



Comply with workplace hygiene procedures

D1.HRS.CL1.05

D1.HOT.CL1.04

D2.TTO.CL4.10

Assessor Manual



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Assessor Manual



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Specialist centre
for foods, tourism
& hospitality

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: AM_Comply_with_wp_hygiene_proc_refined



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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

| | Tick (✓) | Remarks |
|--|----------|---------|
| Prior to the assessment I have: | | |
| Ensured the candidate is informed about the venue and schedule of assessment. | | |
| Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP). | | |
| Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process. | | |
| Identified and accommodated any special needs of the candidate. | | |
| Checked the set-up and resources for the assessment. | | |
| During the assessment I have: | | |
| Introduced myself and confirmed identities of candidates. | | |
| Put candidates at ease by being friendly and helpful. | | |
| Explained to candidates the purpose, context and benefits of the assessment. | | |
| Ensured candidates understood the assessment process and all attendant procedures. | | |
| Provided candidates with an overview of performance criteria to be assessed. | | |
| Explained the results reporting procedure. | | |
| Encouraged candidates to seek clarifications if in doubt. | | |
| Asked candidates for feedback on the assessment. | | |
| Explained legal, safety and ethical issues, if applicable. | | |

| | Tick (✓) | Remarks |
|--|----------|---------|
| After the assessment I have: | | |
| Ensured candidate is given constructive feedback. | | |
| Completed and signed the assessment record. | | |
| Thanked candidate for participating in the assessment. | | |

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

| | | |
|---|--|--------------------------|
| UNIT TITLE: COMPLY WITH WORKPLACE HYGIENE PROCEDURES | | NOMINAL HOURS: 20 |
| UNIT NUMBER: D1.HRS.CL1.05 D1.HOT.CL1.04 D2.TTO.CL4.10 | | |
| UNIT DESCRIPTOR: This unit deals with skills and knowledge required to follow safe food handling procedures which apply in hospitality and tourism enterprises. It is particularly relevant to any staff working with food especially in kitchens, housekeeping, food and beverage and tour operations where duties involve the preparation, handling and service of food | | |
| ELEMENTS AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE | |
| <p>Element 1: Follow hygiene procedures</p> <p>1.1 Identify relevant workplace <i>hygiene procedures</i> that need to be adhered to</p> <p>1.2 Identify <i>enterprise standards and legislated requirements</i> that apply to relevant workplace hygiene procedures</p> <p>1.3 Follow workplace hygiene procedures in accordance with enterprise standards and legislated requirements</p> <p>1.4 Receive, handle and <i>store</i> all food items according to enterprise standards and legislated requirements</p> <p>1.5 <i>Prepare, serve and store</i> food in compliance with enterprise standards and legislated requirements</p> <p>1.6 <i>Clean</i> food-related items, utensils and areas in compliance with enterprise standards and legislated requirements</p> | <p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that are responsible for complying with workplace hygiene procedures within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Tour Operation <p><i>Hygiene procedures</i> may be related to:</p> <ul style="list-style-type: none"> • Receiving of food into the premises • Storing of food prior to preparation/service • Preparing of raw materials for sale/service • Serving of food | |

| | |
|---|---|
| <p>Element 2: Identify and prevent hygiene risks</p> <p>2.1 Identify potential <i>food, personal, environmental and other risks</i> in the workplace promptly</p> <p>2.2 Take action to minimise or remove the <i>risk of food contamination</i> within the scope of individual responsibility</p> <p>2.3 Handle and dispose of <i>food waste and rubbish</i> in compliance with enterprise standards and legislated requirements</p> <p>Element 3: Maintain safe personal food handling and personal presentation standards</p> <p>3.1 Identify the enterprise standards and legislated requirements that apply to <i>personal practices</i> and presentation for food handling staff</p> <p>3.2 Follow enterprise standards and legislated requirements that apply personal practices and presentation for food handling staff</p> | <ul style="list-style-type: none"> • Defrosting/thawing of food • Re-heating of food • Cleaning and sanitising of food preparation surfaces and equipment. <p><i>Enterprise standards and legislated requirements</i> will include:</p> <ul style="list-style-type: none"> • Details of policies and procedures of the host enterprise • Details of the food standards that the enterprise has determined as appropriate • Details of the statutory requirements of the legislation of the host country. <p><i>Store</i> may be related to:</p> <ul style="list-style-type: none"> • Dry storage • Refrigerated storage • Frozen storage • Storage of raw materials and prepared <i>food items</i> • Correct conditions and temperatures for storage • Avoidance of cross contamination. <i>Food items</i> may include: <ul style="list-style-type: none"> ▪ Raw ingredients ▪ Ready to eat foods ▪ Partially prepared products, such as: meat, fruit & vegetables, processed foods ▪ Containers that food may be stored in or served in/on, including single use items, crockery and cutlery. <p><i>Prepare</i> may relate to:</p> <ul style="list-style-type: none"> • Preparing raw and pre-prepared foods for inclusion in menu items • Cooking of food • De-frosting of food • Re-heating of food • Safe food handling techniques • Avoidance of cross contamination. |
|---|---|

| | |
|--|---|
| | <p><i>Clean</i> should relate to:</p> <ul style="list-style-type: none">• Chemicals used in cleaning• Safety issues• Sanitising• Cleaning schedules• Storage of cleaning materials and equipment. <p><i>Food, personal, environmental and other risks</i> may include:</p> <ul style="list-style-type: none">• Chemical contamination• Physical contamination• Micro-biological contamination• Temperature danger zone requirements• Safe re-heating and defrosting practices• Airborne contamination• Vermin• Food recall and disposal procedures. <p><i>Risk of food contamination</i> may relate to:</p> <ul style="list-style-type: none">• Auditing staff skills• Training provision• Adherence to policies and procedures• Internal and external audits• Involvement of outside professionals and experts• Taking of appropriate remedial action. |
|--|---|

Food waste and rubbish may relate to:

- Internal disposal of rubbish and food waste
- Removal of food and other waste from the external premises
- Re-cycling options
- Sanitising of waste containers and rubbish areas.

Personal practices may relate to:

- Uniforms
- Hand washing
- Personal sickness, illness and injury
- Control of personal habits that may cause cross contamination, including touching nose, mouth, or hair, coughing, sneezing, smoking, etc.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- The enterprise's policies and procedures in regard to workplace hygiene
- Overview of the relevant legislation in relation to workplace hygiene of the host country, local authorities and the enterprise
- Knowledge of common causes of workplace hygiene breaches
- Principles of risk management
- Communication, leadership, interpersonal and negotiation skills
- Knowledge of insurance requirements and liability issues
- Knowledge of cleaning and sanitising chemicals, techniques and protocols
- Knowledge of the relevant legislation in relation to food handling, personal hygiene and general premises and food hygiene and safety
- Knowledge of the principles of safe food handling, preparation, storage, re-constitution and service

- Ability to use safe food handling techniques and display good personal hygiene
- Ability to adhere to the food safety plan/program used by the host enterprise
- Knowledge of the general food safety hazards in the workplace
- Knowledge of the sources of contamination and how to identify and minimise/eliminate them.

Linkages To Other Units

- Apply standard safety procedures for handling foodstuffs
- Clean and maintain kitchen equipment and utensils
- Implement occupational safety and health procedures
- Maintain strategies for safe storage of prepared foods
- Establish and maintain a safe working environment.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of why correct food handling procedures must be followed
- Demonstrated ability to apply safe food handling practices
- Demonstrated ability to adhere to correct personal hygiene practices and personal presentation standards.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

| | | | |
|--|--|---------------------|--|
| | <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace: and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p> | | |
| | <p>Key Competencies</p> | <p>Level</p> | <p>Examples</p> |
| | <p>Collecting, organising and analysing information</p> | <p>1</p> | <p>Read and interpret the requirements of internal food safety plans/programs</p> |
| | <p>Communicating ideas and information</p> | <p>1</p> | <p>Receive instructions and give instructions to others relating to safe food handling practices</p> |
| | <p>Planning and organising activities</p> | <p>1</p> | <p>Sequence workloads, prepare requirements and customer service</p> |

| | | | |
|--|---|---|---|
| | Working with others and in teams | 1 | Cooperate with others to produce safe food to the standard required by the enterprise |
| | Using mathematical ideas and techniques | 1 | Calculate quantities of chemicals required for cleaning and identifying food-related times and temperatures |
| | Solving problems | 1 | Determine the action to take to address identified unsafe food handling issues |
| | Using technology | 1 | Use thermometers, food preparation items and communication systems to report issues |

Oral Questions

| | |
|---------------------------|---|
| Student name | |
| Assessor name | |
| Location/venue | |
| Unit of competency | Comply with workplace hygiene procedures D1.HRS.CL1.05 D1.HOT.CL1.04 D2.TTO.CL4.10 |
| Instructions | <ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question. |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | PC | NYC |
| 1. Tell me about two workplace hygiene procedures that need to be adhered to, and explain why they are important from a food safety perspective. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. How do you ensure you have identified all the safe food handling practices that must be applied in your workplace? | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | PC | NYC |
| 3. Identify one enterprise standard and one legislated requirement that apply to food handling in your workplace, and explain why they must be complied with from a food safety perspective. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Explain the procedures you implement when refrigerated and frozen food is delivered to your workplace and needs to be placed into storage. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Name one menu item you prepare in the workplace and list the safe food handling practices involved in preparing and serving that item. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|--|--------------------------|--------------------------|
| | PC | NYC |
| 6. Name one food preparation item (piece of equipment or utensil) and describe the way you clean it to ensure it is clean, sanitised and safe to use from a food safety perspective. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Identify two environmental risks in your food handling workplace and describe how you ensure these risks do not adversely impact on food safety. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Tell me three things you do in your workplace food handling role/activities to minimise or remove the risk of food contamination. | <input type="checkbox"/> | <input type="checkbox"/> |

| Questions | Response | |
|---|--------------------------|--------------------------|
| | PC | NYC |
| 9. Describe how waste food is handled in your workplace to ensure it does not present a food safety risk. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Identify three personal practices food handlers must observe in order to maintain the safety of food in the workplace. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Identify four occasions when food handlers should wash their hands at work, describe an effective process for washing hands, and explain why it is necessary for food handlers to wash their hands on each of the identified occasions. | <input type="checkbox"/> | <input type="checkbox"/> |

Written Questions

Comply with workplace hygiene procedures – D1.HRS.CL1.05 D1.HOT.CL1.04
D2.TTO.CL4.10

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. In your workplace you will be expected to comply with safe food handling practices as indicated by three possible sources: what are these sources?

2. Answer 'True' or 'False' to the following statement: "Potentially, food safety hazards exist in every food premises at every stage of food handling".

True False

3. Answer 'More' or 'Less' to the following statement: "Do enterprise policies and procedures relating to food safety requirements require more or less than the legislated requirements?"

4. Which of the following are 'potentially hazardous foods'?

| | | |
|-----------------|--------------|-----------|
| • Chicken wings | • Beef steak | • Quiche |
| • Custard | • Salami | • Lettuce |
| • Tomatoes | • Prawns | • Crab |
| • Potatoes | • Onions | • Fish |

5. What is the temperature range of the Temperature Danger Zone, and why is it important to know this?

6. For how long can high risk food be left on the Temperature Danger Zone before it must be thrown out?

7. What degree of accuracy is required in order for a food thermometer to be deemed accurate?

8. How often must food thermometers be calibrated?

9. Answer 'True' or 'False' to the following statement: "Handling of beverages does not require the same food safety standards or protocols as the handling of food items".

True False

10. Answer 'Yes' or 'No' to the following question: "Are food handlers allowed to wear nail polish when handling food?"

Yes No

11. Select the correct answer:

How often must food handlers wearing disposable gloves change these gloves regardless of any other requirement?

- (a) Every 15 minutes
- (a) Every 30 minutes
- (b) Every hour
- (c) There is no such requirement.

12. Answer 'Yes' or 'No' to the following question: "Are food handlers allowed to wear their food handling clothes to and/or from work?"

Yes No

13. What are the three main ways to identify problems in the workplace in relation to food safety?

14. What are the two recommended methods for reporting inconsistencies and 'out of control' food safety situations in the workplace?

15. When visually inspecting food deliveries into the premises, what three checks should be made?

16. At what temperature should potentially hazardous food be when delivered to a food premises?

17. Why is it beneficial to use colour-coded chopping boards to prepare food?

18. List the only three acceptable ways to de-frost frozen food, indicating which of the three is the 'preferred' method.

19. What is the most common stock rotation method for food?

20. What is the maximum temperature a refrigerator should operate at?

21. What is the recommended temperature for freezers to be operating at?

22. Complete the requirements of the Two-step rule for cooling hot food by supplying the missing figures:

Step 1: Cool hot food down from _____°C to _____°C within _____ hours of removing the food from the stove, oven or other cooking unit.

Step 2: Once the food has reached _____°C it should be placed into a refrigerator/cool room, and then cooled to _____C (or below) within a further _____ hours.

23. Why is it unacceptable to cut raw meat with a knife and then use the same knife, without cleaning and sanitising it, to cut cooked/ready-to-eat meat?

24. How many times may cooked food be re-heated for sale/service?

25. When re-heating previously cooked food, what temperature should it be raised to, and for how long?

26. Answer 'True' or 'False' to the following statement: "Where customers are allowed to serve themselves, the business does not have responsibility for the safety of the food being served."

True False

27. Answer 'Yes' or 'No' to the following question: "Can a single use item be used more than once for containing food provided it is washed and sanitised between uses?"

Yes No

28. What temperature should hot holding units keep food at?

29. For the purposes of food safety, define 'clean':

30. Answer 'True' or 'False' to the following statement: "If an item is 'clean' it will also be sanitary/sanitised."

True False

31. What is the most common way to sanitise food equipment, surfaces, areas and equipment?

32. What are the five pieces of information an effective cleaning schedule should contain for a nominated item of food equipment?

33. When using a double-bowl sink to wash crockery and cutlery:

- (a) What temperature must the washing water be at?
- (b) What temperature must the 'rinsing' water be at?
- (c) How long must items spend in the 'rinsing' water to sanitise the items?

34. What are the three generic types of food hazards that exist in food?

35. What are listed as the 'four keys in responding' to the threats posed by hazards in food?

36. What are three signs a can/tin of food may be affected by botulism?

37. Answer 'Yes' or 'No' to the following question: "If mould is sighted on a food item, is it acceptable to remove the mould and use the remainder of that item?"

Yes No

38. How should fruit and vegetables be treated before use to guard against chemical contamination?

39. Answer 'True' or 'False' to the following statement: "Rhubarb leaves are safe to eat."

True False

40. What are the three elements in an effective pest/vermin control program in a food premises?

41. What are the four 'immediate aims' when a food recall need to occur?

42. Answer 'Yes' or 'No' to the following question: "Are food premises under a legal obligation to take action to address an identified food safety issue?"

Yes No

43. List five possible corrective actions that may be involved in responding to food safety issues relating to the receipt of food into the premises.

44. What three actions might you take to respond to evidence there is vermin/pest infestation in a food premises?

45. List three possible corrective actions that could be taken if there are problems identified relating to the thawing of frozen food.

46. Answer 'Yes' or 'No' to the following question: "Should cold holding units be pre-chilled before loading chilled food into them?"

Yes No

47. Answer 'True' or 'False' to the following statement: "Rubbish bins should be kept clean."

True False

48. Select the correct answer:

How many rubbish bins must each food premises have?

- (a) Two
- (b) Three
- (c) Four
- (d) Sufficient to cater for rubbish/waste produced

49. List six ways a staff member can identify the enterprise standards and legislated requirements applying to personal practices and personal presentation of food handling staff in their workplace?

50. List four practical measures food handlers can take to help guard food against contamination from clothes.

51. What temperature should the water be for food handlers when they wash their hands?

52. When food handlers wash their hands, how long (as a minimum) should they spend rubbing their hands together to work the detergent into the folds and creases of their hands and wrists?

53. List four practical measures food handlers can take to help guard food against contamination from body fluids.

54. What are five symptoms of a foodborne disease?

55. What must a food handler do if they are suffering from the symptoms of a foodborne disease?

56. Answer 'True' or 'False' to the following statement: "Food handlers are allowed to smoke in food areas provided they wash their hands thoroughly afterwards."

True False

Answers to Written Questions

Comply with workplace hygiene procedures – D1.HRS.CL1.05 D1.HOT.CL1.04 D2.TTO.CL4.10

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. In your workplace you will be expected to comply with safe food handling practices as indicated by three possible sources: what are these sources?

- Legislation
- Enterprise policies and procedures
- Any internal safe food handling system implemented by the business.

2. Answer 'True' or 'False' to the following statement: "Potentially, food safety hazards exist in every food premises at every stage of food handling".

True.

3. Answer 'More' or 'Less' to the following statement: "Do enterprise policies and procedures relating to food safety requirements require more or less than the legislated requirements?"

More.

1. Which of the following are 'potentially hazardous foods'?

| | | |
|-----------------|--------------|-----------|
| • Chicken wings | • Beef steak | • Quiche |
| • Custard | • Salami | • Lettuce |
| • Tomatoes | • Prawns | • Crab |
| • Potatoes | • Onions | • Fish |

- Chicken wings
- Beef steak
- Quiche
- Custard
- Prawns
- Crab
- Fish.

4. What is the temperature range of the Temperature Danger Zone, and why is it important to know this?

- 5°C – 60°C
- Because it is the temperature range in which bacteria multiply most rapidly.

5. For how long can high risk food be left on the Temperature Danger Zone before it must be thrown out?

4/four hours.

6. What degree of accuracy is required in order for a food thermometer to be deemed accurate?

+/- 1°C.

7. How often must food thermometers be calibrated?

At least every 6 months.

8. Answer 'True' or 'False' to the following statement: "Handling of beverages does not require the same food safety standards or protocols as the handling of food items".

False.

9. Answer 'Yes' or 'No' to the following question: "Are food handlers allowed to wear nail polish when handling food?"

No.

10. Select the correct answer:

How often must food handlers wearing disposable gloves change these gloves regardless of any other requirement?

- (a) Every 15 minutes
- (b) Every 30 minutes
- (c) Every hour
- (d) There is no such requirement.

(c) Every hour.

11. Answer 'Yes' or 'No' to the following question: "Are food handlers allowed to wear their food handling clothes to and/or from work?"

No.

12. What are the three main ways to identify problems in the workplace in relation to food safety?

- Personal observation of conditions and/or staff practice
- Inspection of raw materials, premises, equipment and final products
- Review of food safety records.

13. What are the two recommended methods for reporting inconsistencies and 'out of control' food safety situations in the workplace?

- Verbally, face-to-face
- Over the phone.

14. When visually inspecting food deliveries into the premises, what three checks should be made?

- Free from contamination
- No pests/vermin
- Use-by dates are acceptable.

15. At what temperature should potentially hazardous food be when delivered to a food premises?

At 5°C or below.

16. Why is it beneficial to use colour-coded chopping boards to prepare food?

To guard against cross contamination.

17. List the only three acceptable ways to de-frost frozen food, indicating which of the three is the 'preferred' method.

- Under refrigeration – preferred method
- Using a microwave
- Running cold water over it.

18. What is the most common stock rotation method for food?

FIFO – First In, First Out.

19. What is the *maximum* temperature a refrigerator should operate at?

5°C.

20. What is the recommended temperature for freezers to be operating at?

-15°C or below.

- 21. Complete the requirements of the Two-step rule for cooling hot food by supplying the missing figures:**

Step 1: Cool hot food down from 60°C to 21°C within 2 hours of removing the food from the stove, oven or other cooking unit.

Step 2: Once the food has reached 21°C it should be placed into a refrigerator/cool room, and then cooled to 5°C (or below) within a further 4 hours.

- 22. Why is it unacceptable to cut raw meat with a knife and then use the same knife, without cleaning and sanitising it, to cut cooked/ready-to-eat meat?**

Answer must address preventing the risk of cross contamination between the raw meat and the cooked/ready-to-eat food.

- 23. How many times may cooked food be re-heated for sale/service?**

Once only.

- 24. When re-heating previously cooked food, what temperature should it be raised to, and for how long?**

70°C for 2 minutes.

- 25. Answer 'True' or 'False' to the following statement: "Where customers are allowed to serve themselves, the business does not have responsibility for the safety of the food being served."**

False.

- 26. Answer 'Yes' or 'No' to the following question: "Can a single use item be used more than once for containing food provided it is washed *and* sanitised between uses?"**

No.

- 27. What temperature should hot holding units keep food at?**

60°C+.

- 28. For the purposes of food safety, define 'clean'.**

Free from visible contamination and odour.

- 29. Answer 'True' or 'False' to the following statement: "If an item is 'clean' it will also be sanitary/sanitised."**

False.

- 30. What is the most common way to sanitise food equipment, surfaces, areas and equipment?**

Using chemicals/a sanitizer.

31. What are the five pieces of information an effective cleaning schedule should contain for a nominated item of food equipment?

- Name of the item
- When it must be cleaned
- Who has responsibility for cleaning it
- What is to be used in the cleaning process
- Detailed cleaning instructions.

32. When using a double-bowl sink to wash crockery and cutlery:

(a) What temperature must the washing water be at?

(b) What temperature must the 'rinsing' water be at?

(c) How long must items spend in the 'rinsing' water to sanitise the items?

(a) 45°C

(b) 77°C

(c) Minimum 30 seconds

33. What are the three generic types of food hazards that exist in food?

- Microbiological contamination
- Chemical contamination
- Physical contamination.

34. What are listed as the 'four keys in responding' to the threats posed by hazards in food?

- Awareness
- Constant vigilance
- Immediate reporting
- Quick and effective responses.

35. What are three signs a can/tin of food may be affected by botulism?

- Leaking
- Blown
- Spurts when opened.

36. Answer 'Yes' or 'No' to the following question: "If mould is sighted on a food item, is it acceptable to remove the mould and use the remainder of that item?"

No.

37. How should fruit and vegetables be treated before use to guard against chemical contamination?

Washed in a sanitising solution.

38. Answer 'True' or 'False' to the following statement: "Rhubarb leaves are safe to eat."

False.

39. What are the three elements in an effective pest/vermin control program in a food premises?

- Physical exclusion of pests
- Chemical and mechanical control
- Sound housekeeping practices.

40. What are the four 'immediate aims' when a food recall need to occur?

- Stop distribution and sale of an affected or suspect product
- Remove the affected product from sale
- Notify the customers who, to your knowledge or belief, may have received the affected goods
- Warn the public of the danger.

41. Answer 'Yes' or 'No' to the following question: "Are food premises under a legal obligation to take action to address an identified food safety issue?"

Yes.

42. List five possible corrective actions that may be involved in responding to food safety issues relating to the receipt of food into the premises.

Any from, but not limited to, the following:

- Refusing/rejecting refrigerated high risk foods that are delivered at more than 5°C – unless satisfied it has been outside that temperature for less than 2 hours
- Refusing/rejecting frozen produce not hard frozen
- Refusing/rejecting hot food delivered at less than 60°C – unless you are convinced it has been at this temperature for less than 2 hours
- Refusing/rejecting products which are not adequately marked with manufacturer's details
- Refusing/rejecting food delivered in an unclean vehicle, or which is being delivered in an inappropriate vehicle such as a private car/vehicle
- Refusing/rejecting foods delivered mixed in with chemicals
- Refusing/rejecting out-of-date foodstuffs
- Refusing/rejecting food items delivered in damaged packages where the integrity of the food may have been compromised

- Refusing/rejecting food items where there is evidence of vermin
- Refusing/rejecting food items that look or smell unacceptable.

43. What three actions might you take to respond to evidence there is vermin/pest infestation in a food premises?

Any from the following:

- Laying baits
- Engaging the services of a licensed pest control company
- Investigating where they are getting in and making repairs – fitting fly wire, filling in holes
- Discarding contaminated food.

44. List three possible corrective actions that could be taken if there are problems identified relating to the thawing of frozen food.

Any from the following:

- Training staff to wait until food is fully thawed before cooking
- Training staff in proper thawing practices, including the need to plan defrosting needs
- Discarding all food exceeding the 2/4 rule
- Throwing out all food that is defrosted in an uncovered state, or which has defrosted in damaged packaging
- Discarding all food that has been thawed and re-frozen
- Training staff not to freeze thawed product.

45. Answer 'Yes' or 'No' to the following question: "Should cold holding units be pre-chilled before loading chilled food into them?"

Yes.

46. Answer 'True' or 'False' to the following statement: "Rubbish bins should be kept clean."

True.

47. Select the correct answer:

How many rubbish bins must each food premises have?

- (a) Two
- (b) Three
- (c) Four
- (d) Sufficient to cater for rubbish/waste produced

- (a) Sufficient to cater for rubbish/waste produced

48. List six ways a staff member can identify the enterprise standards and legislated requirements applying to personal practices and personal presentation of food handling staff in their workplace?

- Speak to management, supervisor, more experienced staff
- Read company policies and procedures
- Attend training
- Observe others
- Ask questions
- Talk to health authorities

49. List four practical measures food handlers can take to help guard food against contamination from clothes.

- Ensure uniform/food handling clothes are not loose
- Ensure buttons on food handling clothes are not loose
- Avoid adding brooches, name tags, clips, pins to clothes – unless they are securely fastened and unable to fall off
- Do not wear food handling clothes to and from work.

50. What temperature should the water be for food handlers when they wash their hands?

40°C

51. When food handlers wash their hands, how long (as a minimum) should they spend rubbing their hands together to work the detergent into the folds and creases of their hands and wrists?

20 seconds.

52. List four practical measures food handlers can take to help guard food against contamination from body fluids.

Any from the following:

- Washing hands thoroughly after using the toilet
- Washing hands thoroughly after handling a handkerchief or nasal tissue to cough or sneeze into, and/or using it to blow the nose
- Refraining from spitting in any food area
- Refraining from smoking or chewing tobacco in any food area
- Staying away from work when suffering cold or flu symptoms and obtaining a doctor's certificate stating as a food handler it is safe to return to work
- Observing all personal hygiene rules
- Avoiding the tasting of food with a spoon and then returning the utensil to the food

- Wearing a sweat band or mopping areas that sweat and then thoroughly washing hands: consider wearing anti-perspirant
- Covering all cuts and sores with approved waterproof dressings and bandages
- Not blowing with the breath into a bag to be used to wrap food
- Not wetting fingers to assist with separating sheets of wrapping paper when packaging take away foods
- Not touching any body opening.

53. What are five symptoms of a foodborne disease

- Diarrhoea
- Vomiting
- Sore throat with fever
- Fever
- Jaundice.

54. What must a food handler do if they are suffering from the symptoms of a foodborne disease?

- Notify supervisor
- Seek medical attention
- Refrain from food handling activities
- Stay away for work for 48 hours after their symptoms have disappeared and they are able to produce 'formed stools'.

55. Answer 'True' or 'False' to the following statement: "Food handlers are allowed to smoke in food areas provided they wash their hands thoroughly afterwards."

False.

Observation Checklist

| | |
|-----------------------------|---|
| Student name | |
| Assessor name | |
| Location/venue | |
| Unit of competency | Comply with workplace hygiene procedures D1.HRS.CL1.05 D1.HOT.CL1.04 D2.TTO.CL4.10 |
| Dates of observation | |
| Instructions | <ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Follow hygiene procedures b) Identify and prevent hygiene risks c) Maintain safe personal food handling and personal presentation standards 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required. |

| Did the candidate | Yes | No |
|--|--------------------------|--------------------------|
| Element 1: Follow hygiene procedures | | |
| Identify relevant workplace hygiene procedures that need to be adhered to | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify enterprise standards and legislated requirements that apply to relevant workplace hygiene procedures | <input type="checkbox"/> | <input type="checkbox"/> |
| Follow workplace hygiene procedures in accordance with enterprise standards and legislated requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| Receive, handle and store all food items according to enterprise standards and legislated requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare, serve and store food in compliance with enterprise standards and legislated requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| Clean food-related items, utensils and areas in compliance with enterprise standards and legislated requirements | <input type="checkbox"/> | <input type="checkbox"/> |

| Did the candidate | Yes | No |
|---|--------------------------|--------------------------|
| Element 2: Identify and prevent hygiene risks | | |
| Identify potential food, personal, environmental and other risks in the workplace promptly | <input type="checkbox"/> | <input type="checkbox"/> |
| Take action to minimise or remove the risk of food contamination within the scope of individual responsibility | <input type="checkbox"/> | <input type="checkbox"/> |
| Handle and dispose of food waste and rubbish in compliance with enterprise standards and legislated requirements | <input type="checkbox"/> | <input type="checkbox"/> |
| Element 3: Maintain safe personal food handling and personal presentation standards | | |
| Identify the enterprise standards and legislated requirements that apply to personal practices and presentation for food handling staff | <input type="checkbox"/> | <input type="checkbox"/> |
| Follow enterprise standards and legislated requirements that apply personal practices and presentation for food handling staff | <input type="checkbox"/> | <input type="checkbox"/> |
| Did the student's overall performance meet the standard? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|---|--|-------------|--|
| Feedback to student and trainer/assessor | | | |
| Strengths: | | | |
| Improvements needed: | | | |
| General comments: | | | |
| Candidate signature | | Date | |
| Assessor signature | | Date | |

Third Party Statement

| | | | |
|---|---|--------------------------|--------------------------|
| Student name: | | | |
| Name of third party: | | Contact no | |
| Relationship to student: | <input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i> | | |
| Unit of competency: | Comply with workplace hygiene procedures D1.HRS.CL1.05 D1.HOT.CL1.04 D2.TTO.CL4.10 | | |
| <p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p> | | | |
| Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i> | Yes | No | Not sure |
| Identifies and follows workplace and legislated safe food hygiene practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Receives, handles and stores food items legally and in accordance with safe food handling requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepares, serves and stores food legally and in accordance with safe food handling requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cleans food-related items, utensils, equipment and food preparation/food contact surfaces and areas in accordance with enterprise and legislated requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies potential food, personal, environmental and other risks in the workplace promptly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Takes action to minimise or remove the risk of food contamination within the scope of individual responsibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Handles and disposes of food waste and rubbish in compliance with enterprise standards and legislated requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies and complies with workplace requirements in relation to personal practices and presentation for food handling staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/feedback from Third Party to Trainer/Assessor:

| | |
|--|--|
| | |
|--|--|

Third party signature:

Date:

Send to:

Competency Recording Sheet

| | | |
|--|---|---|
| Name of Student | | |
| Name of Assessor/s | | |
| Unit of Competency | Comply with workplace hygiene procedures | D1.HRS.CL1.05 D1.HOT.CL1.04 D2.TTO.CL4.10 |
| Date assessment commenced | | |
| Date assessment finalised | | |
| Assessment decision | Pass Competent / Not Yet Competent (Circle one) | |
| Follow up action required (Insert additional work and assessment required to achieve competency) | | |
| Comments/observations by assessor/s | | |

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

| Element & Performance Criteria | Observation of skills | 3rd Party Statement | Oral Questions | Written Questions | Work Projects | Other |
|--|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| Element 1: Follow hygiene procedures | | | | | | |
| Identify relevant workplace hygiene procedures that need to be adhered to | | | | | | |
| Identify enterprise standards and legislated requirements that apply to relevant workplace hygiene procedures | | | | | | |
| Follow workplace hygiene procedures in accordance with enterprise standards and legislated requirements Follow workplace hygiene procedures in accordance with enterprise standards and legislated requirements | | | | | | |
| Receive, handle and store all food items according to enterprise standards and legislated requirements Receive, handle and store all food items according to enterprise standards and legislated requirements | | | | | | |
| Prepare, serve and store food in compliance with enterprise standards and legislated requirements Prepare, serve and store food in compliance with enterprise standards and legislated requirements | | | | | | |
| Clean food-related items, utensils and areas in compliance with enterprise standards and legislated requirements | | | | | | |

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

| Element & Performance Criteria | Observation of skills | 3rd Party Statement | Oral Questions | Written Questions | Work Projects | Other |
|---|-----------------------|---------------------|----------------|-------------------|---------------|-------|
| Element 2: Identify and prevent hygiene risks | | | | | | |
| Identify potential food, personal, environmental and other risks in the workplace promptly | | | | | | |
| Take action to minimise or remove the risk of food contamination within the scope of individual responsibility | | | | | | |
| Handle and dispose of food waste and rubbish in compliance with enterprise standards and legislated requirements | | | | | | |
| Element 3: Maintain safe personal food handling and personal presentation standards | | | | | | |
| Identify the enterprise standards and legislated requirements that apply to personal practices and presentation for food handling staff | | | | | | |
| Follow enterprise standards and legislated requirements that apply personal practices and presentation for food handling staff | | | | | | |
| Candidate signature | | | Date | | | |
| Assessor signature | | | Date | | | |

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