

About this resource

This resource is for trainers and assessors of the unit *SITXFSA002 Participate in safe food-handling practices*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on how you can encourage and support learners through the training and assessment process using *Aspire resources*. It is designed to help you optimise the learner's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Supporting documents	Sample documents
Student assessment	Student assessment workbook

Key features of the TAR

The *Trainer and assessor resource* (TAR) complements the *Aspire Learner guide* (print, eBook or online).

It includes weblinks to the relevant unit of competency and other support resources.

It provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

It includes sample student templates for training and assessment.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

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.

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:

- Food storage hazards and non-conforming practices
- Control pests and dispose of waste

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 13 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.

Part B – Case study questions

Case study 1: Food storage hazards and non-conforming practices (Questions 1–7)

Read the case study, then answer the questions that follow.

Carol is working in the kitchen when a delivery of frozen goods arrives in a frozen food delivery van. She checks the delivery and notes that the van temperature is -13°C , which is 2°C warmer than it should be. Carol feels the packages and they seem hard frozen, so she accepts the delivery and signs the delivery documents.

Carol stores the items straight away in the portable freezer kept in the yard near the kitchen. She rotates the stock as she has been shown to do.

The next morning when Carol begins work, she starts by checking and recording the equipment temperatures and recording the information into the record log document.

These are Carol's records.

Equipment temperature record log – 22/5/17					
Unit number/location	Recommended temperature	Date and time (am/pm)	Temperature recorded	Name	Corrective action
Portable freezer	-15°C	22/5/17 7.00am	-11°C	Carol	Report faulty freezer and low temperature to supervisor by phone.
Chest freezer	-15°C	22/5/17 7.00am	-15°C	Carol	
Cool room	$<5^{\circ}\text{C}$ (less than 5°C)	22/5/17 7.00am	3°C	Carol	
Upright fridge	$<5^{\circ}\text{C}$ (less than 5°C)	22/5/17 7.15am	3°C	Carol	
Food display cabinets	$<5^{\circ}\text{C}$ (less than 5°C)	22/5/17 7.30am	4°C	Carol	

Carol notes that the portable freezer temperature is higher than it should be. She refers to the previous day's records and can see it has increased by 4°C from the day before. According to the food safety program documents, the freezer should be at -15°C , so she immediately removes the freezer items from the portable freezer and places them in a large bucket with ice. The frozen foods include raw meat and fish, and some frozen chips. She carries the crate to her car and takes them to another freezer in the restaurant next door.

Carol moved quickly so the food items did not have time to defrost. She knew the second freezer worked well and that the items wouldn't take long to re-freeze. Carol is satisfied that she took the actions necessary to save the food from spoilage and address the hazard she identified in the original freezer.

While she unpacks the items into the second freezer, she notices some packaging had been damaged from the ice and that some raw meat had been rubbing against the calamari from a damaged carton. On closer examination, she sees that the calamari is damaged.

Carol reports the issue with the kitchen freezer to her supervisor, who seems stressed, but arranges to have the freezer repaired on the same day. Carol decides not to report the other issues she had with the

Unit of competency	Content	Activity
Element 5: Maintain a clean environment	n/a	n/a
5.1 Clean and sanitise equipment, surfaces and utensils	3A Clean, sanitise and maintain <ul style="list-style-type: none"> Cleaning processes and equipment 	Activity 9
5.2 Use appropriate containers, and prevent accumulation of garbage and recycled matter	3B Control pests and dispose of waste <ul style="list-style-type: none"> Dispose of food waste correctly 	Activity 11: Q1, Q3–Q8
5.3 Identify and report cleaning, sanitising and maintenance requirements	3A Clean, sanitise and maintain <ul style="list-style-type: none"> Maintenance Cleaning schedules 	Activity 10
5.4 Dispose of or report chipped, broken or cracked eating, drinking or food- handling utensils	3B Control pests and dispose of waste <ul style="list-style-type: none"> Dispose of damaged utensils 	Activity 11: Q3
5.5 Take measures within scope of responsibility to ensure food-handling areas are free from animals and pests, and report incidents of animal or pest infestation	3B Control pests and dispose of waste <ul style="list-style-type: none"> Pest infestation 	Activity 12
Element 6: Dispose of food safely	n/a	n/a
6.1 Mark and separate from other foodstuffs any food identified for disposal until disposal is complete	3B Control pests and dispose of waste <ul style="list-style-type: none"> Dispose of food waste correctly 	Activity 11: Q1
6.2 Dispose of food promptly to avoid cross-contamination	3B Control pests and dispose of waste <ul style="list-style-type: none"> Dispose of food waste correctly 	Activity 11: Q8

Knowledge evidence		Content	Activity
KE6	<p>Hazard analysis and critical control points (HACCP) or other food safety system principles, procedures and processes as they apply to particular operations and different food types: critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in:</p> <ul style="list-style-type: none"> • receiving • storing • preparing • processing • displaying • serving • packaging • transporting • disposing of food 	<p>1B Hazard analysis</p> <ul style="list-style-type: none"> • Seven principles of HACCP • Control food hazards 	<p>Activity 3</p> <p>Activity 4: Q1, 2, 9</p>
KE7	Main types of safety hazards and contamination	<p>1B Hazard analysis</p> <ul style="list-style-type: none"> • Potentially hazardous foods • Establish measurable limits 	Activity 3
KE8	Conditions for development of microbiological contamination	<p>1B Hazard analysis</p> <ul style="list-style-type: none"> • Prevent the growth of bacteria 	Activity 4: Q1
KE9	Environmental conditions and temperature controls for storage	<p>1B Hazard analysis</p> <ul style="list-style-type: none"> • Establish measurable limits 	Activity 3
KE10	Temperature danger zone and the two-hour and four-hour rule	<p>1B Hazard analysis</p> <ul style="list-style-type: none"> • Prevent the growth of bacteria 	Activity 4: Q1

Performance evidence		Part A – Questions	Part B – Case study	Part C – Observation
PE1	Demonstrate use of safe food handling practices in food handling work functions on at least three occasions			O1A-G
PE2	Demonstrate the correct methods of controlling food hazards at each of the following critical control points: receiving food			O1A
PE3	Demonstrate the correct methods of controlling food hazards when storing food			O1B
PE4	Demonstrate the correct methods of controlling food hazards when preparing food			O1C
PE5	Demonstrate the correct methods of controlling food hazards when processing food			O1C
PE6	Demonstrate the correct methods of controlling food hazards when displaying and/or serving food			O1D
PE7	Demonstrate the correct methods of controlling food hazards when packaging food			O1E
PE8	Demonstrate the correct methods of controlling food hazards when transporting food			O1F
PE9	Demonstrate the correct methods of controlling food hazards when disposing of food			O1G

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE1	Key features of Commonwealth, state or territory and local food safety compliance requirements as they impact workers at an operational level, including: contents of national codes and Standards that underpin regulatory requirements	Q1		
KE2	Reasons for food safety programs and what they must contain	Q3		
KE3	Local government food safety regulations and inspection regimes	Q2		

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE26	Safe food-handling practices for eggs	Q9		O1C
KE27	Safe food-handling practices for frozen goods	Q9	CS4	O1C
KE28	Safe food-handling practices for fruit and vegetables	Q9		O1C
KE29	Safe food-handling practices for meat and fish	Q9		O1C
KE30	Equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults	Q14		O1D
KE31	Choice and application of cleaning, sanitising and pest control equipment and materials		CS9, CS10	O1G
KE32	Cleaning, sanitising and maintenance requirements relevant to food preparation and storage, including cleaning: <ul style="list-style-type: none"> dirt food waste grease pest waste removal 		CS9, CS11, CS12	O1G
KE33	Sanitising: <ul style="list-style-type: none"> eating and drinking utensils food contact surfaces 		CS12, CS13	O1B–D, O1G
KE34	Maintenance: <ul style="list-style-type: none"> recalibrating measurement and temperature controls minor faults 	Q14		O1D
KE35	High-risk customer groups, including: <ul style="list-style-type: none"> children or babies 	Q17		

Question 2

The local council employs environmental health officers (EHOs) who play a role in regulating safety in food businesses.

Explain two ways the local council is involved with monitoring and regulating food safety, including one example of what an EHO may do if a business breaches food safety regulations.

Result S U

Question 3

Businesses that serve temperature-controlled food must provide their staff with access to a food safety program. Which of the following must a food safety program contain? Tick all that apply.

<input type="checkbox"/> a. Plans that address any problem that could harm the safety of food
<input type="checkbox"/> b. Monitoring records, logs, lists and schedules
<input type="checkbox"/> c. A review period of 5 years
<input type="checkbox"/> d. Policies and procedures for dealing with food at least two critical control points
<input type="checkbox"/> e. Ways of measuring and monitoring potential hazards
<input type="checkbox"/> f. Steps to take if an injury or illness occurs

Result S U

Question 4

Why are monitoring documents a necessary part of a food safety program? Give two examples of monitoring documents.

Result S U

Question 10

Briefly describe each of the Hazard Analysis and Critical Control Point (HACCP) principles listed below. Explain how each principle would apply for a delivery of ice cream.

- a. Hazard analysis
- b. Critical control points
- c. Critical limits
- d. Critical control monitoring
- e. Corrective action
- f. Procedures
- g. Record keeping

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Result

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Section 3: Food safety (Questions 11–17)

Question 11

Match the beginning of each statement about the 2–4 hour rule with the correct ending.

A. Food that has been kept between 5°C and 60°C for two hours	a. must be thrown out.
B. Food that has been kept between 5°C and 60°C for two to four hours	b. is okay to use or refrigerate at 5°C or less.
C. Food that has been kept between 5°C and 60°C for more than four hours	c. is okay to use straight away.

Result

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