



Conference of Colleges Diversity Fund
Project on special dietary requirements

Ethical Eating Workbook with Trainer Notes



CONSULTANCY



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Module: Ethical Eating

Aim

The aim of the session is to enable participants understand and cater to staff and students who whose diet is driven by their values.

Objectives

By the end of the session participants will be able to:

- Demonstrate an understanding of the ways peoples' ethics and values affect their dietary choices
- Recognise the importance of addressing ethical choice in customer service
- Develop insight and knowledge that will enable them to consider changes when developing the college menus
- Plan and change menus to meet the needs of ethical eaters

Programme

-00:15	Arrivals
00:00	<p>Introductions</p> <p>Overview of Ethical Eating</p> <p>Is it Vegan?</p> <p>The Law</p> <p>What is it?</p> <p>Customer Service</p> <p>BREAK</p> <p>Veganism</p> <p>Vegetarianism</p> <p>The Organic Movement</p> <p>Shopping Bag of Delights</p> <p>Balancing Nutrition</p> <p>Adapting the Menu</p>
03:00	End of session

Overview of Ethical Eating



Ethical Eating – An Overview

- What is meant by ethical eating?
- Why we should take it seriously?
- How it will effect you in the workplace



Is it Vegan?

Learning Outcomes:

- A clearer understanding on what common, regularly available food items can be eaten by vegans
- A “normalisation” of vegan dietary requirements
- Vegan food is easily available

What can you expect to hear from participants:

- Surprise
- Clarification of details of what “veganism” is and isn't
- Lifestyle points

What you need to contribute if the group doesn't:

- What makes something suitable for someone on a vegan diet
- How relatively easy it is to check online e.g. supermarket websites, to see if something is vegan friendly
- Some items may carry a symbol or state they are suitable for vegan/vegetarian

For the exercise:

Trainer explains that many everyday food items already fulfil the requirements that Vegans require.

Such food items are known as being “Accidentally Vegan”.

Getting people to work in pairs ask them to decide “Is It Vegan?” from the following 12 items.

Delegates should have no more than 5 minutes to decide.

Go through each food item and ask people whether it is or is not Vegan. Maybe by a show of hands, or by calling out.



Accidentally Vegan

Many people have the mistaken belief that becoming Vegan is a bit like joining a cult.

That you have to give up everything!!!

- This exercise is to look at what already exists in supermarkets.
- Food items that are “Accidentally Vegan”
- In pairs decide whether you think something is or isn't vegan.

In pairs decide which, if any, of the products below are Vegan



Explain why something is or is not Vegan

Guinness is now vegan, but until March of 2017, had used Isinglass (a substance made from the swim bladders of fish) for the filtration and clarification process.

Lea & Perrins is not vegan as it contains anchovies. You can get a vegan substitute.

HP Sauce is vegan

Honey Point of contention in the vegan world.

- Some vegans argue that bees are animals and to consume honey is to exploit them.
- Others state that all forms of farming kills insects and that the keeping and protecting bees is a symbiotic relationship that benefits the bees and the bee-keeper.
- All vegans draw the line at the agricultural exploitation of bees. Where hives are driven to areas that need pollination and then taken somewhere else a few days later.

Jus Roll Pastry Very vegan. Uses vegetable fats and oils.

Marmite Depressingly vegan (JOKE)– there is no getting away from it! Obviously if you like Marmite this is a big plus. You decide.

Walkers Smoky Bacon Crisps Not Vegan - Although there isn't a pig product involved in the production of the crisps, dried milk lactose is used in the flavouring.

McVitie's Digestive Biscuits Not Vegan. Arguably the gold standard of biscuits cannot be enjoyed by vegans as they used dried skimmed milk.

Red Bull Vegan. Despite its name contains no bull!

Royal Icing Sugar Not Vegan. Contains dried egg white

Sacla Pesto Not Vegan. It contains two types of cheese – so lots of milk.

Sun-Pat Peanut Butter Vegan. Both plain and crunchy nothing but nuts and stabiliser E471, sugar and salt.

The Law

Learning Outcomes

By the end of this segment participants will have:

- A broader understanding of religion and belief within the context of the Equality Act 2010.
- A better knowledge of philosophical beliefs
- Tested their knowledge and learning regarding law

What you can expect to hear from participants:

- Some understanding of the law as it pertains to them as catering professionals
- Discussions around the political aspects of what is meant philosophical beliefs. They may want to test the ethical argument on other aspects of daily life e.g. the philosophy of Star Trek; or Football.
- Conversations versus the law versus good practice.

What you need to contribute if the group doesn't:

- You need to know that it's being treated the same as a protected characteristic.
- You may need to illustrate the point. Distinguishing between veganism as a protected characteristic and a fad, a passing trend. This may mean arguing from a vegan standpoint to emphasise the philosophical beliefs.
- The other thing to bear in mind is the idea of degrees of belief – some believers will be “fighting the good fight”, whilst other might lapse every now and then.
- You could try comparing Veganism to Atheism:
 - ⇒ Some people have given it a lot of thought (Richard Dawkins or Stephen Fry);
 - ⇒ Whilst others may simply be reacting against their own encounters with religious organisations;
 - ⇒ Whereas some may simply have known nothing different or have never been exposed to an organised religion.



The Equality Act 2010

Prohibits discrimination from:

- Employers
- Businesses and organisations which provide goods or services like banks and shops
- Someone you rent or buy a property living in hall, or student letting agents
- Universities, colleges and schools
- Public bodies like government departments and local authorities.



What is a religion or belief?

The definitions of religion and belief are:

religion:

any religion or reference to religion, including a reference to a lack of religion

belief:

any religious or **philosophical belief** or reference to belief, including a reference to a lack of belief



Religious and Philosophical

- Being a follower of a religion does not stop you having a strong philosophical belief

You can be:

- Catholic and Vegan
- A Marxist Jew
- A Darwinian Hindu
- or Buddhist with a Free Market Capitalist outlook



To come under the protection of the Equality Act

A Philosophical Belief must be:

- Genuinely held
- A belief and not an opinion
- On a significant aspect of human life and behaviour
- Have attained a level of respect and seriousness
- Worthy of respect and compatible with the fundamental rights of others



It is covered by the Equality Policy providing for an inclusive environment, which:

'promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected.'

It also provides that no student or member of staff will be treated less favourably on grounds which includes philosophical belief.

Types of unlawful treatment

- Being treated unfairly because of one or more protected characteristic is unlawful
- If you're treated unfairly because someone thinks you belong to a group of people with a protected characteristic, this is also unlawful discrimination.

What Is It?

Learning Outcome

- To see how much information has been retained and understood
- To see if participants can apply what they have learnt to practical situations

What you can expect to hear from participants?

- Surprise and consternation
- Some knowledge of some of the issues
- Discussion and intelligent guessing at what some of the issues may be.

What you need to contribute if group doesn't contribute

- Playing Devil's Advocate putting alternative points of view
- Doing a call out to get suggestions for some issues

For the exercise:

The point of this exercise is to get delegates to think about everyday situations that might arise for them or have a bearing on how they think and feel about certain subjects. Delegates are not expected to take a stance, but they might have to play Devil's Advocate to stimulate a conversation, or to put an unthought of opposing point. Sometimes of course if there is a general consensus on a point it will be a matter of confirming the view of the group and moving on.

In pairs or small groups (depending on the number of delegates) decide whether the following situations are Legal Illegal, OK (good practice) Not OK (bad practice).

Depending on how many delegates there are you may decide to give each group a set number to deal with e.g. the first three, or 7 to 12 etc.

Give delegates 5 minutes to come to a consensus on their situations.

- 1) Patient in hospital is denied vegan food = **Illegal**
- 2) A customer in a pub asks why there is no vegetarian option? = not illegal, but **Bad Practice**
- 3) A restaurant refuses to prepare and serve a rare Burger on health grounds = **Good Practice** burgers in restaurants needs to be heated to at least 75 degrees centigrade for 6 seconds if preparing a burger quickly. They can be cooked for longer at lower temperatures 65 degrees. Some restaurants may choose not to serve Rare or "Blue" burgers.

<https://www.thecaterer.com/articles/497150/new-regulations-on-cooking-burgers-come-into-force>



What Is It?

- In pairs decide if the following points are:
 - Lawful
 - Unlawful
 - Good Practice
 - Bad Practice

- 4) A Student asks for a chair that is covered in leather made from pigs to be replaced = **Illegal**
- 5) A student tells you that it is illegal for the College to use Nutella because it conflicts with their philosophical beliefs = **A Heated Debate - Legal?**
The reason it will be a conflict is due to Palm Oil being used as an ingredient in Nutella. This ingredient is very often produced after rain forests have been destroyed to make way for palm oil plantations. You can get ethically produced palm oil, but there isn't that much around and definitely not in Nutella. This is one of those situations where case law would be needed. So, the complainant has the potential for being right, but not until the judges decide. So, carry on until told otherwise either by the courts or until the college decides not to buy any more Nutella.
- 6) At a formal event there is not vegan wine on offer = **Bad Practice**. There is plenty of vegan wine available there should always be a choice for the vegans and vegetarians.
- 7) One of your colleagues informs you that they are thinking of refusing handling raw meat and fish on ethical grounds = **Lawful**. The case law isn't there yet, but it's coming. You would need to look at making reasonable adjustments to the person's duties.
- 8) The student body at your College takes a number of ethical decisions. One is to stop serving beef in the college, or at events = **A Heated Debate – Good Practice?** The raising and breeding of cows for beef and dairy is very much a hot topic. Particularly in relation to the production of methane by cows and the way that cattle may be raised and farmed for food and dairy production.
- 9) There is a lot of banter amongst staff in the kitchen who keep making jokes about a particular colleague, saying that they are "too weak" open packets let alone jars = **Unlawful** – It would certainly come under the college guidelines about harassment and bullying.
- 10) It is World Vegan Day – is it acceptable for you College to accept a leather Louis Vuitton handbag values at £10,000 as a raffle prize? = **A Heated Debate – Bad Practice?** This feels like someone is being deliberately provocative. Is it just the Day, or would it ever be acceptable?
- 11) At an event there are general rumblings that everyone has eaten the 'vegan food', leaving very little for the Vegans to eat = **Bad Practice**. Prepare more vegan food it's obviously lovely!
- 12) A 'front of house' member of staff has a prominent "Meat is Murder" tattoo = **A Heated Debate**. This is the vegan equivalent of a religious person wearing something that signifies their faith. In many cases such situations are dealt with on practical health and safety grounds, but usually the person is allowed to carry on doing what they are doing under certain conditions. For example, the Muslim jockey who was allowed to wear her Hijab under her riding helmet. What are the current college rules on visible tattoos? Are these appropriate here? Where might you draw the line?

Customer Service

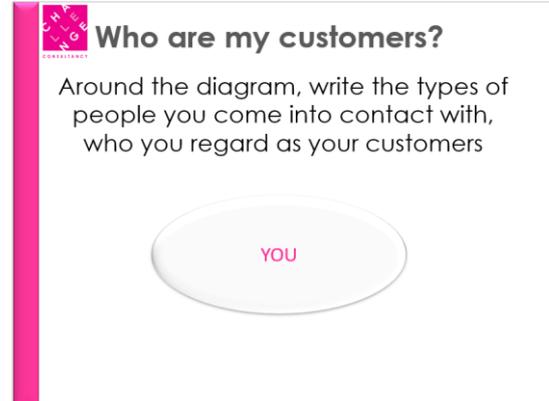
Learning Outcomes

By the end of this segment participants will be able to:

- Identify who their customers and stakeholders are
- Better understand the needs of their customers
- Differentiate between internal and external customers
- Apply the same level of professionalism and courtesy to their customers

What you can expect to hear from participants:

- Identify customers:
 - ⇒ Students
 - ⇒ Staff
 - ⇒ Language Schools
 - ⇒ Conferences
 - ⇒ Weddings and other private events
- Identify Stakeholders:
 - ⇒ Contractors
 - ⇒ Suppliers
- A certain level of awareness at what people can expect as a customer from the college



Who are my customers?

Around the diagram, write the types of people you come into contact with, who you regard as your customers

YOU



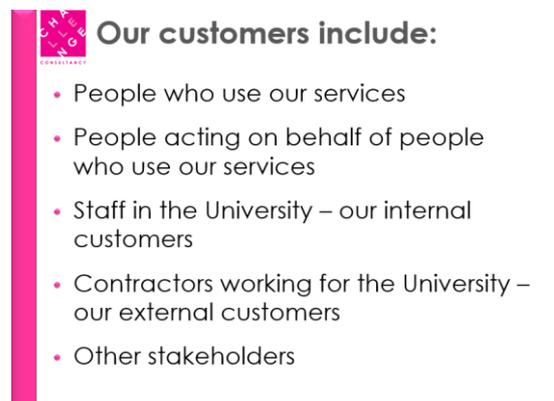
External and internal customers

Students, Conferences, College Staff, Admin Staff, Academic Staff, Language Schools, Maintenance Staff

YOU

What you need to contribute if the group doesn't:

- Broader customer base identified e.g.
 - ⇒ Students
 - ⇒ Conferences
 - ⇒ Language Schools
 - ⇒ Weddings and private Events
 - ⇒ College Staff (Porters etc)
 - ⇒ Academic Staff
 - ⇒ Administration
 - ⇒ Maintenance Staff
- Importance of an internal customer



Our customers include:

- People who use our services
- People acting on behalf of people who use our services
- Staff in the University – our internal customers
- Contractors working for the University – our external customers
- Other stakeholders

On the topic of your customers

How aware are you of how well you treat your colleagues?

You should get answers about:

- Evaluations in the dining rooms
- Online evaluations and feedback
- suggestions for meals/ingredients
- Queries regarding provenance

What happens to this information? Is it acted upon?

Question whether and how they treat customers.

- Who are the “paying customers”?
- Who are getting fed as a “Perk of the Job”?

Do students and visitors get the same level of service and respect as the permanent staff. Why are they treated differently? Are Internal and External customers taken seriously should they wish to complain about menus.

How do you ensure that people are treating both internal and external customers equitably? Why might this be difficult in your College?



On the topic of your customers

- How aware are you of how well you treat your colleagues?
- Do you provide the same level of professionalism and care to all your customers?
- The approaches we use with our colleagues should mirror those we use with other customers



Importance internal customers

- Great customer service means delivering a service to everyone we come into contact with, on top of the job we're actually employed to do
- Treating your colleagues with great customer care and respect is as important as it is with other customers

"It's almost impossible to provide good external service if you and your organisation are not providing good internal service."

Benjamin Schneider, University of Maryland



What is a customer?

- A customer is anyone who comes to you, or relies on you, for a service or for information
- Even if you do not provide a service directly to a customer, you will be providing a service to someone who does

Different Types of Ethical Eating

Learning Outcomes

By the end of this segment participants will have:

- A greater understanding and knowledge of:
 - ⇒ Veganism
 - ⇒ The different types of vegetarianism:
 - ✓ Macrobiotic
 - ✓ Pescatarian
 - ✓ Ovo-
 - ✓ Lacto-
 - ✓ Ovo-lacto
 - ✓ Fruitarian
 - ⇒ The organic movement
 - ⇒ Provenance
- Why people are choosing to eat in a different way
- The increase in numbers – what is probably true (650,000) and what the claims are (3 million) and why there is a such a big discrepancy.

What you can expect to hear from participants:

- Questions on clarification and the degrees of vegetarianism.

What you need to contribute if the group doesn't:

- Distinction between the different chosen diets
- Clarifying terminology and the opportunity to ask questions

Veganism



What is Veganism?

Veganism is a way of living which seeks to exclude all forms of exploitation of and cruelty to animals whether:

- for food,
- clothing
- any other purpose e.g. painting and decorating



All Vegans

Have a plant-based diet

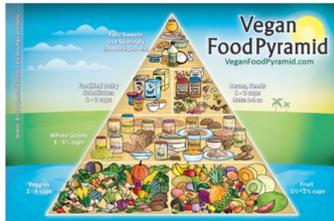
- They avoid eating:
 - Meat
 - Dairy
 - Eggs
 - Honey?
- As well as:
 - Leather
 - Anything Tested on Animals



A Vegan Diet

Is richly diverse and comprises all kinds of:

- Fruits
- Vegetables
- Nuts
- Grains
- Seeds
- Beans and Pulses



Flexitarians

- A semi-vegetarian diet
- Mostly vegetarian, but either occasional meat consumption
- or as can happen 100% vegan until alcohol is consumed.
- People are edging towards a more vegetarian diet and according to the UN a more sustainable way of living.

The Flexitarian Diet

Meat for only 2 or 3 Days a Week



Day 1 Day 2 Day 3 Day 4 Day 5 Day 6 Day 7

Vegetarians



Nothing With a Face!

The term 'vegetarian' applies to people who choose not to eat any part of an animal:

- Meat
- Poultry
- Fish
- Shellfish



Yes, but Why?

People become vegetarians for many reasons including:

- Health
- Religious convictions
- Concerns about:
 - animal welfare
 - Use of antibiotics and hormones in livestock
- A desire to eat in a way that avoids excessive use of environmental resources
- They can't afford to eat meat



Pescatarians

- Is the practice of not eating meat, but of eating fish
- Often lumped in with vegetarian
- Fish production seen as having a lower carbon footprint



Vegetarian diets may be:

Lacto-Ovo

- Includes dairy and eggs

Lacto

- Includes dairy (no eggs)

Ovo

- Includes eggs (no dairy)

Cultural Vegetarians

- Eat meat sparingly
- Eat fish



Other types of eating?

Fruitarianism

- Permit only fruit, nuts, seeds, and other plant matter that can be gathered without harming the plant

Macrobiotic

- A pescatarian vegetarian diet system that has grown out of Zen Buddhism

Raw Foodism

- Practice of eating only or mostly uncooked and unprocessed food. Not necessarily vegetarian!



The Organic Movement and the Importance of Provenance

Learning Outcomes

By the end of this segment participants will be able to:

- Identify the positive aspects of provenance.
- Have a fuller and more complete understanding of the organic movement
- Consider and reflect on where their food is coming from
- Identify possible future trends and ways in which to use insects
- Have tried eating insects

What you can expect to hear from participants:

- Discussion on price/quality what's feasible on a fixed budget
- Ethics of provenance
- Can you do organic?
- A conversation around food production and its effect on the environment
- A Definite Yuck factor and outright refusal to try eating insects.

What you need to contribute if the group doesn't:

- Focus group findings
- Questions:
 - ⇒ Who are your local suppliers?
 - ⇒ Can you buy direct from local food producers or farmers



Importance of Provenance

The drive for cheaper food means that food can:

- Pass through multiple channels
- In different countries
- Difficult to manage supply chain compliance
- Traceability can be difficult

When we say our vegetables are fresh. We mean 'picked less than an hour up the road' fresh.

Source: Foodly. Picked less than an hour up the road. Farm to plate.



Organic Movement

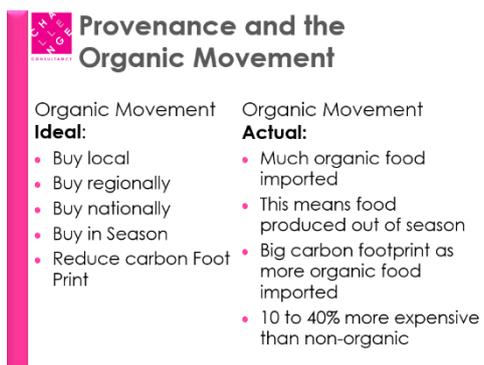
- Broadly refers to the organizations and individuals involved worldwide in the promotion of organic farming and other organic products.
- It started in the first half of the 20th century, when modern large-scale agricultural practices began to appear

ORGANIC FARM
DO NOT SPRAY



Aims of Organic Farming

- To maintain the long term fertility of the soil
- To reduce the input cost
- To effectively utilize resources
- To avoid all forms of pollution caused by agricultural techniques
- To provide a quality foodstuff



Provenance and the Organic Movement

Organic Movement Ideal:	Organic Movement Actual:
<ul style="list-style-type: none"> • Buy local • Buy regionally • Buy nationally • Buy in Season • Reduce carbon Foot Print 	<ul style="list-style-type: none"> • Much organic food imported • This means food produced out of season • Big carbon footprint as more organic food imported • 10 to 40% more expensive than non-organic

Entomophagy

Pronounced – enta-mofa-gee



Saving the best till last

Entomophagy

- The practice of eating insects
- A cheap and sustainable source of protein
- Often eaten in non-Western cultures
- May be the way forward
- Yuck Factor!



The Shopping Bag of Delights

Try and move participants about so that they are not always working with their work colleagues. A simple numbering or naming system can divide people up quickly i.e. 1, 2, 3, 4 or Red, Yellow, Green, Blue. Then get all the '1s' working together or the '2s' etc.

Learning Outcomes

- To test participants learning and knowledge gained from the training session so far
- Identify substitutes for dishes
- Be creative in meeting the needs of their customer

What you can expect to hear from participants:

- Surprise
- Debates about what options to choose and use
- Knowledge of how to meet the situations and customers need
- The importance of reading labels and identifying suitability

What you may need to contribute if the group doesn't:

- Chuck it out, if unsure
- Swap pictures for actual ingredients, or snacks etc – this is visually more interesting and genuine.

Shopping Bag of Delights

- This is an exercise to see what you have remembered from earlier in the session



Shopping Bag of Delights

This is an exercise to see what you can remember from earlier, what you may already know and your problem-solving skills.

Working in pairs or groups using the resources in the 'Shopping Bag of Delights' to find the right solution to each situation.

Depending on how many delegates there are you may decide to give each group a set number to deal with e.g. the first three, or 7 to 12 etc.

Give delegates 5 minutes to come to a consensus on their situations.

Consider each of the following scenarios and use the items in the shopping bag of delights to identify which object (or objects) would best help in the situation.

Where there are a range of items, you must identify the unsuitable item and discard it.

Put the number of the object(s) in the grid next to the situation.

a.	A student asks which breakfast cereals are entirely free from sugar	6 Discard Cornflakes and Weetabix
b.	At a conference an organiser asks for a range of vegan wines	1 Discard Stormhoek
c.	A fruitarian asks for a suitable mid-morning snack to be served at their meeting	12
d.	You have been asked if the fruit you use in your Summer Pudding are sourced locally	8 Discard any non-UK
e.	You have had an enquiry for a conference – one of the requests is for insect-based nibbles.	11
f.	Someone following a paleo-diet (Sometimes known as the Cave Man/Woman diet) wants to know what suitable protein you can offer them.	4 & 5
g.	You have been asked to arrange an array of Accidentally Vegan snacks for the university's Dungeons and Dragons Society Annual Get Together!	10 Discard Smoky Bacon

h.	In this nightmarish version of Supermarket Dash you have to find 4 packets of biscuits for a vegan professor who's just given up smoking and has cravings!!!	9 Discard Digestives
i.	A memorial service require suitable food for an inclusive reception – to honour the deceased "No Stimulants" are to be served	7 Discard Tea and Coffee
j.	You are organising a wedding reception for a vegan couple. They have requested a vegan menu with a choice of lemon meringue and chocolate mousse for dessert.	2 & 3

Box Contents:

1. Wine Labels – one of which is not vegan
2. Can of Chickpeas
3. Avocado
4. Steak Tartare
5. Sashimi
6. Cornflakes Weetabix Shredded Wheat Porridge
7. Herbal Infusions, Tea and Coffee
8. Strawberry Label showing source
9. 5 packets of biscuits one of which isn't vegan (Digestives)
10. "Accidentally Vegan" Snacks
11. Eat Grub
12. Fresh Fruit Platter

Balancing Nutrition

Learning Outcomes

- Identify the importance and need of having a balanced diet
- Create menus that are well balanced nutritionally and diverse
- Consider the impact of not having a balance diet

What you can expect to hear from participants:

- A certain amount of knowledge about the subject
- 6 Categories:
 - ⇒ Protein
 - ⇒ Carbohydrates
 - ⇒ Fat
 - ⇒ Fibre
 - ⇒ Vitamins and Minerals
 - ⇒ Water
- To know the value of certain nutrients

What you may need to contribute if the group doesn't:

- Focus Group Feedback – Carb Heavy
- Expectation of care to ensure that customers are offered a nutritionally balanced meal

Taking In and Utilisation

Nutrition:

- Taking in
- Utilisation

For the:

- Growth
- Repair
- Maintenance of the Body!



6 Categories of nutrients

What your body needs to acquire from food:

- Protein
- Carbohydrates
- Fat
- Fibre
- Vitamins & Minerals
- Water



Nutrient Distribution & Intake

Importance of Nutrients (Food Groups):

- Grains
- Vegetables
- Fruits
- Dairy
- Protein



Case Studies

Learning Outcomes

- To put into practice learning from the module
- Test their knowledge
- Identify ways in which to adapt/swap ingredients to make them suitable

What you can expect to hear from participants:

- Creative ideas on alternative menus
- Clearer understanding of the dietary needs
- The distinction between vegetarians and strict vegans
- Build in consideration of provenance, alternative proteins, carbs etc

What you may need to contribute if the group doesn't:

- What is suitable for vegans is definitely suitable for vegetarians!
- Vegans want more – so how can you make it work?
- Being creative
- Use cooking websites etc

Menu adaptations

Adapt the following menus to suit each student's diet for ethical eating purposes, consider what replacements might be offered instead.

You have 20 minutes to decide what kind of vegetarian they are and plan an alternative menu to the **Bold items** to match each student's dietary needs.

One

Leila Shah is reading Biochemistry at St Scholastica's. She is in her first year at Oxford and has very little experience of life away from home especially when it comes to food and cooking for herself. She is thinking about becoming Vegan. She decides she is going to try it during Veganuary (January)!

Spaghetti Carbonara **Chocolate Mousse**

We are looking for a suitable non-meat non-dairy alternative. The dessert could stay the same if the ingredients were changed.

Two

Bhavesh Lakhani is reading English at Jordan College and has really enjoyed his time at Oxford so far. Bhavesh grew up in Scotland so the community and the culture are very different from what he is used to. Bhavesh is a strict vegetarian.

Jerk Chicken, Rice and Peas **Eve's Pudding, Vanilla custard**

No Meat, No Eggs, but dairy is allowed

Three

Helen Fox is a first-year medical student at St Michael's. She loves university life and has settled in very well. She is a strict Seventh Day Adventist. She likes eating in hall with her friends she would be a strict vegetarian but has a weakness for cheese omelettes.

Chicken Tikka Masala, Braised rice **Lemon and Orange posset, Berry Compote, Shortbread**

No meat.

Four

Ben Levy is reading Modern Languages at Queen Philippa's College. He is flexitarian, he'd probably be a full-on vegan, but can never quite get it together. Also, too many late-night drinking sessions have ended in kebabs. However, he talks the talk whenever he is dining in hall.

Baked Aubergine, Roasted Cauliflower and Yoghurt Dressing Red velvet cake sandwich, Salted Caramel sauce

No meat, No dairy, No eggs

Five

Sara Dawkins is completing her master's in history at Wykeham College. She loves studying and the Bodleian has become her second home. She is mostly vegetarian but has become adept at creating the fish finger sandwich which reminds her of home.

Breaded Pork Escalope, creamy mushroom sauce Pear Sponge pudding with Chantilly cream

No meat (except fish), No dairy, No eggs

Six

Prem Joshi is reading Law at Cardinal College. As an international student his family has spent a considerable amount of money for him to be at Oxford. This is the longest he has ever been away from India. He was brought up as a strict vegetarian. Since being at Oxford Prem has developed a taste for banana milkshakes and really smelly French cheeses. Prem does not go to the Gym!

Herb Battered Fillet of Haddock, Tartare Sauce and Lemon Bread and Butter Pudding, Crème Anglaise

No Meat, No Eggs

This information is available in a variety of formats. Please contact the Challenge office on 020 7272 3400 or training@challcon.com if you would like this information supplied in a different format