



# Catering

## Scheme



WE DISCOVER, WE GROW

**Girlguiding**

Registered charity number 306016

## Useful information

**Name:**

**Membership number:**

**Unit name:**

**Telephone number:**

**Email address:**

**Mentor:**

**Telephone number:**

**Email address:**

**Outdoor Activities/Residential Adviser:**

**Telephone number:**

**Email address:**

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## Introduction

Welcome to the Girlguiding Catering Scheme. This scheme covers all aspects of catering at a Girlguiding residential event, from planning and buying kitchen supplies to hygiene and safety arrangements in the kitchen. The scheme is open to Girlguiding members aged 18 and over, and non-members aged 18 and over recorded on Go! as Residential Occasional Helpers.

This qualification is ideal for anyone who:

- would like to improve their knowledge and skills of catering for residential events
- would like to gain a qualification as part of their personal development while catering at a residential event
- is interested in gaining a qualification that would count towards the Going Away With Scheme, should they later wish to complete it.

Please note that anyone can cater at residential events without this qualification. Also, if you hold Module 5 of the Going Away With Scheme you do not need to complete this qualification.

Please take some time to read these introductory notes which will, we hope, answer any questions you may have. As you work through this scheme you will be supported by your Mentor, the Event Coordinator or licence holder of the residential event, the girls and adults in your unit, your Commissioner and others in your local area.

## Where to start

Your first step is to contact your Commissioner and let her know that you are interested in completing this qualification. She will put you in touch with the relevant Adviser, who will be able to help you, and who will agree with you who your Mentor will be (for further information see page 4). It might be that you have already offered to or will be catering at a residential event, and would like to complete the qualification. Or perhaps you are looking for an opportunity to cater at a residential event and complete this qualification.

Please note that to complete this qualification the residential event must last two nights or longer.

## What being a caterer at a residential event involves

You will be part of the Event Leadership Team working to ensure the residential event is a success. To gain your qualification you have to show competence in catering for the event.

Before the residential event you will meet with the Event Leadership Team to discuss and plan for the event. At this meeting the Event Coordinator will ensure each member of the team knows what their roles and responsibilities are. Some members of the team may have previous experience of residential events, but others may be new to this type of event.

## Experience and training

You don't need to have any training or prior learning. However, if you would like to attend a training, your local Commissioner or Outdoor Activities Adviser should be able to provide you with details of relevant ones. 'Useful information' on page 19 lists some helpful resources.

## Collecting evidence

From the beginning, you will need to keep notes of your discussions and planning as well as copies of paperwork as you work through this scheme.

**This resource includes space for you to record your progress through the scheme. You should begin using it as soon as you start. Use it for your notes of telephone conversations, lists of things to remember and so on.**

You should also keep any supporting evidence in a small folder and add to it as you go. This might include a shopping list, a receipt from a shop or an equipment list. These will all provide evidence of your abilities. You do not need to rewrite or type anything; original evidence such as notes made during a telephone conversation or meeting are acceptable. Notes of discussions can also be recorded in this resource.

It is useful to number each item of evidence as you collect them. This will help you keep everything in order and provide reference numbers in the relevant record pages of this resource. You do not need separate evidence for each element, for example a shopping list can serve as evidence for several elements. You will just need to add the shopping list's evidence number into the 'Ref no' section of each element you use it for.

When you have completed all four modules, your evidence folder and records (this resource) will be sent by your Mentor to a Verifier. It will all be returned in to you in due course and can then become your personal reference handbook for the future.

## Being assessed

Evidence of your skills and competence will be assessed in a variety of ways, including by:

- observation
- records
- photographs
- discussion
- questioning.

Assessment is done before, during and after the residential event and will include at least one visit to the event by your Mentor.

It is a good idea to get as many of the elements as appropriate signed off before the event takes place. The elements in this scheme can be signed off by a variety of people, such as the Event Coordinator who you discussed the menu with, a Young Leader who you spoke to about treating burns, and a member of the Event Leadership Team who was there when you briefed all participants about how they should behave in the kitchen area.

For each element you should indicate the method of assessment, the reference number for any supporting evidence, and then have it signed by an appropriate person.

When all the elements of a module have been signed off, your Mentor will sign on page 15 to confirm that the module has been completed.

## When you will qualify

When your Mentor has signed off all the modules on page 15, give her your evidence folder and records. She will send them to a Verifier, who is usually your County's Residential or Outdoor Activities Adviser. The Verifier will check your evidence folder to ensure that it includes all that is listed in your records, and that all parts of the scheme have been signed by the appropriate people.

The Verifier will then inform you that you have completed your qualification, and she or your local Commissioner will present you with your Catering Scheme certificate and badge. The qualification will also be added to your Go! record by your Commissioner.



## Benefits of gaining this qualification

Many have experience of catering through guiding, at work and in the home, and this qualification is a way of acknowledging these skills and knowledge.

In addition, anyone who has completed the Catering Scheme will automatically be accredited with Module 5 of the Going Away With Scheme should they go on to complete the Going Away With Licence. If this is something you are interested in, your Commissioner and Outdoor Activities Adviser will be able to provide you with further information.

## Key responsibilities

You, the **candidate**, are responsible for:

- completing a record of your progress to be assessed
- compiling a folder of supporting evidence to be assessed
- maintaining contact with your Mentor
- providing the evidence according to the timescales agreed with your Mentor.

Your **Mentor** could be a local Residential or Outdoor Activities Adviser, or a Leader familiar to you. They should have experience of catering at Girlguiding residential events. The Mentor's responsibilities can include:

- making arrangements to see you
- identifying opportunities for relevant experience/training for you
- talking through your/her areas of concern with you
- visiting the event you are catering for
- signing your records where relevant.

Your **Verifier** is usually the County Residential or Outdoor Activities Adviser (or appointed delegate). The Verifier's responsibilities are to:

- support your Mentor
- ensure the qualification meets the required standards and that bye-laws are not imposed
- ensure quality control
- agree with local Commissioners and candidates who should assess at an event when the Mentor is not available
- receive and check your completed records and evidence for the scheme
- issue your certificate and badge
- return your records and evidence to you.

## Accrediting prior experience

Girlguiding is committed to recognising all prior skills and knowledge, so if you have any that you feel are relevant to this qualification please discuss them with your Mentor. You may for example hold a Level 2 Award in Food Safety accredited by the Royal Society for Public Health (RSPH) or the Chartered Institute of Environmental Health (CIEH). If so, Element 2a of the scheme can automatically be signed off.

## Sample module page

In this example the candidate has had Element 1a signed by the Event Coordinator and the Mentor. The candidate has also used the space provided to record when she visited the residential venue.

### Module 1

#### Element 1a

Evaluate the kitchen area of the selected venue.

<i>How do I achieve this?</i>	<i>Method of assessment</i>	<i>Ref no</i>	<i>Signature(s)</i>
i) Visit the venue if possible.	<i>i) Venue visit and discussion with Rachita</i>		<i>Rachita Mathews (Event Coordinator)</i>
ii) Obtain information relevant to the needs of the event.	<i>ii) See notes and information received from venue</i>	2	<i>Rachita Mathews</i>
iii) From the information gained, consider any risks or hazards.	<i>iii) Discussed risks and hazards with Mentor</i>		<i>Louisa Gilbert</i>

#### Helpful notes

i) The visit could be with the Event Coordinator or licence holder. If a visit is not possible, information could be obtained from the booking secretary, warden or other member of venue staff, or a local Adviser familiar with the venue.

iii) When considering risks and hazards, ensure you share them with the Event Coordinator so she can include them in her event risk assessment. A useful Girlguiding template risk assessment is available from [www.girlguiding.org.uk](http://www.girlguiding.org.uk) (search for 'risk assessment').

#### Discussion notes

*Met with Rachita - Wednesday @ 6pm and visited the venue. Took photos of the kitchen area as a reminder, and obtained an existing equipment list from the venue.*

## Module 1

### Organise the catering arrangements

#### Element 1a

#### Evaluate the kitchen area of the selected venue

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Visit the venue if possible.	i)		
ii) Obtain information relevant to the needs of the event.	ii)		
iii) From the information gained, consider any risks or hazards.	iii)		

#### Helpful notes

i) The visit could be with the Event Coordinator or licence holder. If a visit is not possible, information could be obtained from the booking secretary, warden or other member of venue staff, or a local Adviser familiar with the venue.

iii) When considering risks and hazards, ensure you share them with the Event Coordinator so she can include them in her event risk assessment. A useful Girlguiding template risk assessment is available from [www.girlguiding.org.uk](http://www.girlguiding.org.uk) (search for 'risk assessment').

#### Element 1b

#### Establish storage, cooking and serving facilities

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) List storage, cooking and serving equipment required.	i)		
ii) Identify storage, cooking and serving facilities available.	ii)		
iii) Obtain additional equipment required.	iii)		

#### Helpful notes

ii) Storage, cooking and serving facilities include size and type of cooking appliances (eg cookers, fireplaces, gas stoves, lightweight cooking stoves etc), size and type of cooling/freezing facilities, rodent-proof dry storage, pots and pans, utensils, and personal crockery/cutlery.

Detailed information about equipment and facilities is also available in *Going Away With Guiding*. See 'Useful information', page 19.



## Element 1c

## Budget for and plan a suitable and balanced menu

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Establish the dietary needs of all participants.	i)		
ii) Discuss the proposed menu with the Event Coordinator, participants and parents, if appropriate, taking into account the proposed programme and the time of year.	ii)		
iii) Plan the menu, taking into account the budget available, cooking methods, storage facilities available and the dietary requirements of participants.	iii)		
iv) Provide detailed recipes in a format suitable for use by the Event Leadership Team and participants, showing alternatives for participants with additional dietary requirements.	iv)		

**Helpful notes**

i) The Event Coordinator will be able to provide you with the dietary requirements of all the participants from their Information and Consent for Event/Activity forms.

As of December 2014 the Food Standards Agency requires all food businesses to declare any of 14 identified allergenic ingredients which are used in non-prepacked or loose foods. However, as Girlguiding residential events are not required to register as food premises/businesses with the Food Standards Agency, you do not need to provide information about the allergens present in the food. When catering for participants with specific dietary requirements and allergies you should always check the food packaging for allergens and/or added ingredients and be aware of cross-contamination. Further resources with information about food allergies and cross-contamination are listed in 'Useful information', page 19.

If you are unsure about any dietary requirement speak directly to the participant or her parent for clarification. The Event Coordinator will put you in touch with them. See also the 'Including all' section of [www.girlguiding.org.uk](http://www.girlguiding.org.uk) for more advice for inclusive guiding.

ii) Remember to allow for flexibility in menus, to take into account changes in weather or the programme, for example.

iii) At an early stage in the planning it will be necessary to discuss with the Event Coordinator the catering budget and decide how the costs will be paid. For example if you will need to cover the initial costs and then be reimbursed.

iv) Detailed recipes in a format suitable for use by the Event Leadership Team and/or participants could be a notebook, on laminated sheets or recipe cards. These should show the correct quantities for cooking groups (eg Patrol, Six or larger group).

Element 1d

Organise the provision of supplies

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) List supplies and quantities required.	i)		
ii) Discuss options with the Event Coordinator/Event Leadership Team.	ii)		
iii) Prepare a purchase timetable and place orders as appropriate.	iii)		
iv) Purchase supplies.	iv)		

Helpful notes

i) Clarify with the other members of the team who is to provide cleaning materials, toilet rolls and other non-consumable items. Take into account any stock in hand, quantities and size.

iii) The purchase timetable should include purchases made beforehand and taken with you, and a list of items for purchasing during the event, taking into account availability of local supplies, refrigeration and storage.

Element 1e

Establish health and first aid arrangements in the kitchen area

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Liaise with the person in charge of first aid at the residential event.	i)		
ii) Discuss first aid arrangements before the event.	ii)		
iii) Discuss the provision of a first aid kit in the kitchen area.	iii)		

Helpful notes

ii) Discussions should include health and first aid in the kitchen area and arrangements for the disposal and recycling of rubbish.

iii) A suggested list of contents for a kitchen first aid kit is available in *Going Away With Guiding*. See 'Useful information', page 19.

Module 1 can be signed off on page 15.

*Discussion notes*

## Module 2

### Understand the principles of good food hygiene

#### Element 2a

#### Ensure you are up to date with current food hygiene standards

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Explain how food becomes contaminated.	i)		
ii) Describe the precautions required to prevent food poisoning.	ii)		
iii) Describe the process of effective cleaning in the kitchen area.	iii)		
iv) Explain the required high standards of personal hygiene when working with food.	iv)		
v) Describe the correct procedures for food storage.	v)		
vi) State the correct measures for safe food preparation.	vi)		
vii) Discuss recycling and the safe disposal of waste including its importance for pest control.	vii)		

#### Helpful notes

iii) The process of effective cleaning should include floors, worktops, pans, utensils, crockery, cutlery, food contact surfaces (eg chopping boards) and fridge door handles.

iv) The standards of personal hygiene include hair, skin, hands, cuts, jewellery, make-up, perfume, clothing and illness (eg not working with food while suffering from a stomach upset).

v) Procedures for storing food include storage at correct temperature, storage conditions and length of storage time.

vi) Safe food preparation measures include defrosting, cooking and cooling food.

If you have a Level 2 Award in Food Safety, accredited by either the Royal Society for Public Health (RSPH) or the Chartered Institute of Environmental Health (CIEH), and can provide evidence of the qualification, then Element 2a can be signed off automatically.

See also 'Useful information' on page 19 for additional sources of information which will support you in completing this element.

## Element 2b

## Train participants to implement good practice in food hygiene

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Discuss the necessity of good practice in food hygiene with participants.	i)		
ii) Ensure all participants are able to implement good food hygiene.	ii)		
iii) Supervise participants appropriately.	iii)		

**Helpful notes**

i) Venues used for Girlguiding residential events do not have to be registered as food premises/businesses with the Food Standards Agency, but good food hygiene practice should still be followed. Further information and best practice guidance can be found in the documents and webpages listed in the 'Useful information' section on page 19.

ii) During or before the event, discuss with participants the importance of food hygiene and cleanliness in the kitchen. This could be practical, such as hand-washing techniques or how to handle raw and cooked meats. You could use role play or introduce a little science. For Brownies for example this could involve a Pow-wow where you discuss the following.

- What should you do when you get ready to cook?
- What is good personal hygiene?
- Why is it important to wash hands?

You could also ask them to create their own checklist to use for getting ready to cook at the residential event.

Guides and Rangers could think about the problems associated with storing food, avoiding cross contamination, heating and reheating safely, cleaning, washing-up and dealing with waste such as vegetable peelings.

**Module 2 can be signed off on page 15.**

*Discussion notes*

## Module 3

### Organise the kitchen area throughout the event

#### Element 3a

#### Organise the preparation, cooking and serving of food

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Allocate tasks and brief all participants.	i)		
ii) Organise the preparation, cooking and serving of food.	ii)		
iii) Monitor that the food served is of an acceptable standard and quantity.	iii)		
iv) Ensure the safety of all participants in the kitchen area including first aid provision.	iv)		
v) Ensure participants implement good practice in relation to food hygiene standards.	v)		

#### Helpful notes

i) Participants should be involved in all stages of cooking. This may include handling of fuel and sharp kitchen utensils. Tasks should be allocated and supervised according to age and ability, equipment and space available, central or Patrol/Six/group cooking, time available, and weather conditions.

iv) Personal safety includes long hair being tied back, suitable enclosed footwear, appropriate clothing and appropriate behaviour. General safety includes correct use of the cooking facilities available, for example open fires, gas stoves and portable stoves.

v) Good practice in food hygiene includes personal hygiene, safe food preparation, cooking, cooling and appropriate storage of food.

## Element 3b

## Operate daily routines

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Set up and implement procedures for daily routines.	i)		
ii) Brief all participants about the correct use and daily care of equipment and agree responsibilities with them.	ii)		
iii) Establish a system to maintain a clean and safe environment.	iii)		

## Helpful notes

i) Daily routines are often written into a duty rota. At all events this should include clearing away, washing up, care of kitchen equipment, waste disposal, monitoring of stores and pest control. At an indoor event this should include cleaning cookers, other appliances, floors and work surfaces. At an outdoor event this should include management of fires, care of camping equipment (including gas canisters, portable cookers and tents) and ensuring adequate provision of fuel and water.

## Element 3c

## Deal with any incidents appropriately

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Know the correct treatment for minor accidents.	i)		
ii) Ensure participants know the treatment for burns and scalds.	ii)		
iii) Provide appropriate fire-fighting equipment and know how to use it.	iii)		
iv) Report all incidents, however small, to the first aider.	iv)		

## Helpful notes

i) Minor accidents include burns, cuts, abrasions, insect bites and stings.

iii) Appropriate fire-fighting equipment could be water in a bucket in a camp situation or a fire blanket and escape routes in an indoor situation.



Element 3d

Prepare for departure

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Prepare a plan for packing up the kitchen area.	i)		
ii) Allocate tasks as appropriate.	ii)		
iii) Ensure that the kitchen area and equipment are cleaned and checked, and equipment is packed appropriately, ready for transportation.	iii)		

Helpful notes

ii) At an outdoor event other tasks may include dismantling gadgets, clearing fireplaces and surrounding areas, and taking down the fire shelter and storage tents.

iii) Ensure that any surplus supplies are packed. Some may be stored for future use. Short-expiry items can be distributed among the event participants.

Module 3 can be signed off on page 15.

*Discussion notes*

## Module 4

### Conclude the event

#### Element 4a

#### Return equipment

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Ensure all equipment is clean and dry.	i)		
ii) Ensure all equipment is stored correctly or returned to the owner within agreed timescales.	ii)		
iii) Advise the Event Coordinator or equipment owner of any need for repair or replacement.	iii)		

#### Helpful notes

i), ii), iii) This may include arranging for any damp equipment to be dried, arranging for replacements to be made where necessary (eg gas canisters) and labelling any equipment in need of repair.

#### Element 4b

#### Complete administration

<i>How do I achieve this?</i>	Method of assessment	Ref no	Signature(s)
i) Prepare the final catering accounts.	i)		
ii) Present final accounts to the Event Coordinator.	ii)		

Module 4 can be signed off on page 15.

#### *Discussion notes*

## Completion of Modules

### Module 1 completed

Name:

Signature:

Role:

Date:

### Module 2 completed

Name:

Signature:

Role:

Date:

### Module 3 completed

Name:

Signature:

Role:

Date:

### Module 4 completed

Name:

Signature:

Role:

Date:

## Appendix 1: Information and guidance for Mentors

As a Mentor you will work with the candidate from the beginning - offering advice and support, finding opportunities for her to get training and gain experience, and assessing her as she goes along. Some candidates are more experienced than others and can use their previous experience as evidence of their abilities. It may be that some candidates need to be assessed only on a couple of elements to complete the qualification, but you can discuss this with the individual.

### Assessing a candidate

You can check that the candidate has met the required standard either by reading written evidence, for example completed checklists or a statement from another Leader, by observing the candidate at the residential event, or by joining in a meal the candidate has provided.

You should review the candidate's evidence and assess against the standards to ensure that it is:

- valid (relates directly to written standards)
- current (up to date)
- authentic (belongs to the candidate)
- sufficient (covers all of the points being assessed).

If the evidence is not sufficient - for example there are four parts to an element and there is evidence for only three - use appropriate open questions to help establish competence, such as 'How did/would you deal with a first aid incident in the kitchen?' (Module 3, Element 3c, i and iv).

When you visit the residential event the candidate will have a list of things she will need you to see and sign off for her. If you are not happy with any situation, explain this and tell the candidate what she needs to do to rectify it. If possible, you or another Adviser can revisit the event later, and if things are then in order can sign the relevant records. Remember, once a module is signed off the candidate will never have to redo it, so don't sign unless you are completely happy.

In some cases you can ask questions to cover the details that have not been relevant to this particular event. For example, if the weather has been perfect, use questions to find out how the candidate would have coped with inclement weather before you sign off the related elements. This can be done either during your visit or after the event.

### The next step

Once you have signed off all the modules, the candidate will leave her records and evidence folder with you to forward to the Verifier (see page 4). The Verifier ensures that the folder contains all the evidence as listed in the records and that all elements have been signed by the appropriate people. The Verifier confirms the candidate's qualification, returns the folder and records to the candidate and notifies their Mentor and Commissioner.

The candidate's Commissioner may wish to wait for an appropriate opportunity to present the certificate and badge, or may want to ask the candidate when and how she would like her qualification to be presented to her.

**You are responsible for ensuring that candidates are assessed fairly against the standards outlined in this scheme. There is no place for bye-laws, and candidates should be provided with appropriate advice and support to help them gain the qualification.**

## Tips for working with a candidate

- Always agree the purpose of a meeting with the candidate in advance. For example, are you meeting to discuss the candidate's progress, to answer questions or to help the candidate identify the way forward?
- Let the candidate take the lead in establishing what she has to achieve.
- When looking at the evidence the candidate has provided you should check it is up to date and covers all of the points being assessed.
- Use questions. For example, the candidate doesn't need to provide evidence for all elements - you can use open questions to establish what she did.
- Give constructive feedback to the candidate and allow her to reflect on her own performance. Provide her with options to consider or suggestions, rather than criticism.
- Ensure appropriate assessment methods are used. Include the following methods.
  - Questions - These can be used to help establish competency where other evidence is not available. This may be to clarify evidence, to cover instances not experienced at the event concerned, such as bad weather, or to check knowledge or what the candidate did for a certain element.
  - Discussion - This would take place with the candidate and might include why certain decisions were made, for example in choosing a particular menu.
  - Records - The candidate will need to keep evidence/records for certain elements and you should check these before they are sent on to the Verifier.
  - Observation - Where you visit the residential event.

## Further information

Girlguiding has a support structure for everyone, including you as the Mentor. Should you need help at any stage or have any queries concerning the requirements of the scheme, you can talk to your County's appropriate Adviser, for example the Residential or Outdoor Activities Adviser.

Girlguiding also has a formal appeals procedure to help resolve any matters of dispute between adult members. See page 18 for more information.

## Appendix 2: Disagreements and appeals

Where disagreements occur between adult members, it is expected that they can be settled amicably by the individuals concerned. If this proves impossible, a member has the right of appeal through her County Outdoor Activities Adviser or County Commissioner, whose decision will normally be final.

A person may appeal against a decision made by her Outdoor Activities Adviser, whether it concerns a matter decided by her or her determination of an appeal. She must notify the Country/Region Outdoor Activities Adviser or Chief Commissioner via the Country/Region Office in writing within one month of the decision or determination.



## Useful information

### Girlguiding printed resources

*Going Away With Guiding* (order code: 6045)

*The Guiding Handbook* (order code: 6052)

*Health Matters* (order code: 6454)

Available from [girlguidingshop.co.uk](http://girlguidingshop.co.uk). Speak also to your Event Coordinator or Mentor for copies you could borrow.

### Girlguiding online resources

About residential events - <https://www.girlguiding.org.uk/making-guiding-happen/running-your-unit/events-and-going-away/going-on-residentials/>

About inclusive guiding - search for 'including all' at [www.girlguiding.org.uk](http://www.girlguiding.org.uk)

### Other

*Girlguiding Cooking and Nutrition Toolkit* - [activekids.sainsburys.co.uk](http://activekids.sainsburys.co.uk) > Schools & Groups > Girlguiding groups > Toolkits and Active Packs

Food Standards Agency - [www.food.gov.uk](http://www.food.gov.uk)

Food hygiene training videos - [www.food.gov.uk](http://www.food.gov.uk) > Business and industry > Catering and retail > Training for food handlers

*Safety First* - [www.food.gov.uk](http://www.food.gov.uk) > Business and industry > Catering and retail > Food hygiene for businesses > Food handling, preparation and serving in the classroom

*Safe Catering - Your Guide to Making Food Safely* - [www.food.gov.uk](http://www.food.gov.uk) > FSA in Northern Ireland > Safety and Hygiene > Safe Catering. Also contains information on food allergens.

*Community and Charity Food Provision: Guidance on the Application of EU Food Hygiene Law* - [www.food.gov.uk](http://www.food.gov.uk) > Business and industry > Catering and retail > Food hygiene for business > Catering advice for charity and community groups providing food

Safer food, better business (SFBB) packs - [www.food.gov.uk](http://www.food.gov.uk) > Business and industry > Catering and retail. Includes information on allergies and cross-contamination.

Food allergies - [www.allergyuk.org](http://www.allergyuk.org) > Types of allergy > Food allergy

Food allergy online training - [allergytraining.food.gov.uk](http://allergytraining.food.gov.uk)

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- Girlguiding policy
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