

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*.

Aspire provides activities in its learner guides. The formative assessment marking guide provides solutions and suggested answers to activities. Pre-learning exercises are also included in this resource to allow the learner to assess their existing general knowledge and determine whether they have a knowledge gap. The formative assessment marking guide also provides discussion topics and suggested responses to guide discussion.

How to use formative assessment

Formative assessment is used to help students consolidate their learning and to help trainers determine how the learners are progressing.

Formative assessment tasks can be used by learners in a variety of settings, including face to face and online. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the activities provided by Aspire. This should be done according to the interest level, the experience of the learners and the specific learning situation.

Activities

The activities provided in the learner guides are mapped to the unit of competency and include a range of question styles to suit most learners.

Each activity asks the learner to review their understanding of the content. The question styles are designed to complement the final assessment questions. This provides students with an opportunity to practise for the final assessment questions.

Solutions to activities are provided in this TAR. Activity solutions are also provided immediately as part of online activities, which are accessible via links in the eBook.

Solutions should serve as a reliable guide to the type of information that a trainer would **expect to see in a learner's response**. The nature and variety of the activities means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and possible outcomes.

The answers provided by the learner will vary due to a number of factors, including:

- the **learner's** personal and work-related experiences
- the situations and strategies presented by the trainer
- **the learner's or trainer's** interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the learner.

Summative assessment overview

Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Depending on the contextualising of assessment tasks, assessors must:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's compliance manager for approval
- check the performance and knowledge evidence will can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to learners on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the learner's particular needs.

Assessment task 2: Case study

Instructions to the assessor

What is this assessment for?

Students' correct responses to the questions show that they have the required knowledge of the topics, including:

- Reporting incidents of food poisoning
- Hygienic work practices

How do students do this assessment?

This is an open-book task – students can use their learner guide, the internet, and other books and resources to assist if required.

Students must answer all six (6) questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) case studies.

Students must respond to the questions in the spaces provided.

Students must submit their answers to all questions.

You must advise students how to submit their responses if they are using a computer to type their answers.

What do students need to complete this assessment?

Students need access to the *Student assessment workbook* or learning management system to complete the questions.

Students need access to a learner guide, the internet and/or other resources.

What evidence needs to be submitted?

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by physically handing them in or sending them in electronically via email or online.

You will need to advise the student how they are to submit their responses.

Students should be advised to keep a copy of their submitted work.

Observation marking guide

Note: you do not have to use this observation marking guide. It provides guidance only, and assessors may need to contextualise it for the particular workplace or environment in which the observations take place.

Section 1: Identify food hazards and report unsafe practices and incidents of food contamination

Scenarios for observation (assessor to complete)

Include a description of the context and tasks the student will need to undertake to demonstrate their skills. This may include where, when and how observations are to take place.

Part A: Using food safety program procedures to identify at least two (2) hazards		
During the observation, the candidate was observed reading relevant documents related to food safety and then demonstrating the following behaviours:	Satisfactory observation	Comments
a) Checking the following for hazards: <ul style="list-style-type: none"> <input type="checkbox"/> Storage area <input type="checkbox"/> Equipment and utensils <input type="checkbox"/> General work area <input type="checkbox"/> Food label information <input type="checkbox"/> Quality of food items <input type="checkbox"/> Other (please specify): 	<input type="checkbox"/>	
b) Identifying hazards that may include: <ul style="list-style-type: none"> <input type="checkbox"/> Failure of colleagues to wash hands appropriately <input type="checkbox"/> Evidence of direct contact with food products <input type="checkbox"/> Cross-contamination of raw meat and ready-to-eat food products <input type="checkbox"/> Utensils not used when handling food products <input type="checkbox"/> Food not stored correctly <input type="checkbox"/> Aprons not changed <input type="checkbox"/> PPE not used appropriately <input type="checkbox"/> Other (please specify): 	<input type="checkbox"/>	

Formative mapping

SITXFSA001 Use hygienic practices for food safety, Release 1

Unit of competency	Content	Activity
Element 1: Follow hygiene procedures and identify food hazards	n/a	n/a
1.1 Follow organisational hygiene procedures	1C Food safety programs <ul style="list-style-type: none"> What is a food safety program? Hazard Analysis and Critical Control Point (HACCP) 2A Hygienic work practices <ul style="list-style-type: none"> Follow procedures Report personal health issues and instances of contamination 2B Hand-washing procedures <ul style="list-style-type: none"> When you should wash your hands How to wash your hands 	Activity 7 Activity 8 Activity 10 Activity 11 Activity 12
1.2 Report unsafe practices that breach hygiene procedures promptly	2A Hygienic work practices <ul style="list-style-type: none"> Report personal health issues and instances of contamination 	Activity 8
1.3 Identify food hazards that may affect the health and safety of customers, colleagues and self	1A Health hazards <ul style="list-style-type: none"> Infectious diseases Airborne diseases 1B Laws, regulations and regulators <ul style="list-style-type: none"> Industry classifications Food hazards in specific industry sectors 	Activity 1 Activity 7

Foundation skills		Content	Activity
		<ul style="list-style-type: none"> Hazard Analysis and Critical Control Point (HACCP) 	
FS3	Reading skills to interpret organisational documents or diagrams relating to HACCP practices	1C Food safety programs <ul style="list-style-type: none"> Hazard Analysis and Critical Control Point (HACCP) 	Activity 7: Q2
FS4	Oral communication skills to report hygiene hazards and non-compliant organisational practices accurately	2A Hygienic work practices <ul style="list-style-type: none"> Report personal health issues and instances of contamination 	Activity 8

Dimensions of competency*	Content	Activity
Task skills	Throughout	Throughout
Task management skills	2A Hygienic work practices <ul style="list-style-type: none"> Hygienic work practices for specific job roles 	Activity 10
Contingency management skills	1B Laws, regulations and regulators <ul style="list-style-type: none"> Local government regulators and consequences for failing to observe laws 	Activity 3: Q4 Activity 4 Activity 5
Job role/environment skills	2A Hygienic work practices <ul style="list-style-type: none"> Follow procedures Report personal health issues and instances of contamination 	Activity 9

*NB: For the purposes of mapping, Aspire has here indicated the most relevant instances where each dimension of competency has been covered. Each dimension of competency may be covered in other parts of the content.

Summative mapping

SITXFSA001 Use hygienic practices for food safety, Release 1

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Follow hygiene procedures and identify food hazards	n/a	n/a	n/a
1.1 Follow organisational hygiene procedures	Q10, Q11, Q13		O1A–D, O2A
1.2 Report unsafe practices that breach hygiene procedures promptly	Q4		O1C, O1D
1.3 Identify food hazards that may affect the health and safety of customers, colleagues and self	Q2, Q7		O1A
1.4 Remove or minimise the hygiene hazard and report as appropriate for follow-up	Q6		O1B
Element 2: Report any personal health issues	n/a	n/a	n/a
2.1 Report personal health issues likely to cause a hygiene risk	Q14		
2.2 Report incidents of food contamination resulting from personal health issues	Q14		
2.3 Cease participation in food handling activities where own health issue may cause food contamination			O1B
Element 3: Prevent food contamination	n/a	n/a	n/a
3.1 Maintain clean clothes, wear required personal protective clothing, and only use organisation-approved bandages and dressings			O2A
3.2 Prevent food contamination from clothing and other items worn		CS6	O2A

Foundation skills		Part A – Questions	Part B – Case study	Part C –
FS4	Oral communication skills to report hygiene hazards and non-compliant organisational practices accurately			O1C, O1D

Dimensions of competency*		Part A – Questions	Part B – Case study	Part C – Observation
Task skills		Q19		O2B, O2C
Task management skills		Q15–Q19	CS4, CS6	O1A–D
Contingency management skills		Q4, Q11		O1A–D
Job/role environment skills		Q15–Q18	CS4	O1A–D, O2A–E

Assessment conditions	
AC1	Skills must be demonstrated in an operational food preparation area. This can be: <ul style="list-style-type: none"> an industry workplace a simulated industry environment
AC2	Assessment must ensure access to: <ul style="list-style-type: none"> fixtures including: <ul style="list-style-type: none"> work benches refrigeration unit sink

Assessor result/outcome

Assessor to complete

Please complete the following information:

Attempt 1	Attempt 2	Attempt 3
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Assessment date:	Assessment date:	Assessment date:

Please provide feedback and/or record any reasonable adjustments made for this assessment.

If the result is unsatisfactory, please include the arrangements that have been made for reassessment and/or additional training that may be required.

Please also record results and any required resubmissions or reasonable adjustment details in the Record of outcome document.

Assessor declaration:

I declare that this assessment has been conducted as per the training organisation's assessment procedures and the instructions provided for this assessment task, and that I have provided appropriate feedback to the student.

Assessor name:

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Assessor signature:

.....

Date:

.....

Question 15

In a restaurant, a food safety program should require that certain foods are temperature-controlled so that they do not become a source of microbiological contamination.

Which of the following foods must you take particular care with in relation to temperature control? Tick all that apply.

- | |
|--|
| <input type="checkbox"/> a. Pre-packaged foods |
| <input type="checkbox"/> b. Meat, dairy, seafood and poultry |
| <input type="checkbox"/> c. Unpackaged low-risk food |
| <input type="checkbox"/> d. Fruit, vegetables, canned goods and dried products |

Result

S ☐U ☐

Question 16

Why must hygiene procedures be developed and followed in food businesses across all industry sectors?

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Result

S ☐U ☐

Question 17

In the industry sector that contains businesses such as service stations, convenience stores and kiosks, food-handling activities pose a low risk to public health.

Which of the following are major causes of food contamination and foodborne illness in this industry sector? Tick all that apply.

- | |
|--|
| <input type="checkbox"/> a. Poor personal hygiene |
| <input type="checkbox"/> b. Poor storage |
| <input type="checkbox"/> c. Incorrect reheating temperatures |
| <input type="checkbox"/> d. Bacterial growth |
| <input type="checkbox"/> e. Incorrect cooking temperatures |

Result

S ☐U ☐