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| STUDENT ASSESSMENT SUBMISSION TEMPLATE |

Qualification & Unit Details

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| **Unit Code & Title** | SITXFSA008 Develop and implement a food safety program. |
| **Qualification** | SIT40521 Certificate IV in Kitchen Management |

**Submission Details**

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| **Student Name** |  | | |
| **Student Number** |  | | |
| **Date of Submission** | Click or tap to enter a date. | **Assessor Name** |  |

**Assessment Details**

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| **Assessment Task Number** | Assessment Method  (Written Task, Case study, Project, Role-play, presentation etc.) | **Date of Completion**  (Actual date of each task completion. This must be three different days) |
| Task 1 | Written task - Questioning | Click or tap to enter a date. |
| Task 2 | Case study | Click or tap to enter a date. |

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| **Academic integrity definitions**   * **Plagiarism and cheating:** Plagiarism is the presentation of an assignment by a student that has been copied in whole or in part from another student’s work, or from any other source (e.g., published books or periodicals or Internet sites) without due acknowledgement in the text or references. Cheating is the copying another student’s work or using mobile phone or any other electronic gadgets in class while working on assessment task. * **Collusion:** Collusion is the presentation by a student of an assignment as their own work which is in fact the result in whole or part of unauthorised collaboration with another person/s. * **Copy of work:** Please ensure that a copy of all work has been kept with you prior to submission. On rare occasions, assessments may be lost in the system and in such cases, you will be required to provide a second copy. |

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| **Candidate (Student) declaration**  I declare that:   1. Submitted work is my own work and does not involve plagiarism or cheating. 2. This submission is based on my own research and all sources used by me have been referenced. 3. This piece of work has not previously been submitted for assessment in this or any other subject. 4. I understand plagiarism and collusion obligation as outlined in the institute’s assessment policy. 5. I declare that I have kept copies of all my submitted work.   **Candidate (Student) Signature** ………………………………………………………………………… **Date** ………………………………… |

**Why you need to use this template?**

The template provides consistency across all submissions, and you will not miss any assessment activity. The purpose is to save your time preparing documents, increase efficiency, and reduce potential errors by giving candidates detailed instructions on how to perform any task or project using specific templates and space for answers and solutions.

This template provides the assessor to receive submissions with consistency and for compression of candidates’ submissions for plagiarism, collusion, and irregularities of educational submissions.

**ASSESSMENT GUIDELINES FOR WRITTEN TASKS**

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| **QUESTION TYPE** | **HOW LONG YOUR ANSWER SHOULD BE (LENGTH OF ANSWER)** |
| **Define** | Length approximately 4 typed lines = 50 words. |
| **Identify** | Write dot points of the number of items to identify according to the question. |
| **Outline** | Summarise in a line or set of lines the required number of items or develop appropriate meaningful answers according to the question but not in detail. |
| **Identify and briefly describe** | Identify in dot points and provide a description of each with a minimum of 4 typed lines = 50 words. |
| **Describe** | Provide a description with minimum 8 typed lines = 100 – 150 words or appropriately described to provide a meaningful answer with consistent knowledge application in length according to the question. |
| **Explain** | Explain the procedure with minimum 8 typed lines = 100 – 150 words or appropriately explain to provide a meaningful answer with consistent knowledge application in length according to the question. |
| **Distinguish / differentiate** | Distinguish means recognise or treat (someone or something) as different. To differentiate is to show or find the difference between things which are compared. It simply means that they are not the same but does not qualify them as being unique and possibly not related.  Length approximately 4 – 8 typed lines = 50 – 100 words for each question. |
| **What?** | This is to assess your knowledge of something related to the subject area asking you to specify one or more things related to what is being asked in the question. This is generally asking for a short answer for which you need to provide a short description answering the question where the reader understands the answer to the question. Approx. 4 – 8 lines = 100 – 150 words. |
| **How?** | This method of question is to assess your ability to explain or describe the ways, methods, manner, procedure, or process of something related to the question being asked. You need to provide sufficient description of how (ways, methods, manner, procedure, or process) it can be performed for the reader to understand the ways or procedure. Approx. 4 – 8 lines = 100 – 150 words. |
| **Why?** | This question is to assess your knowledge of something and the purpose of it. You need to provide sufficient description of why (the purpose/objective or aim) it is used for the reader to understand the reason or purpose of it.  Approx. 4 – 8 lines = 100 – 150 words. |

# Assessment Task 1

The following is a set of knowledge-based questions. Read the text section ‘introduction’ in the learner workbook, refer to training undertaken and provide your answer solutions to the following questions using your own words to demonstrate your consistent knowledge application.

**Note:**

1. Ensure you answer all the following questions using the length guidelines above and quantity requirements applicable for the following relevant questions.
2. Provide references and give credit to authors you have consulted for their ideas in writing your answers. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's and it shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions and allows others to identify the source you have used.
3. The space below does not indicate the size of the answer length. Follow above guidelines and **keep typing and the space will expand as you type**. If answers are recorded separate to this document, they must be attached at the back of this document.

**Questions**

**Question 1**

Identify and briefly describe options for the structure and implementation of a food safety program, using the hazard analysis and critical control points (HACCP) method as the basis.

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**Question 2**

Briefly describe consultative and communication mechanisms used by organisations to develop and implement food safety programs.

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**Question 3**

Identify and briefly describe role of following different stakeholders in the development of a food safety plan:

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| Food safety team. |  |
| Department heads. |  |
| Procurement team. |  |

**Question 4**

Identify and briefly describe the following key features of commonwealth, state or territory and local food safety compliance requirements as they impact food safety program development:

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| --- | --- |
| Contents of national codes and standards that underpin regulatory requirements. |  |
| Components of a food safety program, especially procedures and monitoring documents. |  |
| Local government food safety regulations and audit frequencies. |  |
| Ramifications of failure to observe food safety law and organisational policies and procedures. |  |
| meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code. |  |

**Question 5**

Identify and briefly describe contents of organisational food safety program, including policies and procedures for:

|  |  |
| --- | --- |
| Audit. |  |
| Cleaning and sanitation. |  |
| Communication. |  |
| Contingency management. |  |
| Corrective actions. |  |
| Equipment maintenance. |  |
| Evaluation. |  |

**Question 6**

Identify and briefly describe contents of organisational food safety program, including policies and procedures for 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.

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**Question 7**

Identify and briefly describe contents of organisational food safety program, including policies and procedures for following relevant to hazards:

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| Control methods for each critical point. |  |
| Corrective actions. |  |
| Systematic monitoring of hazard controls and record keeping. |  |

**Question 8**

Identify and briefly describe contents of organisational food safety program, including policies and procedures for following personal considerations:

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| Dress. |  |
| Hygiene. |  |
| Personal protective equipment. |  |

**Question 9**

Identify and briefly describe contents of organisational food safety program, including policies and procedures for pest control.

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**Question 10**

Identify and briefly describe contents of organisational food safety program, including policies and procedures to record maintenance.

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**Question 11**

Identify and briefly describe contents of organisational food safety program, including policies and procedures for training.

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**Question 12**

Describe the following food safety monitoring techniques:

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| 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. |  |
| Bacterial swabs and counts. |  |

**Question 13**

Briefly describe the following food safety management documents:

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| Audit reports. |  |
| Audit tables. |  |
| Customer complaint forms. |  |
| Food flow diagrams. |  |
| Food production records. |  |
| Hazard analysis table. |  |
| Incident reports where food hazards are found not to be under control. |  |
| Policies, procedures, and product specifications. |  |
| Records of the monitoring of hazard controls: |  |
| 1. Any record required by local legislation. |  |
| 1. Illness registers. |  |
| 1. List of suppliers. |  |
| 1. Temperature control data. |  |
| 1. Training logs. |  |
| Verification records. |  |

**Question 14**

Describe the following HACCP or other food safety system principles, procedures, and processes as they apply to particular operations and different food types:

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| Critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and cooking, cooling, and transporting of food. |  |
| Methods of food storage, production, display, service, and cooking, cooling, and transporting, including appropriate temperature levels for each of these processes |  |
| Main types of safety hazards and contamination. |  |
| Conditions for development of microbiological contamination. |  |
| 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. |  |

**Question 15**

Identify and briefly describe the following choice and application of cleaning, sanitising and pest control equipment and materials.

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| Children or babies. |  |
| Pregnant women. |  |
| Aged persons. |  |
| People with immune deficiencies. |  |
| People with allergies. |  |
| People with medical conditions. |  |

---End of Written Task Activities---

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| **References**  Provide references to education materials you have used to develop your answers. A reference list lists only the sources you refer to in your writing. The purpose of the reference list is to allow your sources to be found by your reader (assessor). It also gives credit to authors you have consulted for their ideas. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's, shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions. allows others to identify the sources you have used. |

# Assessment Task 2 – Case study

**Case Study** (Skills and Knowledge Application)

Using the simulated workplace and the scenario in the appendix, provide solutions to develop, implement and evaluate a food safety program for all stages in the food production process, including receipt, storage, preparation, service, and disposal of food.

**Your role**

You work as the kitchen manager for the simulated workplace who work independently and who are responsible for making strategic decisions on establishing and monitoring risk control systems for food related hazards.

**Your Task**

Complete the following workplace activities demonstrating skills and knowledge to develop, implement and evaluate a food safety program for all stages in the food production process, including receipt, storage, preparation, service, and disposal of food:

1. Read the case study in the appendix including policies and procedures therein, identify, and evaluate the following:
2. Organisational requirements for food safety program.
3. Organisational characteristics that impact on food safety.
4. Examine food handling operations and processes and identify potential or existing food hazards.
5. Critical control points in food preparation system where food hazards and contaminants must be controlled.
6. Product suppliers and determine quality assurance specifications for foodstuffs supplied.
7. Existing product specifications for food items prepared and sold.
8. Existing policies and procedures and monitoring practices, including record keeping, and assess need for change.
9. Undertake the following to develop food safety program for the simulated workplace to control hazards:
   1. Identify and list stakeholders to consult in program development.
   2. Outline the regulatory requirements and standards to integrate into policies and procedures.
   3. Critical control points and control methods for each point to establish and document.
   4. Procedures for systematic monitoring of controls and associated record keeping.
   5. Corrective action procedures for uncontrolled hazards.
   6. Product specifications for food items prepared and sold to develop or modify and record.
   7. Training needs and training program to be developed.
   8. Schedule for regular review of food safety program.
   9. Develop food safety program for the simulated workplace to provide to regulatory authorities as required.
10. Undertake the following to implement the food safety program you have developed above.
11. **Role-play activity. Refer to role-play brief below to undertake this role-play task**. Meet with workplace colleagues and communicate food safety programs, policies, procedures, and product specifications to and ensure display of appropriate signage and access to information.
12. Develop plans to manage the following:
    1. For training and mentoring staff for the food safety program.
    2. For monitoring plan to monitor operational activities to ensure that policies and procedures are followed.
    3. For managing response to incidents of uncontrolled food hazards.
    4. For overseeing implementation of corrective action procedures.
13. Develop procedures to make changes to practices that led to the food safety breach.
14. Write an email script to communicate changes and implementation guidelines.
15. Develop following procedures:
    1. To maintain food safety management documents.
    2. To participate in food safety audit and to assist others ensuring food safety program is audited as required by legislation.
    3. To retain records of food audits according to legislative requirements.
16. Write an email script for consulting colleagues to conduct scheduled review of food safety program.
17. Validate the food safety program you have developed by undertaking the following:
    1. Criteria to validate required food safety controls.
    2. Review policies, procedures, product specifications, monitoring systems and record keeping methods.
    3. Finalise the food safety program by amending as required and document food safety program and provide to regulatory authorities as required.
    4. Write an email script to communicate changes and procedure to monitor inclusion in production processes.
    5. Identify and list additional training needs based on changes to food safety practices.

**Note:**

Provide your solutions and perform role-play task using the templates provided from the next page.

**Your Task**

Complete the following workplace activities demonstrating skills and knowledge to develop, implement and evaluate a food safety program for all stages in the food production process, including receipt, storage, preparation, service, and disposal of food:

1. Read the case study in the appendix including policies and procedures therein, identify, and evaluate the following:
2. Organisational requirements for food safety program.

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1. Organisational characteristics that impact on food safety.

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1. Examine food handling operations and processes and identify potential or existing food hazards.

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1. Critical control points in food preparation system where food hazards and contaminants must be controlled.

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1. Product suppliers and determine quality assurance specifications for foodstuffs supplied.

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1. Existing product specifications for food items prepared and sold.

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1. Existing policies and procedures and monitoring practices, including record keeping, and assess need for change.

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1. Undertake the following to develop food safety program for the simulated workplace to control hazards:
   1. Identify and list stakeholders to consult in program development.

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* 1. Outline the regulatory requirements and standards to integrate into policies and procedures.

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* 1. Critical control points and control methods for each point to establish and document.

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* 1. Procedures for systematic monitoring of controls and associated record keeping.

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* 1. Corrective action procedures for uncontrolled hazards.

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* 1. Product specifications for food items prepared and sold to develop or modify and record.

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* 1. Training needs and training program to be developed.

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Training program for the food safety program at My Kind of Kitchen & Restaurant (MKKR) presented in a table format:

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| **Training Topic** | **Target Audience** | **Training Methods** | **Frequency** |
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* 1. Schedule for regular review of food safety program.

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| **Review Activity** | **Responsible Party** | **Frequency** |
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* 1. Develop food safety program for the simulated workplace to provide to regulatory authorities as required.

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1. Undertake the following to implement the food safety program you have developed above.
2. **Role-play activity. Refer to role-play brief below to undertake this role-play task**. Meet with workplace colleagues and communicate food safety programs, policies, procedures, and product specifications to and ensure display of appropriate signage and access to information.

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1. Develop plans to manage the following:
   1. For training and mentoring staff for the food safety program.

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* 1. For monitoring plan to monitor operational activities to ensure that policies and procedures are followed.

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* 1. For managing response to incidents of uncontrolled food hazards.

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* 1. For overseeing implementation of corrective action procedures.

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1. Develop procedures to make changes to practices that led to the food safety breach.

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1. Write an email script to communicate changes and implementation guidelines.

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1. Develop following procedures:
   1. To maintain food safety management documents.

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* 1. To participate in food safety audit and to assist others ensuring food safety program is audited as required by legislation.

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* 1. To retain records of food audits according to legislative requirements.

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1. Write an email script for consulting colleagues to conduct scheduled review of food safety program.

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1. Validate the food safety program you have developed by undertaking the following:
   1. Criteria to validate required food safety controls.

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* 1. Review policies, procedures, product specifications, monitoring systems and record keeping methods.

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* 1. Finalise the food safety program by amending as required and document food safety program and provide to regulatory authorities as required.

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* 1. Write an email script to communicate changes and procedure to monitor inclusion in production processes.

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* 1. Identify and list additional training needs based on changes to food safety practices.

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| **Self-Assessment Checklist** |

**Note:** The following checklist is for you to confirm your work completion as well as performance and demonstration of skills. Ensure you carefully check, and tick as completed and performed before submitting written evidence and while demonstrating skills during performing the task.

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|  | **Assessment Task Activity** | Completed as required. | |
|  | **A: Communicate with internal and external customers.** | **Yes** | **No** |
| 1 | Read the case study in the appendix including policies and procedures therein, identify, and evaluate the following: |  |  |
|  | 1. Organisational requirements for food safety program. |  |  |
|  | 1. Organisational characteristics that impact on food safety. |  |  |
|  | 1. Examine food handling operations and processes and identify potential or existing food hazards. |  |  |
|  | 1. Critical control points in food preparation system where food hazards and contaminants must be controlled. |  |  |
|  | 1. Product suppliers and determine quality assurance specifications for foodstuffs supplied. |  |  |
|  | 1. Existing product specifications for food items prepared and sold. |  |  |
|  | 1. Existing policies and procedures and monitoring practices, including record keeping, and assess need for change. |  |  |
| 2 | Undertake the following to develop food safety program for the simulated workplace to control hazards: |  |  |
|  | 1. Identify and list stakeholders to consult in program development. |  |  |
|  | 1. Outline the regulatory requirements and standards to integrate into policies and procedures. |  |  |
|  | 1. Critical control points and control methods for each point to establish and document. |  |  |
|  | 1. Procedures for systematic monitoring of controls and associated record keeping. |  |  |
|  | 1. Corrective action procedures for uncontrolled hazards. |  |  |
|  | 1. Product specifications for food items prepared and sold to develop or modify and record. |  |  |
|  | 1. Training needs and training program to be developed. |  |  |
|  | 1. Schedule for regular review of food safety program. |  |  |
|  | 1. Develop food safety program for the simulated workplace to provide to regulatory authorities as required. |  |  |
| 3 | Undertake the following to implement the food safety program you have developed above. |  |  |
| 4 | **Role-play activity. Refer to role-play brief below to undertake this role-play task**. Meet with workplace colleagues and communicate food safety programs, policies, procedures, and product specifications to and ensure display |  |  |
| 5 | Undertake the following to implement the food safety program you have developed above. |  |  |
|  | 1. For training and mentoring staff for the food safety program. |  |  |
|  | 1. For monitoring plan to monitor operational activities to ensure that policies and procedures are followed. |  |  |
|  | 1. For managing response to incidents of uncontrolled food hazards. |  |  |
|  | 1. For overseeing implementation of corrective action procedures. |  |  |
| 6 | Develop procedures to make changes to practices that led to the food safety breach. |  |  |
| 7 | Write an email script to communicate changes and implementation guidelines. |  |  |
| 8 | Develop following procedures: |  |  |
|  | 1. To maintain food safety management documents. |  |  |
|  | 1. To participate in food safety audit and to assist others ensuring food safety program is audited as required by legislation. |  |  |
|  | 1. To retain records of food audits according to legislative requirements. |  |  |
| 9 | Write an email script for consulting colleagues to conduct scheduled review of food safety program. |  |  |
| 10 | Validate the food safety program you have developed by undertaking the following: |  |  |
|  | 1. Criteria to validate required food safety controls. |  |  |
|  | 1. Review policies, procedures, product specifications, monitoring systems and record keeping methods. |  |  |
|  | 1. Finalise the food safety program by amending as required and document food safety program and provide to regulatory authorities as required. |  |  |
|  | 1. Write an email script to communicate changes and procedure to monitor inclusion in production processes. |  |  |
|  | 1. Identify and list additional training needs based on changes to food safety practices. |  |  |

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| **References**  (For task 1, 2 & 3)  A reference list lists only the sources you refer to in your writing. The purpose of the reference list is to allow your sources to be found by your reader (assessor). It also gives credit to authors you have consulted for their ideas. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's, shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions. allows others to identify the sources you have used. For example, you can use any of the following styles,  **Harvard Style**   1. **Website with an author** - Author surname, initials (Year), article title, website name, Available at: http://website url.com.au/article, accessed 10 March 2021. 2. **Website without author and no date** - Article title (n.d.), website name, Available at: http://website url.com.au/article, accessed 10 March 2021. 3. **Book with no author** - Title of book, edition (edn), Volume number or number of volumes, Publisher, Place of publication, page number(s) if applicable. 4. **Book with one author** - Author, A (Year), Title of book, Publisher, Place of publication. 5. **Book with two or three authors** - Authors, AA, Author, BB & Author, CC (Year), Title of book, Publisher, Place of publication.   **APA Style**   1. **Website with an author** – Murray, G. (2005). A duty of care to children and young people in Western Australia: Report on the quality assurance and review of unsubstantiated allegations of abuse in care: 1 April 2004 to 12 September 2005. Western Australia, Department of Child Protection. http://www.community.wa.gov.au/NR/rdonlyres/ 2. **Website without author and with date** - Australia. Department of Health and Aged Care. (2000). National youth suicide prevention strategy. http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm/. 3. **Whole Internet Site** - Goldberg, I. (2000). Dr. Ivan's depression central. http://www.psycom.net/depression.central.html/. 4. **Book with an author** - Wells, A. (2009). Metacognitive therapy for anxiety and depression in psychology. Guilford Press. 5. **Book with no author** - The Blackwell dictionary of cognitive psychology. (1991). Blackwell. |
| List all references used for assessment task 1, 2 and 3 below (if any) |