



Maintain strategies for safe food storage

D1.HCC.CL2.04

Assessor Manual



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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
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.		
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: MAINTAIN STRATEGIES FOR SAFE FOOD STORAGE		NOMINAL HOURS: 10
UNIT NUMBER: D1.HCC.CL2.04		
UNIT DESCRIPTOR: this unit deals with skills and knowledge required by cooks and chefs to monitor and maintain safe food strategies in commercial food production environments. These procedures relate to a food safety program based on the Hazard Analysis and Critical Control Points method (HACCP) but can also be customized to other food systems.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Identify critical control points in food production</p> <p>1.1 Identify <i>critical points</i> in the processing of food</p> <p>1.2 Identify <i>legislated and enterprise requirements</i></p> <p>Element 2: Handle and store food products correctly</p> <p>2.1 Identify <i>safe food storage</i> conditions for food products</p> <p>2.2 Apply safe food storage conditions to food products</p> <p>2.3 <i>Review/correct</i> storage of products</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 monitoring and maintaining safe food within the labour divisions of the hotel and travel industries and may include:</p> <p>1 Food Production.</p> <p><i>Critical points</i> should include:</p> <ul style="list-style-type: none"> • Purchasing • Delivery and storage • Temperature control • Transport vehicle • Preparation • Cooking • Holding 	

Element 3: Maintain strategies for safe food

3.1 Check processes are being followed on a regular basis

3.2 Respond to/correct unsafe practices

3.3 Review/correct strategies for safe food

- Freezing
- Thawing.

Legislated and enterprise requirements should relate to:

- Policies and procedures
- Laws and regulations.

Safe food storage should include:

- Away from chemicals
- Away from physical contaminates
- Away from microbiological contaminates
- Time
- Temperature, such as fridge, freezer and *bain-marie*
- Cross-contamination
- Containers
- Labelling
- First In, First Out (FIFO)
- Cooling and storage
- Re-thermalisation
- Holding and display.

Review/correct may be related to:

- Enterprise procedures/requirements
- Problem solving
- Monitor and record
- Local authority requirements.

Check on a regular basis may include:

- Record keeping
- Food handling
- Temperature control
- New practices.

Respond to/correct may be related to:

- Temperature
- Time
- First In, First Out (FI/FO)
- Containers
- Training
- Cleaning.

Assessment Guide

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

- Knowledge of correct method is demonstrated for maintaining safe food
- Ability to identify food products by sight
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Ability to demonstrate safe equipment/utensil practical skills
- Ability to problem-solve.

Linkages To Other Units

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food
- Work effectively with colleagues and customers
- Maintain strategies for safe food
- Present and display food products
- Apply basic techniques of commercial cookery.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the characteristics of maintaining safe food and the terminology used
- Demonstrate safe and hygienic handling of variety of food products
- Demonstrate safe use of associated equipment
- Demonstrated ability to store food products.

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
- Demonstration of skills on more than one occasion.

Resource Implications

Training and assessment must include access and use of a fully equipped commercial kitchen, real ingredients, storage and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

<p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Oral and written questions • 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>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Seek out information related to food safety; understand enterprise policies and procedures related to food safety
Communicating ideas and information	2	Receive, follow and give instructions to others related to food safety; communicate with colleagues about food safety issues
Planning and organising activities	2	Plan and complete work tasks related to food handling, in accordance with food safety requirements
Working with others and in teams	1	Work cooperatively with colleagues in completing work tasks related to food safety
Using mathematical ideas and techniques	1	Record food safety data

	Solving problems	2	Deal with identified food safety hazards; assess risks at critical control points
	Using technology	1	Use temperature testing equipment and read temperature gauges

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Maintain strategies for safe food storage D1.HCC.CL2.04
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. What are the critical control points in food production?	<input type="checkbox"/>	<input type="checkbox"/>
2. Give five examples of legislated requirements relating to the safe production of food.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Describe the safe storage conditions for refrigerated high risk/potentially hazardous food.	<input type="checkbox"/>	<input type="checkbox"/>
4. What are the conditions for the safe holding of hot food prior to service?	<input type="checkbox"/>	<input type="checkbox"/>
5. How would you review the implementation of safe food storage in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Describe the checks you make, and the frequency of these checks, when checking strategies to maintain safe food are being implemented.	<input type="checkbox"/>	<input type="checkbox"/>
7. Give one example of how you responded to an identified unsafe food practice: what was the situation and food involved? How did you identify the situation? What remedial or corrective did you take?	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe one strategy to maintain food safety that you have reviewed and corrected or changed: what was the strategy? Why was there a need to change it? What change did you make?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Maintain strategies for safe food storage – D1.HCC.CL2.04

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is a critical control point?

2. Name 5 critical points in food processing

3. What is a legislated requirement?

4. What is an enterprise requirement?

5. Where do you find the enterprise standard in relation to Food Safety?

6. Who has to follow the Food Safety Plan Instructions?

7. What the expected standard in relation to food storage?

8. What is the safety limit for storing raw fresh seafood?

9. Do vegetables need to be stored under refrigeration for food safety reasons?

10. What is the temperature danger zone for high protein, high moisture foods?

11. Explain the 2 hour 4 hour rule for cooling cooked foods

12. What is used to check the temperatures?

13. What is the purpose of a review of food storage procedures?

14. What is checked in the review of the food storage procedures?

15. What is the role and responsibility of the Food Safety Supervisor?

16. What does a corrective action achieve?

17. Give 4 examples of a corrective action.

18. How many times must a food premises carry out an audit on its production processes?



Answers to Written Questions

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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. What is a critical control point?

A point in the process where control can be lost if standards are not upheld.

2. Name 5 critical points in food processing

- Purchasing of food
- Receiving food
- Storing food
- Preparing food
- Cooking food
- Cooling food
- Storing cooked food
- Thawing frozen food
- Re heating pre cooked food
- Serving food.

3. What is a legislated requirement?

Standards set by the government and is mandated in act of law.

4. What is an enterprise requirement?

Something that is expected within an enterprise and is not expected outside of the enterprise.

5. Where do you find the enterprise standard in relation to Food Safety?

In the Food Safety Plan.

6. Who has to follow the Food Safety Plan Instructions?

Everybody.

7. What the expected standard in relation to food storage?

That food is stored safe and is fit for human consumption.

8. What is the safety limit for storing raw fresh seafood?

Close to 1°C as possible.

9. Do vegetables need to be stored under refrigeration for food safety reasons?

No they are stored under refrigeration to maintain quality.

10. What is the temperature danger zone for high protein, high moisture foods?

Between 5°C and 60°C.

11. Explain the 2 hour 4 hour rule for cooling cooked foods

- Cooked foods must be cooled to ambient room temperature (21°C) within 2 hours and cooled to below 5°C within the next 4 hours
- A total of six hours to cool food from 60°C to below 5°C.

12. What is used to check the temperatures?

A 'calibrated' thermometer.

13. What is the purpose of a review of food storage procedures?

The check to see if processes are being followed correctly.

14. What is checked in the review of the food storage procedures?

Temperature; cleanliness; contamination risk; sighting of sign of pests; checking for out of date foods.

15. What is the role and responsibility of the Food Safety Supervisor?

- Training of staff
- Keeping up to date in food safety knowledge
- Management of the storage of records.

16. What does a corrective action achieve?

It brings the process of producing safe food back under control.

17. Give 4 examples of a corrective action.

- Where did the problem occur?
- What is the problem that caused the need for a corrective action?
- What is the standard that must be measured?

18. How many times must a food premises carry out an audit on its production processes?

At least on a yearly basis.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Maintain strategies for safe food storage D1.HCC.CL2.04
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) Identify critical control points in food production b) Handle and store food products correctly c) Maintain strategies for safe food 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: Identify critical control points in food production		
Identify critical points in the processing of food	<input type="checkbox"/>	<input type="checkbox"/>
Identify legislated and enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Handle and store food products correctly		
Identify safe food storage conditions for food products	<input type="checkbox"/>	<input type="checkbox"/>
Apply safe food storage conditions to food products	<input type="checkbox"/>	<input type="checkbox"/>
Review/correct storage of products	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Maintain strategies for safe food		
Check processes are being followed on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>
Respond to/correct unsafe practices	<input type="checkbox"/>	<input type="checkbox"/>
Review/correct strategies for safe food	<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:	Maintain strategies for safe food storage D1.HCC.CL2.04		
<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 critical points in the processing of food in the establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies legislated and enterprise requirements for food production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies, applies and reviews safe food storage conditions for food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks safe food processes are being followed on a regular basis and respond appropriately to unsafe practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews and corrects (where necessary) strategies to ensure safe food	<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	Maintain strategies for safe food storage	D1.HCC.CL2.04
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: Identify critical control points in food production						
Identify critical points in the processing of food						
Identify legislated and enterprise requirements						
Element 2: Handle and store food products correctly						
Identify safe food storage conditions for food products						
Apply safe food storage conditions to food products						
Review/correct storage of products						
Element 3: Maintain strategies for safe food						
Check processes are being followed on a regular basis						
Respond to/correct unsafe practices						
Review/correct strategies for safe food						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
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