



# Apply standard safety procedures for handling foodstuff

D1.HRS.CL1.02

Assessor Manual





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**Assessor Manual**



**William  
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Specialist centre  
for foods, tourism  
& hospitality

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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
- Case Studies

- 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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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.		
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE:</b> APPLY STANDARD SAFETY PROCEDURES FOR HANDLING FOODSTUFFS		<b>NOMINAL HOURS:</b> 45
<b>UNIT NUMBER:</b> D1.HRS.CL1.02		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to apply standard safety procedures for handling foodstuffs in a range of settings within the in the hotel and travel industries workplace context		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Identify hazards and risks</b></p> <p>1.1 Identify key <i>hazards and risks</i> associated with the individual work role</p> <p>1.2 Check own work area to identify hazards and risks</p> <p><b>Element 2: Follow enterprise hygiene standards, procedures and practices</b></p> <p>2.1 Implement required personal hygiene practices</p> <p>2.2 Maintain clothing to meet work area standards</p> <p>2.3 Follow <i>hygiene procedures</i> in accordance with enterprise requirements</p>	<p><b>Unit Variables</b></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 standard safety procedures for handling foodstuffs within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Food and Beverage Service</li> <li>2. Food Production.</li> </ol> <p><i>Hazards and risks</i> may include:</p> <ul style="list-style-type: none"> <li>• Biological hazards, such as bacteria, moulds, yeast, other organic matter and contaminants</li> <li>• Physical hazards, including broken glass, metal, plastic, foreign matter, dirt, etc</li> <li>• Chemical hazards, such as additives, chemicals and natural poisons</li> <li>• Hygiene, such as personal habits, illness, clothing and cleanliness of self, work area and equipment.</li> </ul>	

<p><b>Element 3: Handle and store foodstuffs</b></p> <p><b>3.1</b> Handle and store <i>foodstuffs</i> according to enterprise guidelines</p> <p><b>3.2</b> Handle and store foodstuffs in a manner that avoids damage and <i>contamination</i>, meets hygiene standards, and maintains quality</p> <p><b>3.3</b> Store foodstuffs at the correct temperature</p> <p><b>Element 4: Follow food safety program</b></p> <p><b>4.1</b> Ensure work activities conform with the enterprise food safety program</p> <p><b>4.2</b> Identify and monitor areas of risk in individual work area</p> <p><b>4.3</b> Take corrective actions within individual scope of responsibilities to minimise risk in accordance with the enterprise food safety program</p> <p><b>4.4</b> Report risks beyond the control of the individual to the <i>appropriate person(s)</i></p> <p><b>4.5</b> Complete <i>records</i> according to enterprise requirements and work responsibility</p>	<p><i>Hygiene procedures</i> may include enterprise procedures covering:</p> <ul style="list-style-type: none"> <li>• Personal habits/hygiene</li> <li>• Using protective clothing</li> <li>• Equipment/work area</li> <li>• Product contamination/cross contamination.</li> </ul> <p><i>Foodstuffs</i> may include:</p> <ul style="list-style-type: none"> <li>• Meat, such as beef, pork, lamb and chicken</li> <li>• Fish and shellfish</li> <li>• Commodities, including fresh, dried and preserved</li> <li>• Cooked and raw product</li> <li>• Fruits and vegetables</li> <li>• Dry goods</li> <li>• Frozen foods</li> <li>• Pre-prepared food products.</li> </ul> <p><i>Contamination</i> may include:</p> <ul style="list-style-type: none"> <li>• Cross contamination when a cooked product is contaminated by contact with a raw product</li> <li>• Edible product contaminated by waste</li> <li>• Biological contamination, such as bacteria, moulds, yeast, other organic matter and contaminants</li> <li>• Physical contamination, including broken glass, metal, plastic, foreign matter, dirt</li> <li>• Chemical contamination, such as additives, chemicals and natural poisons.</li> </ul>
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*Appropriate persons* may include:

- Supervisors
- Managers
- Local authorities.

*Records* may include:

- Temperature charts
- Delivery information
- Storage information
- First In First Out (FIFO)
- Use by dates.

#### **Assessment Guide**

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

- Knowledge of the enterprise's policies and procedures in regard to complying with the enterprise food safety program
- Understanding the basic principles of food safety
- Demonstrated ability to follow food safety procedures when moving food between locations
- Demonstrated ability to use storage equipment.

#### **Linkages to other units**

- Comply with workplace hygiene procedures
- Receive and store kitchen supplies and food stock
- Maintain strategies for safe storage of prepared foods
- Receive and store stock.

	<p><b>Critical Aspects of Assessment</b></p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• Demonstrated ability to inspect the work area to identify common foodstuff safety hazards/risks</li> <li>• Demonstrated ability to maintain personal hygiene and conduct to minimise risk to food products</li> <li>• Knowledge of handling and storing foodstuffs.</li> </ul> <p><b>Context of Assessment</b></p> <ul style="list-style-type: none"> <li>• This unit may be assessed on or off the job</li> <li>• Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge</li> <li>• Assessment must relate to the individual's work area or area of responsibility.</li> </ul> <p><b>Resource Implications</b></p> <p>Training and assessment to include access to a real or simulated workplace and workplace documents and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p><b>Assessment Methods</b></p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Observation of practical candidate performance</li> <li>• Oral and written questions</li> <li>• Portfolio evidence</li> <li>• Problem solving</li> <li>• Role plays</li> </ul>
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	<ul style="list-style-type: none"> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work.</li> </ul> <p><b>Key Competencies in this Unit</b></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 and reshaping tasks</i></p>		
	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	Collecting, organising and analysing information	1	Interpret procedures correctly
	Communicating ideas and information	1	Share information with other staff
	Planning and organising activities	1	Prioritise actions
	Working with others and in teams	1	Identify and minimise hazards
	Using mathematical ideas and techniques	-	
	Solving problems	1	Use relevant enterprise procedures to resolve problems
	Using technology	1	Use temperature recording equipment



# Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Apply standard safety procedures for handling foodstuff D1.HRS.CL1.02
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Give an example of 'biological' food safety hazards, physical' food safety hazards and 'chemical' food safety hazards which may exist in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
2. Would you do to check your own work area in order to identify food safety hazards/risks?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What personal hygiene practices would you implement at work to ensure/maintain food safety?	<input type="checkbox"/>	<input type="checkbox"/>
4. What requirements/standards apply to clothing worn in food areas?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify four actions you could take in the workplace to protect against cross-contamination.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What enterprise guidelines apply to the handling and storing of foodstuffs?	<input type="checkbox"/>	<input type="checkbox"/>
7. How would you store raw meat and cooked meat to protect it from contamination and maintain its quality?	<input type="checkbox"/>	<input type="checkbox"/>
8. In what temperature range would you store meat, fish, chicken and dairy products to optimise food safety?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. How can you determine the requirements of a workplace food safety program?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it necessary/important for you to identify food safety risks/hazards in your personal work space?	<input type="checkbox"/>	<input type="checkbox"/>
11. You have identified meat in your workplace which has been contaminated in some way: what action would you take in relation to this?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What are/may be workplace requirements for reporting identified food safety risks?	<input type="checkbox"/>	<input type="checkbox"/>
13. What records need to be completed at work in order to document food safety activities?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Apply standard safety procedures for handling foodstuff – D1.HRS.CL1.02

**Student Name:** \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. Name three standard ways to identify key food safety hazards and risks in the workplace.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are the three classifications of contamination which present the potential for food hazards?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Give three examples of checking processes which may be implemented to check personal work area to identify food safety hazards and risks.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Describe five required personal hygiene practices for food handlers.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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8. Give an example of 'direct contamination' of food/food surfaces and an example of 'indirect contamination' of food/food surfaces.

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9. Why should raw, high-risk food never be stored above cooked/ready-to-eat food?

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10. How often should food equipment and areas be cleaned to help prevent cross contamination?

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11. List three methods/techniques which can be used to help prevent direct contact between bare hands and food.

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12. List six requirements for the use/wearing of disposable gloves by food handlers.

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13. Describe five standard safe food handling requirements in relation to food storage.

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14. Identify five safe food handling requirements in relation to food receipt.

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15. What is the Temperature Range of the Temperature Danger Zone?

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16. Explain the '2/4 rule.

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17. Explain the two-step rule for cooling hot food.

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18. What are the only three ways to safely thaw frozen food?

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19. At what temperature should food refrigerators and cool rooms operate at?

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20. What is the name of the standard procedure for rotation of foodstuffs?

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21. What is the temperature range for dry goods stores?

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22. At what temperature should food freezers operate at?

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23. What are the three elements of an effective pest control program?

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24. List four requirements for the handling of garbage within the kitchen.

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25. Give five examples of 'poor organisational practices' which may compromise requirements of a venue FSP.

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26. Describe six adverse impacts on a business of failing to implement required food safety practices.

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27. Describe five possible Corrective Actions which may need to be taken to address identified out of control situations in relation to the preparation of food.

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28. Describe three possible Corrective Actions which may need to be taken to address identified out of control situations in relation to the reheating of food.

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29. Identify three 'appropriate persons' to whom reports about food safety risks should/could be reported.

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30. Identify three acceptable ways of making a food safety/risk report.

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31. Identify five possible food safety records a FSP may require you to keep.

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32. What is the role of a 'Cold Storage Temperature Log'?

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# Answers to Written Questions

## Apply standard safety procedures for handling foodstuff – D1.HRS.CL1.02

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. Name three standard ways to identify key food safety hazards and risks in the workplace**
  - Personal observation
  - As a result of personal experience with items and situations
  - Analysis of food safety records, documents and logs
  - Conducting regular and scheduled workplace inspections and checks.
  
- 2. What are the three classifications of contamination which present the potential for food hazards?**
  - Microbiological contamination
  - Chemical contamination
  - Physical contamination.
  
- 3. Give three examples of checking processes which may be implemented to check personal work area to identify food safety hazards and risks**
  - Inspecting the work area prior to commencing work
  - Following the requirements of any workplace-specific checklists which may be provided to guide
  - Monitoring work on an ongoing basis
  - Verifying safety of food to be used
  - Observing food handling practices of colleagues
  - Testing equipment.

**4. Describe five required personal hygiene practices for food handlers**

- Avoid touching food with the bare hands
- Avoid touching food surfaces with the bare hands
- No jewellery to be worn on hands and wrists
- Facial hair must be kept neat and controlled
- Long hair must be tied back
- Beard snood to be worn
- Fingernails must be short, clean and free of polish
- Fingernail decorations and artificial nails are prohibited
- Clothing must be clean
- It is not permitted to wear 'food handling' clothes to and from work
- Refraining from smoking or chewing tobacco in any food area
- Staying away from work when suffering cold or flu symptoms
- Food handlers with any communicable disease must not deal with food until they receive a certificate from a doctor stating as a food handler they are cleared to work with food
- Refraining from spitting in any food area
- Avoiding tasting of food with a spoon and then returning the utensil to the food
- Wearing a sweat band
- 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 anybody opening
- Hands must be washed properly.

**5. List six occasions when food handlers must wash their hands**

- Any time the hands are likely to be a source of contamination:
  - After handling rubbish/garbage and before handling food or food contact surfaces
  - After undertaking cleaning duties and before handling food or food contact surfaces
  - After handling animals and before handling food or food contact surfaces
  - After changing a baby's nappy and before handling food or food contact surfaces
  - After accepting a delivery of food into the premises and before handling food or food contact surfaces
  - After handling money and before handling food or food contact surfaces
  - In between handling raw food (meat, fish or chicken) and handling other foods such as cooked and/or ready-to-eat food
- Before they start their food handling duties
- Immediately after engaging in nominated activities:
  - Smoking – including using tobacco products
  - Coughing or sneezing
  - Using a handkerchief or nasal tissue – which includes blowing the nose
  - Eating or drinking
  - Touching hair, scalp, mouth, nose, ears, anybody opening or any wound
- After any absence from the work station
- Immediately after using the toilet and before handling food or food contact surfaces.

**6. Describe how food handlers should wash and dry their hands**

- Rinse off visible and easy to remove dirt
- Apply soap/detergent
- Wash hands for at least 20 seconds:
  - Thoroughly and vigorously massage the soap into the folds and creases of the hands and wrists
  - Clean under the fingernails
- Rinse soap from hands
- Thoroughly dry hands – the preferred method of drying hands is to:
  - Shake off excess water, Dry with paper towel
  - Finish with hot air dryer.

**7. Describe five requirements to ensure you are wearing clothing to meet work area standards**

- Protective clothing and equipment worn/used by food handlers must be clean
- Food handlers are legally obliged to ensure their clothing does not contaminate food or food-related equipment, utensils or surfaces
- Clothing that becomes dirty and a risk to food must be changed
- Outer clothing needs to be changed when it has become soiled as a result of handling exposed (that is, not packaged) high risk raw food and there is then a need to handle exposed ready-to-eat food
- Protective clothing such as aprons, overalls, hats, gloves and other outer protective clothing/equipment should be removed before visiting the toilet
- Avoid loose-fitting clothes
- Wear clean clothes to work daily
- Have a change of clothes available at work
- Do not wear food handling clothes to and from work
- Wear protective clothing such as aprons
- Ensure buttons on food handling clothes are not
- Avoid adding brooches, name tags, clips, pins to clothes – unless they are securely fastened and unable to fall off.

**8. Give an example of ‘direct contamination’ of food/food surfaces and an example of ‘indirect contamination’ of food/food surfaces**

Direct:

- Sneezing, coughing directly onto food/surfaces
- Cutting raw high risk food with knife & then using it to cut cooked/ready-to-eat food without cleaning in between
- Cutting raw high risk food on a chopping board and then using it to cut cooked/ready-to-eat food without cleaning in between.

Indirect:

- Sneezing, coughing into hands and then using those hands to prepare food.

**9. Why should raw, high-risk food never be stored above cooked/ready-to-eat food?**

To prevent cross contamination by blood/juice dripping onto the products below.

**10. How often should food equipment and areas be cleaned to help prevent cross contamination?**

- At the end of each session
- At least every four hours.

**11. List three methods/techniques which can be used to help prevent direct contact between bare hands and food**

- Wearing disposable gloves – and changing them as required
- Using utensils (tongs, spatulas, forks, spoons) instead of bare hands to handle ready-to-eat food
- Using paper (tissue) to act as a barrier between ready-to-eat foods and bare hands.

**12. List six requirements for the use/wearing of disposable gloves by food handlers**

- Change gloves immediately they are ripped/torn
- Change gloves between handling raw and cooked, ready-to-eat foods
- Change gloves every hour regardless
- If handling money do not use gloved hand to handle food
- If changing gloves during service ensure they are not taken off over food/food surfaces if the gloves contain powder as the powder may provide a source of contamination
- Do not try to put on gloves that have already been used
- Do not turn gloves inside out and try to wear them again
- Change gloves whenever they become contaminated from whatever source – raw food, blood, sneezing, chemicals, scratching the face, handling rubbish
- Whenever required to wash hands, gloves should be changed.

**13. Describe five standard safe food handling requirements in relation to food storage**

- Use food grade materials to store food susceptible to contamination – such as stainless steel
- Cover food that is in storage to protect it from contamination
- Rotate stock to ensure it is used in the correct sequence
- Keep all storage areas and equipment clean
- Never store food (including packaged food) directly on the floor
- Ensure pests and rodents are excluded from food storage areas.

**14. Identify five safe food handling requirements in relation to food receipt**

- The food is free from visible contamination
- The use-by dates of the food are acceptable
- Inspect the food delivery vehicle
- Check the practices of the delivery driver
- Ensure someone is at the premises to receive the food
- Check the temperature of the food in accordance with the requirements of the FSP using a properly calibrated thermometer
- Check all packaged food is properly labelled with the name of the supplier, manufacturer or vendor
- Store all deliveries as soon as possible after they have been delivered and checked.

**15. What is the Temperature Range of the Temperature Danger Zone?**

The range is 5°C to 60°C.

**16. Explain the '2/4 rule**

The 2/4 rule states:

- Potentially hazardous foods which have been in the Temperature Danger Zone for four hours (or more) must be discarded/thrown out
- Potentially hazardous foods that have been in the Temperature Danger Zone for two hours can be refrigerated and then returned to the Temperature Danger Zone for another two hours, maximum
- When high risk food has been in the Temperature Danger Zone for two hours it must be cooked or eaten within the next two hours or thrown out.

There are no exceptions to this rule.

**17. Explain the two-step rule for cooling hot food**

It states:

- Step 1: Cool hot food down from 60°C to 21°C within two 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 four hours.

If the cooling of high risk food does not meet these criteria, the food must be thrown out.

**18. What are the only three ways to safely thaw frozen food?**

- Under refrigeration
- In microwave
- Under cold running water.

**19. At what temperature should food refrigerators and cool rooms operate at?**

At or below 5°C.

**20. What is the name of the standard procedure for rotation of foodstuffs?**

First In First Out.

**21. What is the temperature range for dry goods stores?**

15°C to 20°C.

**22. At what temperature should food freezers operate at?**

At or below minus 15°C.

**23. What are the three elements of an effective pest control program?**

- Physical exclusion of pests – also known as ‘Build them out’
- Chemical and mechanical control – also known as ‘Chase them out’
- Sound housekeeping practices – also known as ‘Starve them out’.

**24. List four requirements for the handling of garbage within the kitchen**

- Wear disposable gloves when handling garbage
- Wash hands after handling garbage or bins.
- Emptying internal bins regularly
- Emptying bins when three-quarters full – and not waiting until they are full/overflowing
- Always emptying internal bins at the end-of-shifts/session
- Using bin liners
- Cleaning in and around bins
- Cleaning bins at the end of each shift/session – using detergent and hot water.

**25. Give five examples of 'poor organisational practices' which may compromise requirements of a venue FSP**

- Poor personal hygiene practices
- Poor food handling practices that may result in the contamination of food
- Poor cleaning practices that may result in cross contamination of food and other items including food preparation equipment, utensils and surfaces
- Practices that are inconsistent with the FSP for the premises
- Implementation and continuation of food handling practices that are out-dated by virtue of their failure to align with changing workplace conditions and food handling activities
- Use of equipment and utensils that are broken, damaged or otherwise failing to operate or function as intended
- Employment of staff who have not received the necessary and appropriate training to allow them to work effectively with the required skills and knowledge.

**26. Describe six adverse impacts on a business of failing to implement required food safety practices**

- They may be fined by the authorities
- The authorities may temporarily close the business down
- Gaol for the owner or staff
- Being sued by customers
- Bad media exposure
- Permanent closure of the business
- Loss of jobs for staff.

**27. Describe five possible Corrective Actions which may need to be taken to address identified out of control situations in relation to the preparation of food**

- Supply sufficient time and resources to facilitate compliance with correct food handling practices
- Put up signs to prompt/remind staff of correct/safe food handling practices
- Revamp preparation procedures and practices so as to minimise time food spends in the Temperature Danger Zone
- Improve stock rotation procedures
- Apply the '2/4 rule'
- Change cloths/swabs regularly
- Monitor the performance of individual staff members in relation to food preparation-food safety issues, and suggest improvements to practice where this is deemed necessary
- Train staff as required.

**28. Describe three possible Corrective Actions which may need to be taken to address identified out of control situations in relation to the reheating of food**

- Revamp re-heating procedures to ensure 70°C for two minutes or higher is attained, and display/holding protocols ensure 60°C or higher is maintained
- Alter re-heating practices to re-heat quicker and/or in smaller quantities
- Throw out re-heated food that fails to reach a core temperature of 70°C or higher for at least two minutes
- Train staff – as required.

**29. Identify three ‘appropriate persons’ to whom reports about food safety risks should/could be reported**

- The Food Safety Supervisor
- A department or shift supervisor
- The department or venue manager
- The owner
- Any member of the establishment food safety team/committee (where one exists)
- Head office.

**30. Identify three acceptable ways of making a food safety/risk report**

- Verbally – face-to-face
- Via the telephone
- Using e-mail
- Completing nominated food safety reports forms.

**31. Identify five possible food safety records a FSP may require you to keep**

- Approved Food Suppliers List
- Goods Receiving Form
- Goods rejected Form
- Cold Storage Temperature Log
- Ready To Eat Food On Display Log
- Hot Display Temperature Log
- Cold Display Temperature Log
- Equipment Calibration Log
- Internal Review – Process temperature Log
- Corrective Actions form.

**32. What is the role of a ‘Cold Storage Temperature Log’?**

To record daily temperatures of fridges, freezers and cool rooms.



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Apply standard safety procedures for handling foodstuff D1.HRS.CL1.02
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Identify hazards and risks</li> <li>b) Follow enterprise hygiene standards, procedures and practices</li> <li>c) Handle and store foodstuffs</li> <li>d) Follow food safety program</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Identify hazards and risks</b>		
Identify key hazards and risks associated with the individual work role	<input type="checkbox"/>	<input type="checkbox"/>
Check own work area to identify hazards and risks	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Follow enterprise hygiene standards, procedures and practices</b>		
Implement required personal hygiene practices	<input type="checkbox"/>	<input type="checkbox"/>
Maintain clothing to meet work area standards	<input type="checkbox"/>	<input type="checkbox"/>
Follow hygiene procedures in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 3: Handle and store foodstuffs</b>		
Handle and store foodstuffs according to enterprise guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Handle and store foodstuffs in a manner that avoids damage and contamination, meets hygiene standards, and maintains quality	<input type="checkbox"/>	<input type="checkbox"/>
Store foodstuffs at the correct temperature	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Follow food safety program</b>		
Ensure work activities conform with the enterprise food safety program	<input type="checkbox"/>	<input type="checkbox"/>
Identify and monitor areas of risk in individual work area	<input type="checkbox"/>	<input type="checkbox"/>
Take corrective actions within individual scope of responsibilities to minimise risk in accordance with the enterprise food safety program	<input type="checkbox"/>	<input type="checkbox"/>
Report risks beyond the control of the individual to the appropriate person(s)	<input type="checkbox"/>	<input type="checkbox"/>
Complete records according to enterprise requirements and work responsibility	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Feedback to student and trainer/assessor</b>			
<b>Strengths:</b>			
<b>Improvements needed:</b>			
<b>General comments:</b>			
<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<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>		
<b>Unit of competency:</b>	Apply standard safety procedures for handling foodstuff D1.HRS.CL1.02		
<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>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response)</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Identifies workplace food safety hazards and risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to required personal hygiene practices and protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles and stores foods in a safe manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with food in accordance with applicable food safety program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and addresses food safety risk in individual work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports food safety risk to appropriate person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes necessary food safety records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

Large empty rectangular box for providing comments or feedback.

**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Apply standard safety procedures for handling foodstuff	D1.HRS.CL1.02
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Identify hazards and risks</b>						
Identify key hazards and risks associated with the individual work role						
Check own work area to identify hazards and risks						
<b>Element 2: Follow enterprise hygiene standards, procedures and practices</b>						
Implement required personal hygiene practices						
Maintain clothing to meet work area standards						
Follow hygiene procedures in accordance with enterprise requirements						
<b>Element 3: Handle and store foodstuffs</b>						
Handle and store foodstuffs according to enterprise guidelines						
Handle and store foodstuffs in a manner that avoids damage and contamination, meets hygiene standards, and maintains quality						
Store foodstuffs at the correct temperature						

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
<b>Element 4: Follow food safety program</b>						
Ensure work activities conform with the enterprise food safety program						
Identify and monitor areas of risk in individual work area						
Take corrective actions within individual scope of responsibilities to minimise risk in accordance with the enterprise food safety program						
Report risks beyond the control of the individual to the appropriate person(s)						
Complete records according to enterprise requirements and work responsibility						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			





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