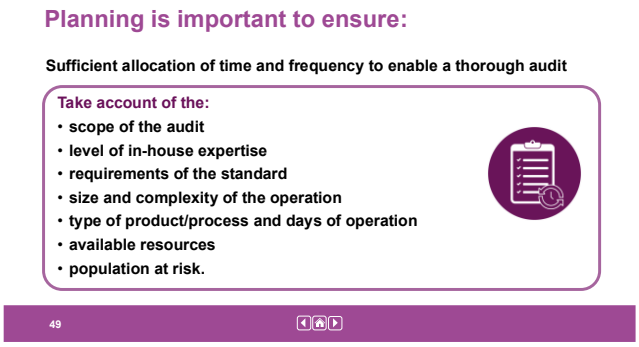
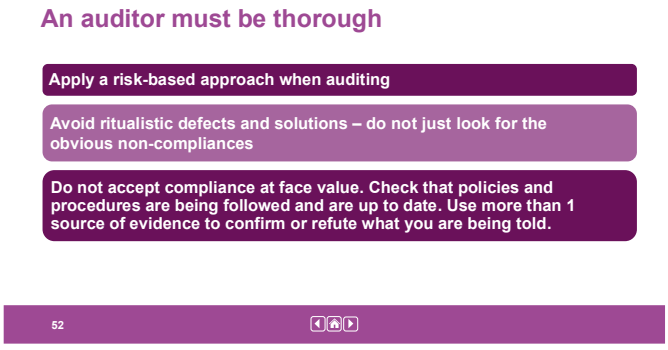
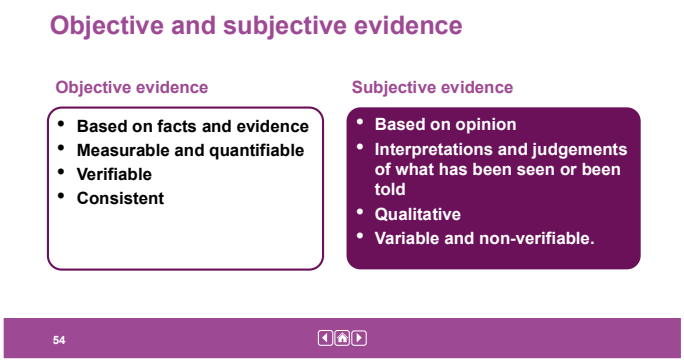
Effective Auditing and Inspection Skills (Catering) PPT

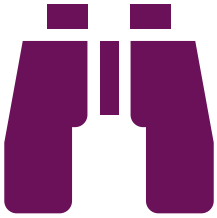
Ed3. June 2025

Date of update:
June 2025

The following updates have been made to the 3rd edition of this training presentation.

Slide No	Update comments
	General notes: • Additional content added to slides • New slides added • Handouts updated • Improved design Please note slide numbers will have changed from ed2. January 2024.
49	**This slide has been updated.** 
52	**New slide added to meet the indicative content for AC2.2.**  **Tutor notes** Applying a risk-based approach helps to prioritise and manage the most significant risks and helps to ensure that resources are allocated accordingly. It also improves the efficiency and effectiveness of the audit by focusing on areas that have the biggest impact both when compliant and non-compliant. It is easy to take things at face value and believe what you are being told. Remember to check against policies and procedures (including checking the version numbers), check monitoring documentation and ask the personnel questions. This is expanded on through the course.

54	**New slide added to the indicative content for AC3.3.**  **Tutor notes** Objective evidence is factual and verifiable, while subjective evidence is often based on personal judgment and interpretation. Both types of evidence can sometimes be useful in an audit, but objective evidence is usually preferred as it is more consistent and reliable. Objective evidence is factual, measurable and verifiable through observation, documentation or analysis (see the next slide regarding audit skills). Subjective evidence is based on personal opinions, interpretations, feelings or judgments. It is not easily measurable or verifiable and can vary from person to person.
94	**Tutor notes updated as follows:** **Simulation** is when you get a food handler to 'simulate' or act out what happens. For example, you are looking at the risks of cross-contamination when preparing, cooking, cooling and storing a chicken. You haven't got time to watch the whole process, so you ask the food handler to act through each stage. So, for example, putting chicken in and out of the oven takes a minute instead of 3 hours – you pretend it is cooked. Get people to talk about a process then walk them through it. While it is subjective, it can be useful in some circumstances. **Reconstruction** is when you repeat a process exactly as described, for example, you are told that a 5kg joint of meat was cooled in 2 hours. So, you cook a 5kg joint and cool it in the manner prescribed to ensure 2 hours is achieved. Reconstruction may be used when, for example, investigating a food complaint or food poisoning incident. How something was cleaned.
95	**Tutor notes updated as follows:** These are examples of collecting objective data. **ATP** – adenosine triphosphate **RLU** – relative light units ATP is measured in RLU. The greater the ATP, the higher the RLU (the dirtier the surface). Samples of food (verification) Factories – a_w, pH Organoleptic/sensory Note: temperature strips, for example, to put through the dishwasher. Can be useful to watch auditee taking measurements.

109	**New content added (3rd bullet point).** **Finding solutions – root cause analysis** • Single fault – multiple causes • Look for permanent solutions that work and remove the cause of the problem, for example, management failures, inadequate training and no effective systems – relate findings to where the solution lies • Identifying the root cause often offers a more permanent solution.  109
112	**New content added (4th bullet point).** **Assessing context** • Take all relevant circumstances into account • Relate to the site-specific model • Apply the standard relevant to the process • Have regard for timings • Failures due to busy periods, the absence of effective staff rotas/coverage absence, for example, due to a conference, wedding or religious festival • Consider immediate actions to ensure the product does not cause harm, as well as longer-term solutions to prevent the issue from happening again or eliminate the product altogether.  112
114 115	**New slides to meet the indicative content for AC4.2.** **Immediate/short-term and permanent (preventive) solutions for non-conformances** Example: non-conformance – packaged products were found to be incorrectly Labelled and missing critical allergen information following an internal audit Immediate/short-term: stop the sale and distribution of the incorrectly labelled products by immediately removing the affected products from sale and issuing a recall if necessary. Correct the labels on the remaining stock. Review labelling procedures and conduct training. Hold a meeting with the labelling team to review the correct procedures for allergen labelling. Provide training on identifying and correctly labelling allergens Permanent (preventive): develop and implement a system whereby labels are checked by more than 1 staff member before products are packaged and shipped Use digital tools to ensure accuracy and consistency in labelling. 114 **Immediate/short-term and permanent (preventive) solutions for non-conformances (cont.)** Example 2: non-conformance – the temperature in the refrigerated storage area was found to be above the safe limit for storing high-risk products Immediate/short-term: manually reset the thermostat and monitor the temperature until it stabilizes within the acceptable safe range, if it is within the time parameters, move the food to an alternative chiller/dispose of affected products. Call a maintenance technician to service and repair the refrigeration unit if necessary. Document the inspection and repair. Retrain staff on the importance of regular temperature monitoring Permanent (preventive): replace the chiller, install a digital temperature monitoring system that provides real-time data and alerts staff when the temperature goes out of range. Conduct regular training for staff on how to respond to temperature alerts. 115

	Tutor notes **Note:** these are examples and may not necessarily be complete or suitable for all situations. Tutors may wish to extend this example into an activity to encourage learners to identify immediate, short-term and corrective actions. Alternatively, tutors could identify a different non-conformance (possibly relevant to the likely non-conformances that would occur in the learners' businesses and identify suitable solutions for each category.
139-158	**Slides and tutor notes have been updated (refer to new edition).**

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