CATAPULT

SITXFSA006

Participate in safe food handling practices

Unit/Assessment Mapping (Extract)

Unit mapping

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA

Elements and performance criteria

1   Follow food safety program

		KQ	P	PA
1.1	Access and use relevant information from organisational food safety program	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d, Q 1.1.e, Q 1.1.f, Q 1.1.g, Q 1.1.h	P	YES
1.2	Follow policies and procedures in food safety program	Q 1.2.a, Q 1.2.b	P	YES
1.3	Control food hazards at critical control points	Q 1.3.a, Q 1.3.b, Q 1.3.c, Q 1.3.d, Q 1.3.e	P	YES
1.4	Complete food safety monitoring processes and complete documents as required	Q 1.4.a, Q 1.4.b	P	YES
1.5	Identify and report non-conforming practices	Q 1.5.a, Q 1.5.b	P	YES
1.6	Take corrective actions within scope of job responsibility for incidents where food hazards are identified	Q 1.6.a, Q 1.6.b	P	YES

2   Store food safely

		KQ	P	PA
2.1	Select food storage conditions for specific food type	Q 2.1.a, Q 2.1.b, Q 2.1.c	P	YES
2.2	Store food in environmental conditions that protect against contamination and maximise freshness, quality and appearance	Q 2.2.a, Q 2.2.b, Q 2.2.c	P	YES
2.3	Store food at controlled temperatures and ensure that frozen items remain frozen during storage	Q 2.3.a, Q 2.3.b	P	YES
2.4	Ensure food is stored to avoid cross-contamination of ingredients	Q 2.4.a, Q 2.4.b	P	YES

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
3 Prepare food safely			
3.1 Use cooling and heating processes that support microbiological safety of food	Q 3.1.a, Q 3.1.b, Q 3.1.c	P	YES
3.2 Monitor food temperature during preparation using required temperature measuring device to achieve microbiological safety	Q 3.2.a, Q 3.2.b, Q 3.2.c	P	YES
3.3 Ensure safety of food prepared, served and sold to customers	Q 3.3.a, Q 3.3.b, Q 3.3.c, Q 3.3.d	P	YES
3.4 Prepare food to meet customer requirements, including actions to address allergen requests by customers	Q 3.4	P	YES
4 Provide safe single use items			
4.1 Store, display and provide single use items so they are protected from damage and contamination	Q 4.1.a, Q 4.1.b	P	YES
4.2 Follow instructions for items intended for single use	Q 4.2	P	YES
5 Maintain a clean environment			
5.1 Clean and sanitise equipment, surfaces and utensils	Q 5.1.a, Q 5.1.b	P	YES
5.2 Use appropriate containers and prevent accumulation of garbage and recycled matter	Q 5.2.a, Q 5.2.b, Q 5.2.c	P	YES
5.3 Identify and report cleaning, sanitising and maintenance requirements	Q 5.3.a, Q 5.3.b	P	YES
5.4 Dispose of, or report damaged or unsafe eating, drinking or food handling utensils	Q 5.4.a, Q 5.4.b	P	YES
5.5 Take measures within scope of responsibility to ensure food handling areas are free from animals and pests and report incidents of animal or pest infestation	Q 5.5.a, Q 5.5.b	P	
6 Dispose of food safely			
6.1 Mark and separate from other foodstuffs any food identified for disposal until disposal is complete	Q 6.1.a, Q 6.1.b	P	YES
6.2 Dispose of food promptly to avoid cross-contamination	Q 6.2	P	YES
6.3 Use appropriate documentation to record disposed food items	Q 6.3.a, Q 6.3.b	P	YES

KQ: Knowledge questions			
P: Project	KQ	P	PA
PA: Practical assessment			

Knowledge evidence

Key features of commonwealth, state or territory and local food safety compliance requirements as they impact workers at an operational level: ▪ contents of national codes and standards that underpin regulatory requirements ▪ reasons for food safety programs and what they must contain ▪ local government food safety regulations and inspection regimes ▪ meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code ▪ ramifications of failure to observe food safety law and organisational policies and procedures	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d, Q 1.1.e, Q 1.1.f, Q 1.1.g, Q 1.1.h, Q 1.3.a, Q 1.3.b, Q 1.3.c, Q 1.3.d, Q 1.3.e

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
Hazard analysis and critical control points (HACCP) or other food safety system principles, procedures and processes as they apply to particular operations and different food types: ▪ critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the receiving, storing, preparing, processing, displaying, serving, packaging, transporting and disposing of food ▪ main types of safety hazards and contamination ▪ conditions for development of microbiological contamination ▪ cross contamination of food allergens ▪ environmental conditions and temperature controls, for storage ▪ temperature danger zone and the two-hour and four-hour rule ▪ temperature control for cooling and storing of processed food	Q 1.3.a, Q 1.3.b, Q 1.3.c, Q 1.3.d, Q 1.3.e, Q 1.4.a, Q 1.4.b, Q 1.5.a, Q 1.5.b, Q 1.6.a, Q 1.6.b, Q 2.1.a, Q 2.1.b, Q 2.1.c, Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.3.a, Q 2.3.b, Q 2.4.a, Q 2.4.b, Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.2.a, Q 3.2.b, Q 3.2.c, Q 3.3.a, Q 3.3.b, Q 3.3.c, Q 3.3.d, Q 3.4, Q 4.1.a, Q 4.1.b, Q 4.2, Q 5.1.a, Q 5.1.b, Q 5.2.a, Q 5.2.b, Q 5.2.c, Q 5.3.a, Q 5.3.b, Q 5.4.a, Q 5.4.b, Q 5.5.a, Q 5.5.b, Q 6.1.a, Q 6.1.b, Q 6.2, Q 6.3.a, Q 6.3.b		

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
Contents of organisational food safety program, including procedures, associated requirements, and monitoring documents	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d, Q 1.1.e, Q 1.1.f, Q 1.1.g, Q 1.1.h, Q 1.2.a, Q 1.2.b, Q 1.4.a, Q 1.4.b	P	
Food safety monitoring techniques: ▪ bacterial swabs and counts ▪ checking and recording that food is stored in appropriate timeframes ▪ chemical tests ▪ monitoring and recording food temperatures using a temperature measuring device accurate to plus or minus one degree Celsius ▪ monitoring and recording temperature of cold and hot storage equipment ▪ visually examining food for quality	Q 1.4.a, Q 1.4.b, Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 3.2.a, Q 3.2.b, Q 3.2.c		

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Methods to ensure the safety of food served and sold to customers:
▪ packaging control:
   – using packaging materials suited to foods
   – monitoring of packaging damage
▪ protective barriers
▪ temperature control
▪ supervision of food displays
▪ utensil control
	Q 1.6.a,
	Q 1.6.b,
	Q 2.1.a,
	Q 2.1.b,
	Q 2.1.c,
	Q 2.2.a,
	Q 2.2.b,
	Q 2.2.c,
	Q 2.3.a,
	Q 2.3.b,
	Q 2.4.a,
	Q 2.4.b,
	Q 3.1.a,
	Q 3.1.b,
	Q 3.1.c,
	Q 3.2.a,
	Q 3.2.b,
	Q 3.2.c,
	Q 3.3.a,
	Q 3.3.b,
	Q 3.3.c,
	Q 3.3.d,
	Q 3.4,
	Q 4.1.a,
	Q 4.1.b,
	Q 4.2
		P	

Providing separate serving utensils for each dish	Q 3.3.a, Q 3.3.b, Q 3.3.c, Q 3.3.d		

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
Safe food handling practices for the following different food types: ▪ dairy ▪ dry goods ▪ eggs including raw egg foods ▪ frozen goods ▪ fruit and vegetables ▪ meat and poultry ▪ fin-fish and shellfish	Q 2.1.a, Q 2.1.b, Q 2.1.c, Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.3.a, Q 2.3.b, Q 2.4.a, Q 2.4.b, Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.2.a, Q 3.2.b, Q 3.2.c, Q 3.3.a, Q 3.3.b, Q 3.3.c, Q 3.3.d, Q 3.4		
Operating procedures for temperature probe: ▪ calibration ▪ correct use ▪ cleaning methods ▪ identifying faults	Q 3.2.a, Q 3.2.b, Q 3.2.c		
Choice and application of cleaning, sanitising and pest control equipment and materials following manufacturers advice	Q 5.1.a, Q 5.1.b		

Cleaning, sanitising and maintenance requirements relevant to food preparation and storage:
▪ cleaning:
  – dirt
  – food waste
  – grease
  – pest waste removal
▪ sanitising:
  – eating and drinking utensils
  – food contact surfaces
▪ maintenance:
  – minor faults
	Q 5.1.a,
	Q 5.1.b,
	Q 5.2.a,
	Q 5.2.b,
	Q 5.2.c,
	Q 5.3.a,
	Q 5.3.b,
	Q 5.4.a,
	Q 5.4.b,
	Q 5.5.a,
	Q 5.5.b		

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High risk customer groups: ▪ children or babies ▪ pregnant women ▪ aged persons ▪ people with immune deficiencies ▪ people with allergies ▪ people with medical conditions	Q 1.1.a, Q 1.1.b, Q 1.1.c, Q 1.1.d, Q 1.1.e, Q 1.1.f, Q 1.1.g, Q 1.1.h		

Performance evidence

Use safe food handling practices including the correct methods of controlling food hazards at each of the following critical control points: ▪ receiving ▪ storing ▪ preparing ▪ processing ▪ displaying ▪ serving ▪ packaging ▪ transporting ▪ disposing	YES
Follow procedures to calibrate temperature probe to ensure accuracy	YES
Follow procedures to report incidents of food contamination	YES

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
    - reading
    - writing
    - oral communication
    - numeracy
- Employability skills
    - navigating the world of work
    - interacting with others
    - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.