house Employees'.
- Food Safety Rules for Harvesters and Pack House Employees



**NRDC / ZEGA
Training Trust**



Food Safety Awareness

We hereby certify that

has attended a short course in Basic Food Safety
for Vegetable Producers and Handlers

Signed:
Patience Hamayanda
Instructor/Assessor

Signed:
R. S. Bush, Executive Director
NRDC / ZEGA Training Trust

Date of issue: *July, 2005* Certificate No. **FH**



**NRDC / ZEGA
Training Trust**



Food Safety Awareness

We hereby certify that

has attended a short course in Basic Food Safety
for Vegetable Producers and Handlers

Signed:
Patience Hamayanda
Instructor/Assessor

Signed:
R. S. Bush, Executive Director
NRDC / ZEGA Training Trust

Date of issue: *July, 2005* Certificate No. **FH**

Appendix 1

Reference Notes for the Instructor

Basic Food Safety

(Vegetable production, harvesting and packing)

Course Notes

1. Reasons why Food Safety is important

There are four primary reasons why implementation of practices that will ensure that food is safe to eat are important:

- Buyers and Supermarkets involved in the marketing of our export vegetables are required to comply with European Legislation
- The European consumer of the product is sensitized to issues relating to food safety and is seeking assurance that food offered for sale is safe to eat
- Buyers, supermarkets and consumers will all complain if the produce is not up to standard and complaints will lead to fines, poor publicity and loss of sales
- It is a moral and legal responsibility of all food producers to ensure that food offered for sale is safe to eat. Food safety is for everybody, all the time not just for Europeans on the day of the Audit.

Client profiles for buyer, supermarkets and consumers are appended for reference.

2. Due Diligence

Producers are required to show that they have all the necessary precaution in place to ensure that the vegetables are not contaminated in any way.

Due Diligence, i.e. the implementation of adequate procedures is a defense in law and failure to show adequate 'Due Diligence' will result in loss of the contract.

Vegetable production is a very competitive market. Projects compete on price and demonstration of acceptable levels of 'Due Diligence' is a requirement just to be in the market place at all.

Supervisors and employees need to understand the importance of 'Due Diligence'. Job security depends on the continuation of contracts.

Adequate procedures will include:

- Policy statement(s)
This formalizes the company's commitment to the production of safe food and will outline how this is to be achieved
- Written procedures
These outline how each stage of the production or aspect of production is to be carried out and managed
- Staff training and supervision
It is essential that everybody knows what to do and that procedures are followed at all times
- Monitoring and control
What standards are acceptable, who is responsible, what checks and tests must be made and what should happen when standards are not met or food safety is compromised

Owners and Managers are responsible for:

- Investigating what is required

- Providing and setting up what is required
- Devising and documenting the procedures
- Ensuring that all the procedures are known and understood by their staff
- Setting standards and ensuring that adequate monitoring and control is implemented

Supervisors are responsible for:

- Explaining the procedures to their team members
- Ensuring that the procedures are followed all the time
- Reporting to the management any problems encountered with the implementation of the procedures
- Record keeping.

Employees are responsible for:

- Their own actions and are expected to follow instructions and obey rules accurately and completely at all times.

Note: This does not absolve the Supervisors of their responsibilities to supervise work being done.

3. Types of risk

Risks to food safety are categorized under three headings:

Biological risks	Food poisoning bacteria
Physical risks	Foreign bodies
Chemical risks	Pesticides and disinfectants

Understanding of the characteristics of each type or risk is an aid to identifying potential problems and implementation of suitable control measures.

3.1 Bacteria

General characteristics of Bacteria can be summarized as follows:

- All are very small, single celled, living organisms. 25,000 fit onto the end of a needle
- They are too small to see and are usually recognised by the effects that they cause.
- Are found almost everywhere.
- Breed by division
- Breed very rapidly. One bacteria will become two in about twenty minutes under favourable conditions. Therefore one bacteria becomes 1,000,000 bacteria in about 24 hours.
- Need warmth, water, food and time for a colony to develop.
- Transferred from place to place by water splash and direct contact with contaminated surfaces, e.g. people's skin, dirty hands, dirty equipment, in dirty water etc.
- There are many types of bacteria, some of which are beneficial, e.g. Nitrifying bacteria and others that are pathogenic, e.g. Cholera
- Bacteria may be partially removed by washing and killed by adequate exposure to Bacteriacidal chemicals or heat.

Food poisoning bacteria

All people carry a small number of Food Poisoning bacteria at all times and symptoms only occur when these numbers become large.

Food poisoning bacteria cause vomiting, diarrhea, stomach ache.

Death may occur in vulnerable groups of people e.g. the old, the sick, the very young and people with impaired immunity.

Food poisoning bacteria are found in many places

e.g. Noses, throats, skin, open wounds, guts, faeces of humans, animals, some insects and birds

Birds, flies, rats and mice

Contaminated water, dirty crates, soil and animal manure

Examples of Food poisoning bacteria are given in Appendix 2.

Food poisoning bacteria may be moved around / transmitted by

Use of contaminated water for washing and irrigation

Dipping crates in dirty water

'Cleaning' tables with dirty cloths

Unwashed hands, particularly after using the toilet

Coughing, sneezing, nose picking, scratching, defecating etc.

Animals, flies, birds and rodent pests

Control of food poisoning bacteria relies on having effective procedures to minimise the risk of contamination and to reduce their rate of multiplication.

Washing and disinfection of produce will reduce the bacterial population but are unlikely to give 100% kill.

Procedures to reduce the risk of contamination include:

- Use of potable or disinfected water for irrigation and washing
- Provision of adequate and convenient toilet and washing facilities
- Staff training in personal hygiene
- Implementation and monitoring of personal hygiene procedures
- Exclusion of animals and mobile children from the field
- Composting and incorporation of animal manure
- Trellising crops where appropriate
- Use of separate field and pack house crates and not placing crates on grading tables
- Removal of rubbish to deter rodents and flies
- Rapid removal of field heat
- Maintenance of the cold chain

3.2 Foreign bodies

Foreign bodies are solid objects that are not part of the produce

These include:

Dead flies, caterpillars, mouse and rat droppings, soil, metal staples, knives

Bits of jewelry, finger nails, hair, glass, flakes of paint, used plasters

Cigarette ash, bits of vegetable waste

Control of Foreign bodies relies on having effective procedures to minimise the risk of contamination.

These procedures include:

- Banning smoking, eating and drinking in the field or packing area
- Ensuring that field shelters cold store and packing areas have ceilings and walls that are clean and free from loose debris
- Fitting plastic covers on all light fittings
- Providing clean overalls and head covering in the packing area
- Allowing only short nails and no use of nail polish
- No loose items, jewelry, watches, coins, etc. to be taken into the field or pack house
- Opening boxes away from the grading tables
- Reducing dust contamination by damping down roads, encouraging grass establishment and using dust covers during transport of produce
- Fitting fly and bird screens
- Recoding the issue and checking the returns of knives, plasters etc.
- Use of a metal detector.

3.3 Chemical contaminants

Chemical contaminants include:

- Pesticide residues
- Scents from soaps
- Disinfectants

Exclusion of these contaminants relies on having effective procedures to control their use.

Procedures to reduce the risk of pesticide residue include: -

- Use only pesticide products that have a label recommendation and are acceptable to the buyers
- Application in accordance with label recommendations
- Staff training in application, with particular reference to measuring, mixing, marking out and application
- Implementation of measures to prevent spray drift
- Calibration of applicators
- Observation of harvest intervals
- Production on land that is free from non-approved chemical residues

Procedures to reduce the risk of contamination with disinfectant chemicals and scents or perfumes include:

- Use of only food grade products
- Use of unscented germicidal liquid soap products
- Use of disinfectants at the recommended rate
- Implementation of rules that ban the use of scents and perfumes whilst handling the produce.

4. Precautions that may be required at each stage

The standard of food safety required remains constant, “vegetable produce offered for sale must be safe for human consumption”

However each production situation is individual due to the variability of crops, farm sites, procedures, equipment and staff involved.

Therefore the methods needed to protect the food will vary according to the situation and confirmation that the methods implemented are adequate is obtained by ‘end testing’.

Tests used will include:

Residue analysis for pesticides

Swabbing surfaces to detect the presence of bacteria after cleaning or a period of use

Testing vegetable products for the presence of food poisoning bacteria or other indicator bacteria, e.g. *E coli*

Instances of foreign bodies in the produce and complaint by customers will also be recorded and used to determine the effectiveness of the control measures implemented.

Production managers and Extension staff need to be able to identify possible risks, evaluate the significance of each risk identified and recommend or implement suitable and adequate control measures.

Whilst it is not possible to be precise about exactly what will be required in each situation there is however a degree of commonality in the procedures used in the industry. Common practices are outlined below.

4.1 In the Field before harvest

Useful precautions include:

- Keep people and animals out of the production fields unless working under supervision. Particular care will be needed when fields are close to housing
- Use only pesticide products that are approved for use on that crop
- Apply according to label recommendations and restrictions
- Maintain sprayers and check the calibration regularly
- Measure accurately and mix thoroughly
- Mark out area to be sprayed so that overlap is avoided
- Harvest intervals are based on the application of the correct amount of product
- Train and supervise the spray team
- Keep spray drift to a minimum by spraying in the morning or evening and not using very fine sprays on windy days. Erect drift barriers or leave adequate space between blocks of crops
- Observe harvest intervals
- Place notices in areas that have been sprayed
- Note time sprayed in the spray records
- Ensure that there is effective communication between spray team and harvesting manager

4.2 Harvesting

Useful precautions include:

- Recruit clean, responsible people as pickers
- Ensure that pickers wear clean clothes
- Pickers should wash their hands in chlorinated water or with running water and liquid, non-scented germicidal soap before starting work then after toilet visits, eating, scratching, etc. This operation should be supervised.
- Washing facilities should be adequate in number and placed at sites that are convenient for harvesters. There should be a soak away for the used water.
- Toilet facilities should be adequate in number, (1/5ha harvest area), sited well away from the field shelter,(150m), and maintained in a clean condition. Cleaning procedures and schedules should be documented.
- Pickers should be told not to come to work if they are ill, particularly if they have an upset stomach, vomiting or diarrhoea.
- Pickers who show signs of ill health should be removed from the field, sent to the clinic and a note given to the block supervisor
- Produce picked by persons found to have gastric complaints should be discarded
- Pickers hands should be inspected for sores and long fingernails
- Sores should be covered with approved, recorded waterproof blue plasters and long fingernails should be trimmed
- Pickers should be trained to harvest and handle produce correctly and carefully to avoid physical damage
- Produce should not be held in the hand for longer than necessary or wrapped in a chitenge
- Produce should be covered with a clean wet pad.
- Wet pads should be wet with clean water, washed in chlorinated water or boiled daily and kept off the ground
- Produce should be removed to the field shelter quickly (particularly on hot days)
- Crates must be labeled individually to facilitate produce traceability
- Crates in the field shelter should be half filled and stacked to allow good air circulation
- Crates and picking baskets must not be used for holding food or seating
- Produce should be removed to the cold store quickly
- Drivers must be trained to handle the produce carefully and to keep batches of produce separate. Drivers must drive carefully at all times
- Transport vehicles must not be used for other purposes
- Trailers and shelter floor should be cleaned regularly. The procedures and schedules for this should be recorded
- All containers should be thoroughly cleaned with detergent and bactericide
Note: Chlorine is only effective at the right concentration (200ppm) in clean water. Therefore washing water should be changed frequently.
Chlorinated water should also be kept out of the sun.
- Picking crates / baskets should be emptied into clean pack house crates at the shelter to avoid contamination of the produce with soil when the crates are stacked
- Soiled produce should be left in the field or picked into a separate container and washed before packing

4.3 Transport

Useful precautions include:

- Covering of produce
- Ensuring that transport is clean before use
- Not transporting produce with other items, chemicals, fertilizers, people, animals etc.
- Collecting produce every two hours from the field shelters

4.4 In the Cold Store

Useful precautions include:

- Keep the door closed as much as is possible
- Fit plastic strips or automatic door closing mechanisms
- Check and record the temperature daily
- Calibrate the thermometer weekly
- Pre-cool produce if possible
- Stack produce to allow good air circulation around all crates
- Check the rate of cooling of produce in crates
- Control the humidity or use clean wet pads to reduce dehydration
- Keep the floor, walls and ceiling clean
- Implement an active policy of vermin control in and around the store
- Ensure that batches of produce are kept separate and that all the crates are labeled to facilitate traceability and stock rotation. Produce stock management must be on a 'First in First out' basis

4.5 Intake, Grading and Packing

Useful precautions include:

- Keep inputs, produce and rejects and rubbish separate
- Recruit clean, responsible people as packers
- Ensure that packers wear clean overalls and head covering
- Packers hands should be inspected for sores and long fingernails
- Sores should be covered with approved, recorded waterproof blue plasters
- And long fingernails should be trimmed
- Packers should wash their hands in chlorinated water or with liquid, non-scented germicidal soap before starting work then after toilet visits, eating, scratching, etc. This operation should be supervised
- Washing facilities should be adequate in number and there should be a soak away for the used water.
- Toilet facilities should be adequate in number, (1/25), and maintained in a clean condition. Cleaning procedures and schedules should be documented.
- Packers should be told not to come to work if they are ill, particularly if they have an upset stomach, vomiting or diarrhoea.
- Packers who show signs of ill health should be removed from the grading hall, sent to the clinic and a note given to the pack house supervisor
- Produce packed by persons found to have gastric complaints may be discarded
- Packers should be trained to handle produce correctly and carefully to avoid physical damage
- Produce should not be held in the hand for longer than necessary

- Produce should be graded and packed as quickly as possible in a cool area
Produce should not be allowed to accumulate on the grading table
- Produce should be removed to the cold store quickly
- All containers, tables and floor should be thoroughly cleaned with detergent and bactericide. Procedures should be documented and the activity recorded.
- Cold store temperature should be monitored and recorded
- Temperature sensors should be calibrated and the calibration recorded
- Produce in store should be packed and sold on a first in first out basis
- Rubbish should be removed frequently and bins cleaned to avoid attracting rats and flies
- Fly screens and plastic door flaps should be fitted
- Insectocutors should be installed
- There should be a pest control policy for the packing area

4.6 Farm and Home catering

Precautions should include:

- Training staff in basic food hygiene
- Provision of adequate facilities
- Employing clean, healthy people
- Sending sick employees to the clinic, not allowing them to work
- Restricting access to the cooking area to authorised persons only
- Inspecting hands, covering open wounds and providing gloves if necessary
- Installing suitable hand washing facilities and providing germicidal soap or sanitiser
- Using separate utensils and chopping boards for raw meat, vegetables and cooked food or washing tools and boards between tasks
- Keeping the floor, walls, ceiling and tables clean
- Disinfecting tables, boards and washing cloths frequently
- Keeping raw and cooked food separate in the refrigerator
- Using stocks of perishable foods whilst they are fresh and / or within the 'Use by' date
- Eating or refrigerating cooked food immediately after cooking
- Empty rubbish bins frequently and keep them clean to avoid flies and other vermin
- Fit fly screens
- Control vermin as a matter of routine not just when a problem becomes apparent
- Check temperatures in the refrigerator
- Cook food thoroughly
- Reheat food thoroughly (70^o C for at least 2 minutes in the centre of the food)

Appendix 1.

Food Poisoning Bacteria

Salmonella	Found in the guts and excreta of animals Quite common in raw poultry and eggs
Clostridium perfringens	Found in the guts of humans and animals and also in soil These bacteria produce spores which may not be killed during cooking. These spores germinate and reproduce rapidly if food is not eaten immediately. This bacteria is a common form of food poisoning
Staphylococcus aureus	Found in nose, mouth, cuts and boils These multiply rapidly if transferred to food and produce a toxin that is not destroyed by cooking.
Bacillus cereus	Usually associated with rice although also found on other cereals. Spores survive on dry grain and throughout cooking. Toxins are produced in cooked rice left out to cool and these toxins are not destroyed by reheating.
Campylobacter jejuni	Found in the guts of domestic animals and birds This bacteria is a major cause of Diarrhea.
Listeria monocytogenes	Found in the guts of animals and humans, also in soil and sewage. These bacteria will continue to grow in the refrigerator and are a particular problem in soft cheese, pate and prepared salads.

Appendix 2

Materials to be issued to Trainees

- **Notes on Presentation Skills relevant to Awareness training using Poster Presentation**

Training needs analysis

Trainee profiles

Content of a Basic Food Safety Presentation

Adaptation of the training message to suit the client group

Training and Presentation skills

Training records

- **Trainees Handbook; Basic Food Safety**

Format for photocopying and folding into A5 book format

Format by page number

- **Rules for people who harvest vegetables**
- **Rules for people who work in vegetable pack houses**

Notes on Presentation Skills relevant to Awareness training using Poster Presentation

1. Training Needs Analysis

Training needs analysis is simply the act of:

- Establishing what a person needs to know, understand and be able to do to work to an acceptable standard in his/her current job
- Identifying the persons current level of knowledge, skill and understanding
- Comparing the two and identifying the difference.

Any difference between requirements and current fulfilment of these requirements constitutes a 'training need'

- Job analysis

In job analysis consideration needs to be given to:

- Skills required
- Level of responsibility for: Provision of equipment
Decision making
People, supervision and training
- Knowledge and understanding needed to be able to carry out these skills at the level of responsibility required

Job analysis is carried out by;

Examining the job description

Seeing the job being done

Discussion with Line managers and applying your own technical and analytical skills and experience related to the task being analysed.

- Current level of performance

When establishing the current level of performance the following activities should be carried out:

- Observation of work done or in progress to confirm the job analysis and to look at the standard and rate of work actually achieved (skills)
- Discussion with the employee to identify what he knows and would like to know more about (knowledge and understanding)
- Discussion with the line manager to identify what training needs he has identified and would like to have addressed

- What to put into your presentation

Consider what people must know and do

Try to explain why things are important: People follow instructions and comply with requirements more readily when they understand why

Include some things that are familiar as this gives a foundation on which you can build

Do not worry too much about some overlap between your posters, this will help the participant to join one presentation to the next and will remind them of what they have already heard.

Don't try to pack in too much. Your audience will become overwhelmed and confused. Better to create interest and enthusiasm to know more than they will ask you for more details later

2. Resume of Trainee Profiles from various Client Groups

Understanding your client group will help you to decide what to say and how to present your material

Small Scale Farmer

A very diverse group

- Good capacity to learn and understand
- Language, literacy and exposure to formal education is varied
- Knowledge of basic food safety is varied and application to farming practice has often not been considered
- Understanding of market requirements to produce 'safe food and evidence of the implementation of Due Diligence is rudimentary

Responsible for the following aspects of production of 'Safe Vegetables':

- Provision of adequate facilities to ensure that vegetables can be produced safely
- Ensuring that staff have adequate training to be able to produce vegetables that are safe to eat
- Implementation of rules and procedures
- Supervision of staff to ensure that rules and correct procedures are observed
- Traceability and Record keeping
- Accident and emergency procedures

Senior worker/Supervisor (Commercial and Small Scale Sector)

- Good capacity to learn and understand
- Language, literacy and exposure to formal education is varied
- Knowledge of basic food safety is varied and application to farming practice has often not been considered
- Understanding of market requirements to produce 'safe food and evidence of the implementation of Due Diligence is rudimentary

Responsible for the following aspects of production of 'Safe Vegetables':

- Ensuring that workers know what to do, job instruction and explanation of why
- Ensuring that rules and procedures are followed at all times
- Record keeping
- Liaison with the owner/manager

Workers

- Variable capacity to learn and understand
- Language, literacy and exposure to formal education is varied
- Knowledge of basic food safety is varied and application to farming practice has often not been considered
- Understanding of market requirements to produce 'safe food and evidence of the implementation of Due Diligence is rudimentary

Responsible for the following aspects of production of 'Safe Vegetables':

- Carrying out routine production activities in accordance with established rules and procedures
- Communication of information, queries and problems to the supervisor

5. Measures to prevent contamination with foreign bodies

Use of insectocutors, fly screens and rat traps
Glass register and routing inspection of fittings
Separation of export produce from inputs, rejects and rubbish
Records if issue and 'return' of plasters, knives, etc and use of metal detectors
Head covering
No jewellery, long nails or use of nail polish

6. Measures to prevent contamination with chemicals

Pesticides	Choice and 'quality' of product Application in accordance with label recommendations Accuracy of application Observation of the harvest interval Prevention of drift from neighbouring crops
Disinfectants	Use of food grade products Observation of label recommendations
Perfumes	Significance of 'foreign tastes and smells' Use of un-scented 'soap' Exclusion of personal use of perfumes and hand creams

7. Roles and responsibilities of personnel involved in production

Provision of facilities, equipment and materials
Allocation of responsibility for, training, monitoring, recording and control

4. Adaptation of Food Safety Training Messages to suit various Client Groups

The components of 'Basic Food safety' training for personnel involved in vegetable production, harvesting, grading and packing for export is the same regardless of level of responsibility. However the emphasis needs to be altered to suit the client group.

Farm owners and managers need to:

- Know what documentation is required
- Know what facilities, equipment and materials must be provided
- Understand why emphasis is placed on food safety
- Know what procedures to implement
- How to monitor, record and control these procedures

Supervisors need to:

- Know what procedures must be implemented
- Understand and be able to explain these procedures
- Know their responsibility in relation to:
 - Staff training
 - Implementation of procedures and control of standards
 - Record keeping

Workers need to know, in relation to their role:

- What is required
- Why rules and procedures must be followed

5. Training & Presentation Skills

The use of good and appropriate presentation skills make it easy for course participants to learn and understand. Training providers should consider the following:

- Client group
Key aspects include:
 - Ability to learn, exposure to education, experience and job description
These aspects will determine which course is appropriate and how the material should be presented.
 - Age and gender
These aspects are particularly important in relation to teaching food safety where some topics are sensitive or taboo.
Male instructors need to be particularly considerate of how to present sensitive topics to female trainees.
 - Personal characteristics
Trainees should always be treated with respect.
Never expose or make fun of lack of knowledge, language or literacy.
Never imply that you are talking about food and personal hygiene issues because you think that the trainees are ignorant or dirty.

- Use of language
Consider:
 - Use of the vernacular
This will be familiar to all participants and learning is easy when delivery is based on the spoken word.
 - Use of technical terms, nouns and numbers
Be careful to explain clearly; define technical terms using familiar words and relate numbers to visual indicators.
Encourage trainees to be precise in their use of language; when, what, when, how much, why are all important.
 - Abusive language and shouting
This is not justified in training and will not produce any beneficial effect for trainer or trainee.

- Demonstration
Use of pictures and visual demonstration compliments the verbal explanation given.
Effective demonstration requires that:
 - The materials used are appropriate and familiar
 - Materials are all present and are in sufficient quantity
 - Everybody can see and hear
 - Attention is drawn to key points and standards
 - Tasks are carried out correctly and in the correct order

- Trainer competence and familiarity with training materials
Competence and familiarity allow the trainer to perform fluently and with confidence.
Trainers must:
 - Know what is technically correct and acceptable
 - Be familiar with industry practice and able to advise on the acceptability or otherwise of current practice
 - Be familiar with the client group, the course structure and the materials that are available for presentation and demonstration
 - Be competent to perform the activities that they will be required to demonstrate or be able to give commentary whilst a competent member of the industry does the demonstration.
- Planning and organising
What, where, when, who, how, how much/many, etc.?
Materials must be ready for use and the presentation must be ordered.
Arrangements often need to be made before hand and participants like to know what to expect and how the programme will run.
All presenters, no matter how experienced, need to make the necessary preparations before starting to deliver.
- Time management
Adequate planning and practice ensures that all topics receive the attention needed and that the course finishes on time. Farmers are busy people and managers want their staff back at work.
Time discipline is were important with round bobbin presentations to ensure that people are not waiting for long periods between presentations.
- Be interesting
Generation of a positive attitude, interest and motivation to learn and do is extremely important.
No trainee will remember all that is said in a presentation, (results suggest only about 50% is retained), but if interest is generated attention is retained for longer, the percentage remembered is greater and learning will continue informally after the training has been completed.
The trainer's personal charisma and the use of stories or humour all help to generate and retain interest but should not be allowed to distract from the subject matter of the presentation.
As a trainer you will be judged on whether the trainee learn not on how clever or funny you are

Remember

Learning is easy when:

You understand what the instructor is saying

You can see how the topic relates to what you already know and what you do

You feel comfortable

The presentation is interesting and doesn't go on for too long

You can see and hear clearly

You are not distracted

Information is presented in a logical order

You have an opportunity to practice and ask questions

6. Training Records and Certification

Training records have a number of uses:

- Evidence that training has been provided as required by the various market Labels and Codes of Practice
- A record of who has received training which is useful for planning purposes for both the Company and the Training Provider

1. Register of Attendance

Attendance at all courses should be recorded.

This will be used as proof of attendance by Auditors.

Key information includes:

Course	Indicates what topic and what level of training has been provided
Date of delivery	Indicates the 'currency' of the Training
Name of each participant	Name is needed for printing Certificate
Signature	Signature indicates authenticity of the record
Position	Useful background information
Farm	Assists with traceability for follow up by the Trainer
Instructors name and signature	Enables judgement about the validity of the training to be made.

A copy of the Register of Attendance should be kept by both the Company and the Training Provider where the Training provider is from outside the company.

2. Certification

Certificate of Attendance

A Certificate of Attendance and be issued to all participants who have attended the course.

This will be used primarily by the participant to prove that he/she has received training.

Participants like to receive a certificate and often feel noticed and valued, particularly where the Manager makes a small ceremony of the presentation.

Appendix 3

Pictures for Posters