



Student Assessment Package

Hospitality Kitchen Operations

Cluster B – Sustainable Kitchen Practices 2020/2021

Units of competency assessed:

[SITXFSA002 Participate in safe food handling practices](#) (release 1)

[SITHCCC002 Prepare and present simple dishes](#) (release 1)

[BSBSUS201 Participate in environmentally sustainable work practices](#) (release 1)

List any pre-requisite or co-requisite units of competency:

[SITXFSA001 Use hygienic practices for food safety](#) (release 1)



URL: <https://bit.ly/2W75pIF>



Training Package Title	SIT – Tourism, Travel and Hospitality Training Package (Release 1.2)
Qualification Code and Title	SIT20416 Certificate II in Kitchen Operations
School name	Picton High School
Location (if different to school)	
Student name	
Assessor name	C. Foster, S. Lamont and G. Reynolds
Assessment date of issue	14/05/2020
Assessment due date	18/06/2020
Context for assessment	<p>SITXFSA002 Participate in safe food handling practices Skills must be demonstrated in an operational food preparation area. This can be:</p> <ul style="list-style-type: none"> • an industry workplace • a simulated industry environment. <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • Storage facilities, containers/display items for hot and cold storage, packaging materials, food handling gloves, handwashing facilities, ingredients and food items, thermometer/probe (monitor temperatures) • Documentation from – national, state and local government food safety authority • Australia New Zealand Food Standards Code • Workplace food safety programs, policies, procedures for managing food safety <p>SITHCCC002 Prepare and present simple dishes Skills must be demonstrated in an operational commercial kitchen. This can be:</p> <ul style="list-style-type: none"> • an industry workplace • a simulated industry environment, such as a training kitchen servicing customers. • industry realistic ratios of kitchen staff to customers <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • A range of large fixed and small equipment, receptacles for presentation and display purposes, thermometers, knife sharpening equipment and range of knives. Variety of commercial ingredients used to prepare the dishes specified in the performance evidence. Cleaning equipment, standard recipes, SDS for cleaning products, ingredients to prepare sandwiches, manufacturer's instructions for equipment, food safety plan, guidelines for disposal, storage and presentation of food <p>BSBSUS201 Participate in environmentally sustainable work practices Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:</p> <ul style="list-style-type: none"> • documentation, information and resources related to workplace environmental and resource efficiency issues • office equipment and resources • case studies and, where possible, real situation • interaction with others
Resources provided by school	Refer to page XX for a list of resources provided by the school for students to undertake assessment.



Resources required by student	Students must provide the following for this assessment: <ul style="list-style-type: none"> • Tool kit • Food & Beverage uniform/PPE
Reasonable adjustments allowed	Adjustments may be made for a number of reasons (e.g. weather, food allergies, cultural reasons, cost of projects etc.). List any reasonable adjustments for collecting candidate evidence which do not compromise the standards expected (e.g. substitute an alternate project)

Students must complete knowledge and skills development activities which prepare them for (and may contribute to) assessment of competence.

Assessment Method	Units of Competency	Duration	Due Date
Assessment Method 1: Written Questioning	SITXFSA002 Participate in safe food handling practices	Two (2) weeks, completed in own time, can access class notes/resources	The completed assessment task is to be submitted to the assessor C. Foster, S. Lamont, G. Reynolds following school procedures by 18/06/2020 in class time. Practicals will be ongoing throughout the term
	BSBSUS201 Participate in environmentally sustainable work practices		
Assessment Method 2: Scenario	SITHCCC002 Prepare and present simple dishes	Two (2) weeks, completed in own time, can access class notes/resources	
Assessment Method 3: Practical Observation	SITXFSA002 Participate in safe food handling practices SITHCCC002 Prepare and present simple dishes	Performance to be observed during practical lessons/service periods and be recorded separately in the Direct Observation of Practical Work booklet.	

Foundation Skills incorporating language, literacy, numeracy and employment skills required for competent performance are embedded in the units of competency.

Student Checklist and Declaration. Please tick Yes, or write No or N/A if not applicable	Yes	No or N/A
I understand the assessment process (including its purpose and outcomes), requirements of the assessment task and assessment methods		
I understand what is being assessed and believe I can perform the task/s in this assessment		
I understand I can apply for Recognition of Prior Learning (RPL), or Credit Transfer		
I have been provided with information on the assessment appeals process		
I have notified the assessor of any special needs to be considered during this assessment and we have discussed whether reasonable adjustments are required.		
I declare the work submitted is my own and has not been copied from another person or source unless acknowledged appropriately.		
Student name		
Student signature*		
Date		



* NB Electronic signatures are acceptable if schools can demonstrate that there are effective systems in place to prevent fraudulent use of the signature (e.g. submission of tasks electronically through Moodle or Google classroom or via email)

Teacher feedback to students should support the student to consider:

- How am I going?
- Where am I going?
- How am I going to get there?

Assessment Method 1: Questioning

Instructions to students:

- **Assessment Method 1** – To successfully complete this assessment and demonstrate your knowledge, you must attempt and complete **ALL** questions satisfactorily.
- **This section is to be completed in your own time/in class time (maximum 2 weeks)**
- **You may use your class notes, textbook and learning resources (eg. Didasko, Futura)**
- Answer **ALL** questions in the space provided.

SITXFSA002 – Participate in Safe Food Handling Practices

Place a tick (✓) in the most correct box.

1. Which Australian government agency regulates food safety at a national level?
 - Queensland Health
 - Food Standards Australia New Zealand (FSANZ)
 - Department of Human Services
 - NSW Food Regulation 2015
2. The act governing the sale of food for human consumption in NSW is:
 - WHS Act 2011 (NSW)
 - Food Standards Australia New Zealand (FSANZ)
 - Food Act 2003 (NSW)
3. What are the consequences of failing to observe a food safety policy? *(Select one or more)*
 - PBCU could be fined
 - Restaurant could be closed down
 - Nothing, you just have to throw the food out
 - People could become sick or may die
4. Environmental Health Officers (EHOs) have authority to: *(Select one or more)*
 - Take samples for chemical testing and bacteria counts
 - Close the business if it is deemed a serious public risk
 - Review financial accounts of a food business
 - Enter a food business at any time
 - Issue an infringement notice if the food premises is unclean



5. Microbiological contaminants, especially bacteria need which of the following to grow?
- Time, temperature, food and moisture
 - Highly acidic conditions
 - Temperature below 5°C
6. What should you do if the temperature of the fridge is 15°C?
- Tell your supervisor and keep serving food from the fridge to the customers
 - Turn the fridge off, ring the repairer/mechanic and use the food in the fridge within one hour
 - Record the temperature on the checklist, inform your supervisor, dispose food immediately
7. What temperature should hot food be reheated to or held at?
- 60°C or above
 - Reheated to 50°C and held for 2 hours at 40°C
 - 5°C to 50°C
 - Whatever temperature the chef says
8. Freshly made sandwiches (containing cold meat, cheese and salad) stored in a display cabinet at 4°C for longer than 4 hours should be?
- Kept in the fridge overnight so they can be served the next day
 - Thrown out
 - Given to staff to eat
9. Which of the following must be provided for food handlers supervising a food display? (*Select more than one*)
- Food handling gloves and tongs or serving spoons for each dish
 - Only one pair of tongs for the display
 - Tea towel to carry hot dishes and tongs to serve
10. How should single-use items such as straws be stored?
- In a container with easy access for customers
 - Staff should hand the straw to the customer
 - Wrapped individually or in a sealed dispenser
11. Damaged packaging can:
- Protect food
 - Be repaired and used if needed
 - Contaminate food and must be thrown out
12. The temperature danger zone is:
- 5°C – 60°C
 - Below 5°C and above 60°C
 - 20°C – 40°C
 - Above 60°C



Observe the following HACCP Table for the production of crumbed chicken and answer the following questions.

Production Steps	Hazard analysis	Critical Control Points	Control Measure	Critical Limits	Monitoring Procedures	Corrective Action	Documentation Procedures
Storing of chicken	Biological	Yes	Temperature	Temperature not to exceed 4°C	Refrigerator thermometer check (Twice/day)	Discard all product	Record results of check in Log book
Crumbing of chicken	Physical	Yes	Visual Inspection	No visible contaminants	Visual inspection prior to commencing task	Discard contaminated product	Stock control sheet Inform supervisor
	Biological	Yes	Time	Complete task and return to refrigerator (less than 4°C) within 2 hours	Clock	If over 2 hours cook immediately.	Date and time sticker applied to prepared food
Storage of chicken	Biological	Yes	Temperature	Temperature not to exceed 4°C	Refrigerator thermometer check (Twice /day)	Discard all product	Record results of check in Log book
Shallow frying of chicken	Biological	Yes	Temperature	Must exceed 65°C	Visual check to ensure oil is sizzling prior to frying chicken	Heat oil further and recheck	
			Time	4 minutes per side	Clock Visual inspection to ensure cooked	Cook further	
Hot hold of chicken	Biological	Yes	Temperature	Temperature must exceed 65°C	Bain Marie Thermometer	Discard all product	Record results of check in temperature log book
			Time	No more than 2 hours	Time record labels		

13. a) What are the potential hazards that can occur during production of crumbed chicken?

b) What temperature should the chicken be kept at during storage?

c) How often should the temperature of the refrigerator be monitored?

d) Where is the refrigerator temperature recorded?

e) What should you do with the chicken if the refrigerator broke down and the temperature of the chicken increased?

f) Why should the chicken be immediately cooked if it has been out of the refrigerator for more than 2 hours?

g) Before the cooked chicken is held in the bain marie, what temperature should the bain marie be?

h) How can you tell how long the chicken has been in the bain marie?



- i) What should you do if the cooked chicken has been in the bain marie for 2 hours and 15 minutes and why?

14. List THREE main types of hazards that can occur during food-handling, production, storage or service of food. Give an example of each.

Hazard	Example
1. _____	
2. _____	
3. _____	

15. Describe how to check the accuracy (calibration) of your thermometer and what to do if it varies more than 1°C.

16. Are the following statements about cleaning, sanitising and maintenance of food preparation and storage areas true or false?

Are the following statements true or false?	T	F
CLEANING		
Dirt and grime must be cleaned from all shelving in the dry store		
Use by / expiry dates should be checked monthly to prevent food wastage		
Grease, fat and waste oils can be poured down the sink with the hot water running		
Mouse droppings can be cleaned up with a dishcloth		
SANITISING		
A chipped or cracked plate, should be thrown away. The breakage must be reported and recorded.		
It is not necessary to sanitise crockery and cutlery after each use		



Glassware must be washed and sanitised after each use		
Food surfaces (such as benchtops) do not need to be sanitised regularly, they only need to be cleaned		
Sanitising can only be done using chemicals		
Bacterial swabs can be used to check if surfaces have been cleaned and sanitised effectively		
Chemical contamination of food by cleaning products cannot be tested by sending food samples or swabs of equipment to a laboratory		
MAINTENANCE		
There is no requirement to calibrate a temperature probe if it is only 2 or 3 degrees out.		
Temperature control checks of storage equipment only need to be conducted once a month		
Food handlers and kitchen hands can repair minor electrical faults or repairs of equipment		

17. List two reasons why these food barriers used.



1. _____
2. _____

18. a) Sarah is working in a café and has been asked to prepare ingredients for sandwiches. Use the information below to complete the **Activity Log** to show how Sarah has followed the 2-hour/4-hour rule when preparing the ingredients.

b) Should Sarah return the food to the fridge or throw it out (discard)? *(Place a tick (✓) in the Action column)*

Sarah removed the ingredients from the fridge at 8:30am and the temperature was 3°C. It took her 30 minutes to prepare the ingredients. She covered the food and put it back in the fridge. The temperature of the food was 5°C. The food was put into the display cabinet at 10:00am. The food was on display until 1:30pm.

ACTIVITY LOG							
Date	Food Product	Time & temperature when food removed from fridge for preparation	Time & temperature when food placed in fridge after preparation	Time placed on display	Time product returned to fridge (or thrown out)	Time used up or remaining	Action



23/4/20	Sandwich ingredients	_____ AM/PM _____ °C	_____ AM/PM _____ °C	_____ AM/PM	_____ AM/PM	_____ Hrs	<input type="checkbox"/> Return to fridge <input type="checkbox"/> Discard
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19. How should contaminated food be disposed of?

20. Define the following terms:

Term	Definition
Contamination	
Potentially hazardous foods	
Contaminant	

21. Why does a business need a Food Safety Program?

22. What is the role of local council and Environmental Health Officers (EHO) in relation to food safety legislation and regulations?

23. How can a food handler minimise or remove a food hazard?



24. How should the following items be stored to maintain good hygiene practices?

Item	Storage to maintain good hygiene
Seafood	
Yoghurt	
20kg rice	

25. List three (3) good hygiene practices when preparing raw chicken:

1. _____
2. _____
3. _____

26. How should you report food contamination or unsafe hygiene issues? Who can you tell?



27. Complete the following table for each food type, listing:

- Correct storage area and environmental conditions
- Recommended temperature range for storage
- Actual temperature **(You must use a temperature probe to check the actual temperature of the storage area)**
- Visual check for food quality
- Safe food handling for each food type

FOOD TEMPERATURE MONITORING DOCUMENT					
Food Types	Storage Area & Environmental Conditions	Recommended temperature range	Actual temperature (Check with temperature probe)	Visual Check of food quality	Safe Food Handling Practice
DAIRY	Fridge or coolroom Top shelf Cool air circulating		_____ °C		Receive and store within recommended temperature range Do not use if milk smells, is lumpy or is out of date
DRIED GOODS		15 – 21°C	_____ °C	Packaging not damaged Used by / best before date No mould Product not too dry	
EGGS	Fridge or coolroom Top shelf Cool air circulating		_____ °C		Do not use if egg shell is cracked or damaged Eggs shell must be stamped
FROZEN GOODS		-18-24°C	_____ °C	Packaging not damaged or significantly covered in ice	
FRUIT AND VEGETABLES			_____ °C	No blemishes, black spots or mould, no bugs, worms, or dirt, Skin is not split	Wash and peel before use Do not use if mould or slimy Use green chopping board
FRESH MEAT AND FISH	Fridge or cool room Middle or bottom shelf Cool air circulating	1 – 4°C	_____ °C		



28. How should the following items be cleaned or sanitised?

Item	Cleaned	Sanitised
Crockery and Utensils		
Chopping Boards		
Stainless steel benchtop		

29. Hospitals, aged care and child care centres serve food to vulnerable, high risk people. Identify two (2) other high risk customers?

1. _____
2. _____

30. List three (3) techniques that can be used to control pests (such as mice and cockroaches).

1. _____
2. _____
3. _____

BSBSUS201 – Participate in Environmentally Sustainable Work Practices

31. a) Are the following environmental sustainability or resource efficiency issues?

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Washing lettuce under running water • Single use items such as forks, salt & pepper sachets & paper serviettes | <ul style="list-style-type: none"> • Take away coffee cups • Hosing paths and buildings | <ul style="list-style-type: none"> • Leaking taps |
|---|---|--|

Environmental sustainability	Resource efficiency issues

b) Choose one of the above environmental sustainability issues. Outline sustainability requirements for this issue.



32. Are the following issues environmental workplace or resource hazards/risks? (Place a ✓ (tick) in the correct box).

Issues	Environmental Hazard/Risk	Resource Hazard/Risk
20L of used oil poured from the deep fryer into kitchen drain		
Using the dishwasher when it is not full		
Cleaning chemicals being poured into a drain		
Lights in the storeroom and toilets being left on overnight		

33. Locate the website and insert the URL (website link) for information on environmental/sustainability legislation or procedure requirements for your local council area (eg City of Canterbury Bankstown Council).

Website:	URL Link:

34. a) Locate the website and insert the URL for information on 'Waste legislation' according to the NSW Environmental Protection Authority (EPA).

Website:	URL Link:

b) Briefly describe how is this legislation applicable to your role in the kitchen/cafe?

35. a) According to the 'Labelling of workplace hazardous chemicals code of practice', <https://www.safeworkaustralia.gov.au/system/files/documents/1705/mcop-labelling-workplace-hazardous-chemicals-v3.pdf> (NSW), list 3 items that must appear on labels of hazardous chemicals (page 8 of the code of practice).

1. _____
2. _____
3. _____



- b) Briefly describe how this code of practice is applicable to your role in the kitchen/cafe if you were using a cleaning product and spilt the contents?

- c) If you noticed breaches (or potential breaches) in environmental regulations, who would you report these to?

36. You work in a commercial kitchen and notice there's a lot of food wastage and that your colleagues regularly rinse plates and food scraps down the drain. What should you do?

- Report the environmental hazard to your supervisor, manager or workplace environmental officer.
- Contact the EPA and advise them of the hazardous practices taking place in your establishment.
- Ignore it; it is not your area of responsibility.
- Photocopy the establishment's wastage policy and post it near the sink. Hopefully some employees will read it.

37. Which of the following are examples of when it's mandatory to report an environmental breach?

- Incidences of water wastage and inefficient use of maintenance programs.
- Non-compliance with establishment waste management procedures.
- Incidences of land contamination, chemical spill or water pollution.
- Observation of inefficient use of resources.

38. a) **As a team (3-4 students)**, complete the following resource efficiency checklist for the kitchen (simulated industry environment).

Questions		Yes / No (Circle)	Comment
1	Have any power points or switches been left on? Can they be turned off? Are there signs reminding kitchen staff to switch off lights?	Yes / No Yes / No Yes / No	
2	Can the number of refrigerators, dishwashers or microwaves in the kitchen be reduced?	Yes / No	
3	Is there a hot water boiling unit? If yes, can it be programmed to switch off when not in use (overnight or weekends)?	Yes / No Yes / No	
4	Does the kitchen utilise green energy, e.g. solar?	Yes / No	
5	Are kitchen staff encouraged to run appliances (e.g. dishwasher) only when full?	Yes / No	
6	If paper towel is used for hand washing, can it be recycled?	Yes / No	



	Is there a bin for the paper towel to be recycled?	Yes / No	
7	Is food waste recycled, composted or donated to a worm farm (on-site or by kitchen staff taking food scraps home)?	Yes / No	
8	Are clearly labelled bins and recycling bins provided? E.g. general waste, co-mingled recycling, paper and cardboard.	Yes / No	
9	Are environmentally friendly cleaning products used in the kitchen?	Yes / No	
10	Are hazardous chemicals and waste (e.g. oil from deep fryer) disposed appropriately?	Yes / No	

b) Discuss the checklist with your team members. List 3 suggestions to improve workplace practices.

1. _____
2. _____
3. _____

c) Who could these suggestions be reported to? Where could they be recorded?

39. **As a team (3 – 4 students)**, complete the following-

a) Measure the water flow of **2 different taps** in the kitchen. Place a stockpot in the sink and fill with water for 30 seconds. Use a measuring jug to calculate the amount of water collected.

	Water collected	Water Flow
Tap 1	_____ Litres	_____ L/min
Tap 2	_____ Litres	_____ L/min

b) Compare the water flow of your taps, to the best practice flow rates in the table below.

Appliance type	Best practice flow rate	Non water saving fixtures	Water savings per fixture kl/year	Water savings \$/year
Kitchen Tap	9 Litres/minute	20-25 Litres/minute	97	\$322.04
Hand Basin	4.5 Litres/minute	16 Litres/minute	71	\$235.72
Pre-rinse spray gun	4 Litres/minute	15 Litres/minute	466	\$1,547.12

** Calculation of water cost is based on 2014/15 second tier commercial water pricing of \$3.32 per kL*

Source: Fact Sheet – Saving Water: Make it your business – Commercial Kitchens and Food Service (Govt of South Australia – SA Water)



Which tap in your kitchen uses water more efficiently? Suggest two ways water could be used more efficiently as a resource in your kitchen? Tap 1 Tap 2

- _____
- _____

40. Identify two (2) resources you use in your work role (tick 2 boxes). *Work role – during a service period.*
 Measure your use these TWO (2) resources for one (1) service period/day.

- Takeaway containers
- Paper towel
- Food scraps
- Coffee cups
- Coffee grinds
- Other

a) Complete the table:

Resource monitoring chart				
Resource	Unit	Insert Date	Length of time (mins/hours)	Result
Example <i>Lighting – 100watt bulb in storeroom</i>	Kilowatts Hours	23 / 04 / 20	7:00am to 5:00pm (10hrs)	Light on for 10 hours Area in use for only 1 hour
Take away coffee cups/take away containers	Per item	__ / __ / __		
Food scraps	Grams or kilograms	__ / __ / __		

b) For one (1) resource, calculate how much would be used over a year. Use the data in the monitoring chart above (and a calculator or excel spreadsheet), to complete the calculations.

- 3hr service period/day
- 5 days per week
- 48 weeks per year

Resource	Estimated use of resources	Estimated cost of resources



- c) For one (1) resource, outline how workplace practices could be improved or how the resources could be used more sustainably. You may discuss this with your team members.

Resource	Improved Practice

- d) Once the usage of resources is measure and recorded, where should this information be filed?
-
-

Student Feedback Assessment Method 1: Written Questioning		<input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required
SITXFSA002	<ul style="list-style-type: none"> • Key features of Commonwealth, state and local food safety requirements (food safety policies, procedures and consequences) • HACCP and other food safety principles, procedures and processes, monitoring techniques and methods to ensure safety of food served and sold to customers (CCP, hazards, contamination, temperature danger zone, 2hr/4hr rule) • Food safety monitoring and methods to ensure safety of food served and sold to customers • Safe food handling practices and high risk customer groups • Cleaning, sanitising and maintenance requirements and procedures 	Teacher feedback to student:
BSBSUS201	<ul style="list-style-type: none"> • Identifying current resource use, comply with environmental regulations and to work collaboratively with team members to identify opportunity to improve resource efficiency. • Environmental and resource efficiency issues, breaches, hazards and reporting processes/channels. • Identifies, documents and measures usage of resources. • Locates and interprets a range of environmental/sustainability legislation, systems and procedural requirements applicable to own role in kitchen. <p>Sustainability requirements and suggestions for improvements to workplace practices and resource efficiency.</p>	
Assessor Signature:		Date:



Assessment Method 2: Scenario

Instructions to students:

- **Assessment Method 2** – To successfully complete this assessment and demonstrate your knowledge, you must attempt and complete **ALL** questions satisfactorily.
- This section is to be completed in your own time/in class time (maximum 2 weeks)
- You may use your class notes, textbook and learning resources (eg. Didasko, Futura)
- Answer **ALL** questions in the space provided

SITHCCC002 – Prepare and present simple dishes

Read the following recipe.

BARBECUED CHICKEN WINGS

YIELD: 10 PORTIONS

Ingredients	Quantity
Chicken wings	70
Honey	30 ml
Kecap manis, sweet soy sauce	50 ml
Sambal oelek, chilli paste	20 g
Sesame oil	15 ml
Garlic, crushed	2 cloves
Ginger root, finely chopped	20 g
Curry powder	pinch

Step Method

- 1 Remove the wing tip from the wings and discard. Cut through the joint of the wing bone to give two pieces.
- 2 Using your boning knife, scrape and pull the flesh and skin down to one end of the wing. For the sections with two bones, remove the small bone by twisting.
- 3 Make a marinade by mixing all the other ingredients together in a bowl and add the wings to marinate for 2 to 3 hours.
- 4 To cook the wings, remove them from the marinade and place them on a preheated barbecue plate or chargrill.
- 5 Put the marinade into a pan and boil to reduce and thicken. This should be served separately as a dipping sauce.

1. List the five preparation tasks that have to be completed prior to cooking this dish.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

2. What quantity of chicken wings do you need to order to restock for 25 portions that you will need to prepare? Complete the following inventory order form to identify how many wings are in stock, how many are required and how many need to be ordered.



Inventory Order form

Item								
Ordered				Received		Sold		
Date	Order number	Vendor	QTY	Date	QTY	Due date	QTY	Balance
7.3.18								40
20.3.18	123	Steggles						

Number in stock: _____ Number required: _____ Number to be ordered: _____

3. List five characteristics of good quality chicken.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

4. When you restock food, you need to use appropriate methods to optimise its shelf life.

a) Define FIFO / LILO

b) Order the following steps 1-5.

	Place stock with an earlier expiration date in front of the other stock.
	Issue stock from the front of the shelf first.
	Check the expiration date of the new stock to be stored.
	Make room for the new stock to be placed behind the stock which must be used first.
	Check the expiration date of existing stock



5. Complete the following table, describing the characteristics of each simple dish. List ONE example for each category.

Category	Example of dish	Characteristics
Salads		
Baked/ Roasted		
Deep fried items		
Poached eggs		
Sandwiches		
Pasta and noodles		

Student Feedback Assessment Method 2: Observation of Scenario	<input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required
<ul style="list-style-type: none"> Demonstration of ability to review menu or product list to plan preparation for simple dishes Check quantities and quality of food items and restock when required Understands the characteristics of simple dishes Food safety when storing ingredients for simple dishes 	Teacher feedback to student:
Assessor Signature:	Date:



Assessment Method 3: Practical Observation

Instructions to students:

To successfully demonstrate skills and knowledge required to work safely and hygienically in the hospitality kitchen AND prepare simple dishes, students must complete the following:

- Students must demonstrate the following skills: Prepare ALL six simple dishes within commercial time constraints and deadlines as specified in the **Direct Observation of Practical Work** booklet.
- Students will be required to demonstrate safe and hygienic work practices when preparing ALL simple dishes. All questions must be answered to demonstrate they have the knowledge and skills to work safely and hygienically in the hospitality kitchen.

Teachers will observe performance during practical lessons/service periods and record observations separately in the **Ongoing Practical Observation Assessment** (Assessment Method 3). Students will not be deemed competent for the unit of competency unless all requirements have been addressed consistently over time.

Simple Dishes:

1. Heat and Serve Pasta / Lasagne with Garden Salad
2. Asian Style Fish with Herb Salad and Crispy Noodles
3. Poached Eggs and Toasted Muffins
4. Chicken Schnitzel Caesar Wrap
5. Heat and Serve Café Item
6. Tropical Smoothie (to be served with Heat and Serve Café Item)

<p>Student Feedback</p> <p>Assessment Method 3: Direct observation</p>	<p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> More Evidence Required</p>
<p>Student competently demonstrated:</p> <ul style="list-style-type: none"> • Dish prepared within commercial time and constraints and deadlines • Dish reflects quantities to be produced • Portion control and food safety practices followed when: handling, storing, preparing and serving • Responded to special customer requests • Presented dish according to display and food safety requirements 	<p>Teacher feedback to student:</p>
<p>Assessor Signature:</p>	<p>Date:</p>


*Please note: Students cannot be deemed competent in **SITXFSA002 Participated in safe food handling practices** and **SITHCCC002 Prepare and present simple dishes** unit of competencies until the **Direct Observation of Practical Work** has been satisfactorily observed and assessed by the trainer. Evidence to be provided will include the completion of practical observation checklists for each student.

Teacher has observed the student satisfactorily completing all practical tasks required for Assessment Method 3 and observation checklists are complete:

Teacher signature: _____ Date: _____

****Note: Observation checklists will be available on QMS in a separate document titled *Direct Observation of Practical Work*****



 <p>NSW GOVERNMENT Education</p> <p>Ultimo RTO 90072</p> <h2>Assessment feedback form</h2>	
Student name	
Assessor name	
Assessment date/s	
Cluster	Sustainable Kitchen Practices
Units of competency	SITXFSA002 – Participate in safe food handling practices SITHCCC002 – Prepare and present simple dishes BSBSUS201 – Participate in environmentally sustainable work practices
Reasonable adjustments implemented NB When altering the assessment method to use verbal questioning instead of written, the teacher must record the student's answer and write "V" next to the response	<input type="checkbox"/> Altering/simplifying the language used <input type="checkbox"/> Providing support staff <input type="checkbox"/> Providing tutorial sessions <input type="checkbox"/> Providing additional time to complete the task <input type="checkbox"/> Altering assessment methods used
Additional Evidence to be retained securely (e.g. uploaded to QMS)	<p>Indicate any supplementary evidence that was used to determine competence:</p> <input type="checkbox"/> verbal questioning recorded on Observation Checklist <input type="checkbox"/> third party evidence (e.g. work placement employer report, photographs, videos etc.) <input type="checkbox"/> Other: _____ Insert the file path/location where this evidence is located:



Assessment Outcome – Attempt 1

SITXFSA002 – Participate in safe food handling practices	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITHCCC002 – Prepare and present simple dishes	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
BSBSUS201 – Participate in environmentally sustainable work practices	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent

Tick here if the student did not submit and an “N” Warning has been issued to the student

Record the date the “N” Warning was resolved: _____

If you have been deemed NOT YET COMPETENT for any unit of competency:

- Refer to the feedback located within the task and make necessary corrections or adjustments and resubmit the task.
- In some cases your teacher may ask you some verbal questions to clarify your understanding of responses you have already provided. Your teacher will need to record your response either on the task or on an observation guide before resubmitting.
- If you do not agree with the assessment outcome, please ask your teacher about the appeals process.
- Additional attempt/s are allowed to demonstrate competence. The teacher will record the outcome of additional attempts in the table below as either “Competent” or “Not Yet Competent” until the final attempt when the outcome of either “Competent” or “Not Competent” is made at the end of the course:

Unit of Competency	Insert Date of reassessment			Teacher signature
	Attempt 2 Outcome: C / NYC	Attempt 3 Outcome: C / NYC	Final Outcome: C / NC	
SITXFSA002 – Participate in safe food handling practices	Date:	Date:	Date:	
SITHCCC002 – Prepare and present simple dishes	Date:	Date:	Date:	
BSBSUS201 – Participate in environmentally sustainable work practices	Date:	Date:	Date:	

Teacher’s General Comment and Declaration

Feedback to candidate on performance during assessment should include overall performance, gaps in performance and strategies for improvement if required

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.....

- I declare that I have conducted a fair, valid, reliable and flexible assessment with this student and I have provided appropriate feedback

Assessor signature	
Date	



Student Feedback

Please provide feedback to your teacher regarding this assessment task	Yes	No	Unsure
Did the class work and activities help you to complete this competency task?			
Were the instructions in this task clear?			
Did this task help you to gain a better understanding of the unit of competency being studied and assessed?			
Did you find the task challenging? If yes, why?			
Were you given enough feedback about your performance?			
Could this task be improved? If yes, how? (record your response in the space below)			

Student self-evaluation comment (optional) e.g. areas I would like to improve on, new skills learnt, or general comments.

Student signature	
Date	

The completed student assessment task and the Evidence and Answer Guide must be securely retained (e.g. on QMS) for six months after the completion of the course. Also retain any other evidence that demonstrated how the student was deemed competent e.g. written tasks, photographs, videos.