



Stage 6 Hospitality

Kitchen Operations

2020 - 2021

Cluster A

Assessment Task

Getting Ready for Work



Units of Competency:

SITXFSA001 – Use hygienic practices for food safety

SITXWHS001 – Participate in safe work practices

SITHCCC003 – Prepare and present sandwiches

Student Name: _____

Date of Issue: _____

Due Date: _____



Student Assessment Package

Hospitality Kitchen Operations

Cluster A – Getting Ready for Work

Units of competency assessed:

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

[SITXWHS001 Participate in safe work practices](#) (release 1)

[SITHCCC003 Prepare and present sandwiches](#) (release 1)

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

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

Training Package Title (release 1.2)	SIT – Tourism, Travel and Hospitality
Qualification Code and Title (release 1)	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	Monday 17 th February (Week 4)
Assessment due date	Theory component – Thursday 26 th March (Week 9) DURING CLASS TIME Practical – ongoing throughout term
Context for assessment	<p>SITXFSA001 - Use hygienic practices for food safety 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"> • work bench, storage facilities (for hot & cold), food handler gloves, knives, chopping boards, crockery, cutlery, packaging materials, serving utensils, hand washing facilities, food ingredients and ready to eat food, food safety documents and programs, ANZFS Code <p>SITXWHS001 – Participate in safe work practices Skills must be demonstrated in an operational business environment. 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"> • WHS documentation, code of practice and standards, WHS information and manuals <p>SITHCCC003 Prepare and present sandwiches 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: Storage areas for dry goods and perishables, scales, slicing machine, containers for hot and cold food, food handling gloves, knife sharpening equipment, packaging material, presentation and display items, 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>
Resources provided by school	Refer to page 2 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 • Uniform/PPE
Reasonable adjustments allowed	Adjustments may be made for a number of reasons (e.g. weather, food allergies, cultural reasons, food allergies, 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 (indicated hours)	Due Date
Assessment Method 1: Structured Activity – Scenario	SITHCCC003 – Prepare and present sandwiches	Three (3) hours, completed in own time, can access class notes, textbooks and learning resources	<p>The completed assessment task is to be submitted to the assessor (C. Foster, S. Lamont, G. Reynolds) following school procedures by:</p> <ul style="list-style-type: none"> • THURSDAY 26th March – in class time
Assessment Method 2: Structured Activity – Scenario	SITHWHS001 – Participate in safe work practices	One (1) hour, completed in own time, can access class notes, textbooks and learning resources	
Assessment Method 3: Written questioning	SITXFSA001 – Use hygienic practices for food safety SITHWHS001 – Participate in safe work practices SITHCCC003 – Prepare and present sandwiches	Two (2) weeks, completed in own time, can access class notes, textbooks and learning /resources	



Assessment Method 4: Direct observation of practical work	SITXFSA001 – Use hygienic practices for food safety SITHWHS001 – Participate in safe work practices SITHCCC003 – Prepare and present sandwiches	Performance to be observed during practical lessons, assessment events, service periods	- Ongoing during term
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: <ul style="list-style-type: none"> • How am I going? • Where am I going? • How am I going to get there?



Assessment Method 1: Scenario (SITHCCC003 Prepare and Present Sandwiches)


Instructions to students:

- To successfully complete this assessment and demonstrate your knowledge, you must attempt and complete **ALL** questions satisfactorily. Answer all questions in the space provided.
- This section is to be completed in your class time/own time (approximately 3 hours).**
- You may use your class notes, textbook and learning resources (eg. Didasko, Futura) If you complete questions orally your teacher or an approved scribe will need to record your answers. Please make arrangements with your teacher.



1) Scenario

- a) In response to a customer request, you have been asked to prepare, present and store the following sandwiches to be used to cater for an event for 20 (or more) guests. The menu is:
- Open Grilled Sourdough with Smashed Avocado and Feta
 - Turkey Filled Roll
 - Tea (or Pullman) Sandwich
- b) Calculate the scenario quantities (for 20 customers) within each standard recipe card prior to creating your work flow plan for Question 2.

Standard Recipes

Open Grilled Sourdough with Smashed Avocado and Fetta				
Yield: 1 Portion 	Ingredients		Recipe Quantity	Scenario Quantity
	Sourdough bread		1 slice	
	Avocado		1/4	
	Lemon juice		5mls	
	Salt and pepper (to season)		-	
	Fetta Cheese (to be crumbled)		20g	
	Cherry tomato (quartered)		2	
	Garnish – Baby spinach, basil leaves, rocket			
Step	Method			
1	Lightly toast sourdough under salamander			
2	Mash avocado with lemon juice and season with salt and pepper			
3	Spread mashed avocado on sourdough and top with crumbled feta and cherry tomatoes			
4	Serve on plate/plater and gamish as desired			



Turkey Filled Roll			
Yield: 1 Portion 	Ingredients	Recipe Quantity	Scenario Quantity
	Bread Roll	1	
	Smoked turkey	2 slices	
	Cranberry sauce	1 T	
	Swiss cheese	1 slice	
	Baby spinach	5 leaves	
	Garnish – toothpick/wooden skewer, glad bake paper & string Optional – butter, tomato and cucumber		
Step	Method		
1	Wash and drain spinach leaves. Cut roll in half (lengthwise).		
2	Spread roll with cranberry sauce. (Butter optional).		
3	Top with smoked turkey, swiss cheese and baby spinach.		
4	Serve roll on plate/plater and garnish if desired.		
Tea (or Pullman) Sandwich			
Yield: 1 Portion 	Ingredients	Recipe Quantity	Scenario Quantity
	Iceberg lettuce leaf	1	
	Egg	1	
	Curry powder	1 t	
	Whole egg mayonnaise	1 T	
	Whole grain bread	2 slices	
	Rye bread	1 slice	
	Garnish – as preferred Option – Lettuce could be replaced with sliced cucumber		
Step	Method		
1	Wash and tear lettuce		
2	Boil egg in saucepan over high heat for 5-7 minutes. Remove egg, allow to cool in a bowl of cold water.		
3	Peel and mash egg with fork. Combine curry powder and mayonnaise with egg.		
4	Lay one slice of wholegrain and one slice of rye bread on chopping board and spread both with egg mixture to one side only. Add lettuce to both on top of the egg mixture. Place rye bread on top of the wholegrain bread (with egg mixture). Place second slice of wholegrain bread (plain with no egg mixture) on the rye bread, forming a triple layered sandwich.		
5	Remove crusts, portion and cut as desired.		
6	Serve on plate/plater and garnish as desired.		



Questions

2. After calculating the required scenario quantities above, complete the workflow plan and indicate the mise en place tasks. All three recipes are to be prepared, presented and stored, for collection by the customer. Customer pick up time is in 3 hours.

TIME	TASK	INGREDIENTS	UTENSILS/EQUIPMENT

- *Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points*



TIME	TASK	INGREDIENTS	UTENSILS/EQUIPMENT

- *Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points*

NB Students – insert additional pages as required



3. List two ways you can minimise waste and reduce costs when preparing these recipes.

-
-

4. Which sandwich preparation and making technique/s are used to prepare these sandwiches? (Please tick)

- | | | |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Cutting | <input type="checkbox"/> Garnishing | <input type="checkbox"/> Layering |
| <input type="checkbox"/> Moulding | <input type="checkbox"/> Portioning | <input type="checkbox"/> Spreading |

5. Describe how portion control and uniformity is achieved when cutting ingredients, preparing and presenting sandwiches.

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6. The customer has asked for a vegetarian option for 5 clients. Describe how the turkey filled roll could be modified to meet this request.

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7. Describe how you would cut, present and garnish the Tea (Pullman) Sandwich, to ensure uniformity, appropriate appearance and presentation?

	Cut	Present	Garnish
Tea (Pullman) Sandwich			

8. Describe how these sandwiches will be stored for the customer to pick up and serve in 3 hours time.

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9. List two signs of spoilage or contamination in fresh lettuce or leafy greens such as the baby spinach.

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10. a) If the sour dough was out of date, what impact would you expect on the freshness and quality of bread? What action would you take?



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b) If the sour dough bread was contaminated, identify an alternate bread (with similar characteristics) that could be used for an open sandwich.

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11. a) List two quality indicators to look for when selecting cold meat for a sandwich.

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b) Describe how rotation labels are used to minimise stock loss.

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12. Label the sandwiches, using the following trade names:

- Open
- Focaccia
- Wrap
- Pullman
- Pinwheel

<p>Student Feedback</p> <p>Assessment Method 1: Scenario</p> <p>Student provided satisfactory evidence of:</p> <ul style="list-style-type: none"> • Demonstrates knowledge to select ingredients, make, present and store sandwiches based on standard recipes and customer requests. • Demonstrates knowledge of stock dates, rotation labels and culinary terms and trade names for different types of sandwiches and breads. • Demonstrates knowledge of characteristics of different sandwiches and methods used in sandwich preparation. 	<p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> More Evidence Required</p>
<p>Assessor Signature:</p>	<p>Teacher feedback to student:</p> <p>Date:</p>



Assessment Method 2: Structured Task: Scenario – Potential Emergency Evacuation

Instructions to students:

- To successfully complete this assessment you must actively participate in a (potential) emergency evacuation, a WHS consultation activity and satisfactorily attempt and complete all written questions.
- Answer **ALL** questions the space provided.
- You may use your class notes, textbook and learning resources (eg. Didasko, Futura)
- This section is to be completed in your own time (approximately 1 hour)

SITXWHS001 – Participate in safe work practices (Potential) Emergency Evacuation during a Practical Lesson

As a worker in the hospitality industry you are required to follow evacuation procedures if an emergency such as a fire in a kitchen occurs. Your teacher will run a 'simulated emergency situation' during a practical lesson and you are required to demonstrate your knowledge to respond to a potential emergency situation and to follow the training you have received to safely evacuate the kitchen. You may ask for assistance if needed.

1. List three (3) hazards that could be caused by a fire in the kitchen.

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2. Describe the procedures you followed during the emergency evacuation (refer to the WHS induction training you received).

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3. Who can you ask for assistance during an evacuation?

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4. During the evacuation, one of your classmates (colleagues) has a fall and injures his back.



Matt tripped over a bag that had been left on the floor of the cafe, and fell injuring his back. His supervisor and two colleagues witnessed the incident.

a) Complete the Incident and Accident Report form below for the injury to your classmate (colleague).

Incident and Accident Report

DETAILS OF THE ACCIDENT / INCIDENT

Date _____ Time _____ Location (dining room, kitchen) _____

Describe the injury or incident:

What happened? How did it happen?

Were there any witnesses? _____ If so, give their contact details (name, phone, address)

WAS ANYONE INJURED? Y/N (if Yes complete the following)

Name _____ Age _____ M F

Employer _____

Address _____

Phone _____

(If more than one person was injured, complete a separate "Incident & Accident Report Form.")



TREATMENT DETAILS

None First Aid Outpatient Clinic Advised to see own GP
 Hospital Hospital Stay? *How many nights?* _____ Absent from work? *How many days?* _____
 Other treatment details _____

ACTION

What action has been taken to prevent a reoccurrence? _____

FORM COMPLETED BY:

Name _____ Title _____ Phone _____
 Address _____ Date _____

b) Complete Section 1 of the Hazard Report Form for the scenario in the image you have chosen.

Hazard Report Form	
Section 1: To be completed by the person reporting the hazard	
Date: _____	Location of the hazard: _____
Reported By: Name: _____	Reported to: _____
Brief description of hazard: _____ _____	
What is the risk and who is at risk? _____ _____	
Recommended action to control the hazard: _____ _____	
Signature: _____	Date: _____
Supervisor: _____	Date: _____



Section 2: This section is to be completed following a discussion with the workplace manager or supervisor

Corrective Action: Completed Incomplete

Short term control(s) required: _____

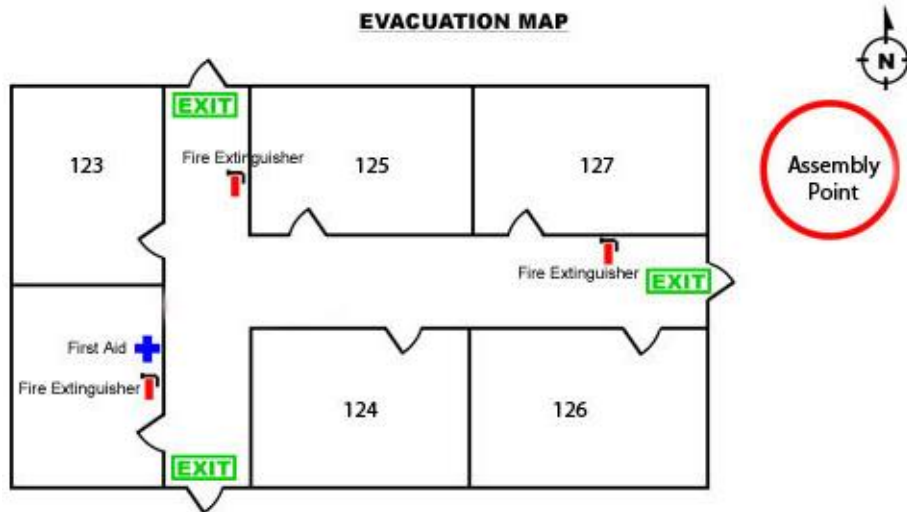
Long term control(s) required: _____

Workplace Supervisor/Managers Signature: _____ Date: _____

- c) Submit Section 1 of the Hazard Report Form to your supervisor. Have a discussion with your supervisor (teacher) about the hazard identified, any corrective action or recommended action. After the discussion, complete Section 2 and ask your supervisor to sign

- d) List two (2) suggestions to improve workplace safety in the kitchen/café.
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- e) Draw the route for staff and customers (with arrows) to evacuate from Room 123 to the Assembly Point in an emergency situation.





<p>Student Feedback</p> <p>Assessment Method 2: Scenario (Potential Emergency Evacuation)</p>	<p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> More Evidence Required</p>
<p>Student provided satisfactory evidence of:</p> <ul style="list-style-type: none"> • WHS policies, procedures and practices, including hazard identification and WHS induction training • Identifying workplace hazards and responding to emergency situations • Following procedures and seeking assistance during emergency situations • Writing skills to complete hazards and incident and accident emergency reporting • Oral communication skills to report hazards or emergency incidents and consult with supervisor about a WHS matter • Reading skills to interpret emergency evacuation plans 	<p>Teacher feedback to student:</p>
<p>Emergency Evacuation</p> <ul style="list-style-type: none"> • Student followed correct procedures when responding to a (potential) emergency situation <p>WHS Consultation Activity</p> <p>Student participated in one (1) discussion with supervisor (teacher) regarding a WHS matter</p>	
<p>Assessor Signature:</p>	<p>Date:</p>



Assessment Method 3: Written Questioning

Instructions to students:

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

SITXFSA001 – Use hygienic practices for food safety

1. Match the following terms to the definitions. You can refer to the ANZFS – Australian New Zealand Food Standards Code.

- | | | |
|---------------|-----------------|------------------------------|
| • Contaminant | • Contamination | • Potentially hazardous food |
|---------------|-----------------|------------------------------|

Term	Definition
	The introduction or occurrence of a contaminant in food. (Standard 3.1.1)
	Food that has to be kept at certain temperatures to minimise the growth of any pathogenic microorganisms that may be present in the food or to prevent the formation of toxins in the food. (Standard 3.2.2)
	Any biological or chemical agent, foreign matter, or other substances that may compromise food safety or suitability. (Standard 3.1.1)

2. Identify three (3) employee and employer responsibilities to participate in hygienic practices.

Employee (eg. kitchen hand)	Employer (eg. supervisor)

3. a) What is a food safety program (FSP)? Why do businesses need one?

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b) A FSP must contain the following: *(Tick all that apply)*

- Identify all potential food safety hazards
- Identify where and how these hazards can be controlled
- Corrective action when hazards are not controlled
- System for monitoring hazard control
- Scheduled regular review of the FSP
- Shopping receipts
- Records to show that steps have been followed to ensure food safety and hazards controlled

4. What could happen if a food handler does not follow a food safety plan or the food safety laws?

Impact on Customer	Impact on the business

5. Who employs the Environmental Health Officer (EHO)? What is the role of the EHO?

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6. Identify three (3) personal and environmental hygiene actions a food handler must follow to avoid causing **food-borne illnesses**.

Personal hygiene	Environmental hygiene

7. Indicate if the following statements about handwashing are true or false. (Circle the correct answer).

Food handlers must wash their hands...	35. True / False
Before working with food	37. True / False
After sneezing, coughing or blowing their nose.	39. True / False
Only before going to the toilet (not after)	41. True / False
After eating or drinking	43. True / False
After touching their hair	45. True / False
When preparing to handle raw chicken (not after)	47. True / False



8. a) What does HACCP stand for?

H _____
 A _____
 C _____
 C _____
 P _____

b) What is the basic aim of the HACCP system?

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9. List three (3) food hazards that could contaminate food.

-
-
-

10. List two (2) ways a food handler can minimise or remove a food hazard?

-
-

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

Item	Storage to maintain good hygiene
Raw chicken pieces	
Fresh milk	
10kg Flour	

12. List three (3) good hygiene practices when preparing meat and vegetables for a stir fry?

-
-
-



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

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14. Which of the following potential hygiene hazards could cause food contamination?
(Tick causes of food contamination)

- | | |
|---|---|
| <input type="checkbox"/> Cutting raw chicken and vegetables with the same knife | <input type="checkbox"/> Wearing a dirty apron |
| <input type="checkbox"/> Cleaning and sanitising the benchtop after food preparation | <input type="checkbox"/> Drying your hands on a tea towel |
| <input type="checkbox"/> Cutting vegetables on a green chopping board | <input type="checkbox"/> Washing all vegetables before use |
| <input type="checkbox"/> Wearing a hairnet or chef's hat whilst preparing food | <input type="checkbox"/> Uncovered wounds |
| <input type="checkbox"/> Using disposable gloves or utensils (eg. tongs) when handling food | <input type="checkbox"/> Storing cooked food between 5 – 60°C |

15. Are the following health issues an airborne or food-borne disease? (Write each word in the table below)

- | | | |
|-------------------|------------------|-------------|
| • Influenza (flu) | • Salmonella | • Hepatitis |
| • Listeria | • Whooping cough | 48. |

Airborne Disease	Food-borne Disease

16. Which of the following health issues are classified as infectious diseases? (Tick causes of infectious diseases)

- Influenza
- Metal shavings in minced meat
- Hepatitis



17. Complete the table, identifying two sources of microbiological contamination. What is the effect of these contaminants?

Type of food contaminant	Sources	Effect of contamination
Microbiological		Inflammation of the intestine, nausea, vomiting, abdominal pain, diarrhoea
	Listeria	

SITXWHS001 – Participate in safe work practices

18. Which of the following is unsafe?
- Storing chemicals (away from food) in a secure, well ventilated room or cupboard
 - Leaving cash in the register overnight
 - Locking all windows and doors at the end of the day
 - Sanitising the benchtop at the end of a shift
19. As an employee in a café, what should you do when the emergency evacuation alarm is activated?
- Assist **ALL** customers to evacuate
 - Wait until the Police, Fire Brigade and Ambulance arrive and then evacuate the customers
 - Ignore the alarm and keep working
 - Evacuate all customers and staff in your the area as soon as you hear the alarm and follow the instructions of emergency staff
20. As part of your job role you are required to carry keys. Which of the following is a breach of security?
- Leaving the keys in a locked cupboard until needed
 - Attaching the keys to your uniform or lanyard
 - Lending your keys to a customer or leaving them on a table
 - Carrying the keys in your pocket
21. Giving unauthorised access to a confidential files, documents or computer systems is an example of a:
- Safety hazard
 - Security risk
 - Health risk
 - Evacuation procedure



22. Are the following statements true or false?

WHS Act 2011 only protects employers against harm to their health, safety and welfare	True / False
A code of practice provides guidance on how to achieve the standards of the WHS Act 2011 (NSW)	True / False
A person conducting a business or undertaking (PCBU) must consult with workers about WHS matters	True / False
The PCBU can identify potential safety problems by walking around the workplace, looking for unsafe work practices and analysing incident reports	True / False
Businesses do not have to provide safety induction training or facilities such as first aid, toilets and change rooms	True / False

23. List three (3) employer and employee responsibilities for workplace safety, in the table below.

Employer	Employee

24. As an employee in a café, how can you ensure your own safety and the safety of your colleagues and customers?

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25. What could happen if safe work policies and procedures (WHS) are not followed?

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-

26. List three (3) safe & hygienic work practices you would follow if you were waiting on tables in a café or working in a kitchen.

Wait staff in a cafe	Kitchen Staff



27. The following workplace hazards have been identified. What risk could they cause? (Place a tick in one box)

Workplace Hazard	Health Risk	Safety Risk	Security Risk
Fresh chicken pieces defrosting on a bench overnight			
Back door of the café was not locked last night			
Safety guards have been removed from equipment			
Rubbish bin is overflowing, but is not a trip hazard			
Oil spill on the floor near the deep fryer			
Metal shavings are found in sliced meat			
A security guard has been called because a customer has become angry and abusive, refusing to leave			
Heavy boxes need to be moved and there is no trolley available			
The lock on the front door is broken and has not been replaced			



28. Complete the table below by identifying the hazards and risk in each scenario. Briefly describe how the hazard could be controlled.

Scenario	Identify the hazard (i.e. what is dangerous?)	Health, Safety and Security Risks (i.e. what can happen?)	Hazard Control (i.e. how do you prevent an incident or accident from occurring?)
A worker cleans an oven with a caustic chemical. He does not wear PPE.			
A worker lifts a 30kg box of goods onto a work bench.			
A worker props the back door of the restaurant open with a milk crate during the night, so they can take the rubbish out to the bins as needed.			



29. What do these workplace safety signs mean? Where/why is this this safety warning sign used?

Signs	Meaning	Where/why is this sign used?
		
		
		
		
		



30. Which of the following are emergency or potentially emergency situations? (Tick all that apply)

- 20 L of hot oil has spilt from the deep fryer in the kitchen
- Glass recycling bin is full
- CO₂ gas leak from the post-mix drink dispensing machine
- Milk is out of date
- Armed robbery in a café

SITHCCC003 – Prepare and Present Sandwiches

Multiple Choice – Please circle the most correct response.

31. How do you confirm sandwich requirements?

- a) Refer to organisational policies and procedures
- b) Refer to WHS requirements
- c) Refer to standard recipe cards or listen to customer requests
- d) Refer to food preparation lists and booking sheets

32. Select a suitable condiment to be spread on Lebanese flat bread containing chargrilled vegetables.

- a) Mustard pickled
- b) Sun dried tomato pesto
- c) Apple sauce
- d) Cranberry Sauce

33. Which of the following safety tips should you follow when operating toasting and heating equipment?

- a) Remove sandwich from toasting and heating equipment with metal tongs.
- b) Tape frayed or damaged electrical cords to prevent electrocution.
- c) Clean when the equipment is still warm to easily remove burnt food particles.
- d) Remove sandwich from toasting and heating equipment with a wet tea towel.

34. What is the last task you should do before serving or presenting a sandwich to a customer?

- a) Check that the sandwich doesn't contain ingredients which could cause an allergic reaction.
- b) Preheat or chill the plates you're serving the sandwiches on.
- c) Visually evaluate the sandwich and adjust presentation accordingly.
- d) Check for correct taste and make food quality adjustments.

35. What serveware should you use to present toasted and other hot sandwich varieties?

- a) A clean cane basket lined with a serviette.
- b) Clean, chilled serveware, free from chips and cracks.
- c) Clean, heated serveware free from chips and cracks.
- d) Heated serveware to help the sandwich hold its temperature.



36. What is the logical and sequential order for making a sandwich?

- a) Confirm, collect and assemble tools and equipment. Make the sandwich collecting ingredients as you go.
- b) Confirm, collect and assemble tools and equipment. Select and prepare ingredients. Make and present the sandwich.
- c) Select and prepare ingredients. Clean tools and equipment. Make sandwiches.
- d) Select bread and ingredients. Select and assemble tools and equipment. Read recipe. Make sandwiches.

37. How should leftover slices of fresh bread be stored at the end of the service period to optimise their freshness and shelf life?

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38. List the information that should be recorded on containers of leftover ingredients prior to being stored.

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39. a) Using the list below, label each service style:

- Buffet
- Cocktail
- High Tea

b) Identify two latest trends (e.g. ingredients or serving style) for wraps and open sandwiches.

Wraps	Open Sandwiches
1	1
2	2



40. Are the following sandwiches classical and contemporary variations?

Sandwich Type	Classical or Contemporary Sandwich
Club sandwich with lettuce, tomato, roasted turkey, bacon and tarragon	<input type="checkbox"/> Classical <input type="checkbox"/> Contemporary
Filled roll with ham, cheese and tomato	<input type="checkbox"/> Classical <input type="checkbox"/> Contemporary
Open Sandwich with smashed avocado, cherry tomatoes and fetta	<input type="checkbox"/> Classical <input type="checkbox"/> Contemporary
Wrap with egg, lettuce and mayonnaise	<input type="checkbox"/> Classical <input type="checkbox"/> Contemporary

41. Why is it appropriate to present and store sandwiches in packaging? (see image below)



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Student Feedback Assessment Method 3: Product based methods		<input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required
SITXFSA001	Student provided satisfactory evidence of: <ul style="list-style-type: none"> • Basic aspects of food safety laws, standards, codes, food safety programs and HACCP • Definitions (according to ANZFS Code) • Hygienic work practices for employers and employees (different job roles and responsibilities) • Health issues caused by hygiene risks • Handwashing practices and workplace hygiene hazards • Causes of food contamination and food-borne illnesses 	Teacher feedback to student:
SITWHS001	<ul style="list-style-type: none"> • Basic aspects of WHS legislation, actions businesses must follow, employer & employee responsibilities and ramifications of failure to observe WHS legislation, policy and procedures • Identification of workplace hazards and health, safety and security risks, evacuation procedures, management of cash, documents and keys • WHS induction and safe work practices for individual job roles Reading safety signs and procedures	
SITHCCC003	<ul style="list-style-type: none"> • Terms, names and characteristics of sandwiches and breads • Stock dates codes and rotation labels to maintain food quality • Mise en place when preparing sandwiches • Methods used to prepare sandwiches • Storage conditions and methods to ensure food safety Safe operating practices of equipment used to produce sandwiches	
Assessor Signature:		Date:



Assessment Method 4: Direct observation of practical work

Instructions to students:

- Students will be observed (by an assessor) when completing the following tasks during practical lessons or service periods.
- Recipes are to be completed **INDIVIDUALLY**.
- Students must supply all PPE and tool kit (if required).
- Your assessor will indicate your performance on the observation checklists (for each unit of competency)

SITXFSA001 – Use hygienic practices for food safety

Students must:

- Demonstrate safe food handling practices (in work functions) on at least three (3) occasions
- Demonstrate procedures to:
 - Identify food hazards
 - Report unsafe practices
 - Report incidents of food contamination

SITXWHS001 – Participate in safe work practices

Students must:

- Demonstrate the use of health, safety and security procedures and safe work practices (in work functions) on at least three (3) occasions

SITHCCC003 – Prepare and present sandwiches

Students must:

- Follow safe food handling practices when preparing hot and cold sandwiches (within commercial constraints)
- Use a variety of fillings and ingredients to prepare the sandwiches
- Present sandwiches appropriately (according to organisation requirements)
- Store sandwiches and ingredients appropriately (to optimise environmental conditions and food safety practices)

The following recipes must be completed:

- Open Grilled Sourdough with Smashed Avocado and Feta
- Tea (or Pullman) sandwich
- Turkey Filled Roll
- Marinated Eggplant and Mozzarella Focaccia
- Mexican Wrap
- Club Sandwich

Note to Teachers


You may assess students using the recipes provided or substitute your own recipes to suit your school context, providing they address all listed criteria. You must include the mapping for the recipes (as identified in the EAG).

Standard recipes:

- See recipes on pages 4 – 5, and the following recipes.




Marinated Eggplant and Mozzarella Focaccia


Yield: 1 Portion	Ingredients	Quantity
	Focaccia bread or roll	1
	Salami (optional)	2 slices
	Semi sun-dried tomatoes	3
	Eggplant, marinated or chargrilled	2 slices
	Mozzarella cheese	2 slices
	Avocado	1/4
	Red onion	1/4
	Lemon juice	1 t
	Salt and pepper	To taste
	Garnish – snow pea sprouts	
Optional – olive tapenade and char-grilled zucchini could be included		

Step	Method
1	Complete mise en place: <ul style="list-style-type: none"> • Cut focaccia bread in half • Slice onion • Preheat sandwich press
2	Mash avocado in a bowl, add lemon juice and salt and pepper to form a smooth paste. Spread on focaccia.
3	Layer focaccia with the salami, semi-dried tomatoes, eggplant, mozzarella and onion. Place the other half of the focaccia bread on top and cook in a sandwich press until bread is warmed and cheese has melted.
4	Serve on a plate and garnish as desired.



Mexican Wrap																							
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Club Sandwich																											
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Assessor Observation Checklist

- SITXFSA001 (Use hygienic practices for food safety)
- SITXWHS001 (Participate in safe work practices)

The assessor will complete the observation checklist whilst observing students completing safe food handling tasks and following work, health and safety (WHS) procedures, on at least three (3) occasions. **(Use the Key provided ✓ or ✕)**

Student Name: _____			
Key: ✓ = Observed satisfactory ✕ = Observed More Evidence Required (MER) N/O = Not Observed			
Insert Dates		___ / ___ / ___	___ / ___ / ___
SITWHS001	Works safely on at least THREE (3) occasions		
SITXFSA001 - Performance Evidence Observed by Assessor <small>(Detailed criteria in Assessor Evidence and Answer Guide)</small>	Demonstrates safe food handling practices and use of hygiene procedures, on at least THREE (3) occasions.		
	Prevents food contamination		
	Follows correct hand washing procedures.		
	Identifies food hazards	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<i>If yes, what did the student identify?</i>
	Reports unsafe practices	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<i>If yes, what did the student report?</i>
	Reports any food contamination issues	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<i>If yes, what did the student report?</i>
	Reports any personal health issues	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<i>If yes, what did the student report?</i>
Assessor Check: S – Satisfactory MER – More Evidence Required		S / MER	
Assessor Comment:			
Assessor Signature:			Date:



Practical Observation Checklist (SITHCCC003 – Prepare and Present Sandwiches)

The assessor will complete the observation checklist whilst observing students preparing a range of hot and cold sandwiches. (Use the Key provided ✓ or ✖)

Student Name: _____						
Key: ✓ = Observed satisfactory ✖ = Observed More Evidence Required (MER) N/O = Not Observed						
Did the student successfully demonstrate evidence of their ability to do the following?	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___
	Open	Pullman	Filled Roll	Focaccia	Wrap	Club
Followed safe food handling when preparing hot and cold sandwiches (with a variety of fillings and ingredients)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sandwiches and ingredients stored appropriately	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sandwiches completed within commercial time constraints and presented appropriately	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
SITHCCC003 Performance Evidence Observed by Assessor <i>(Detailed criteria in Assessor Evidence and Answer Guide)</i>	Selected Ingredients					
	Made Sandwiches					
	Presented and stored sandwiches					
Assessor Check: S - Satisfactory / MER – More Evidence Required	S / MER	S / MER	S / MER	S / MER	S / MER	S / MER
Assessor Comments:						
Assessor Signature:					Date:	



Assessment feedback form

Student name	
Assessor name	
Assessment date/s	
Cluster	Getting Ready for Work (as a sandwich artist)
Units of competency	SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITHCCC003 Prepare and present sandwiches
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)	Indicate any supplementary evidence that was used to determine competence: <ul style="list-style-type: none"> <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

SITXFSA001 Use hygienic practices for food safety	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITXWHS001 Participate in safe work practices	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITHCCC003 Prepare and present sandwiches	<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	
SITXFSA001 Use hygienic practices for food safety	Date:	Date:	Date:	
SITXWHS001 Participate in safe work practices	Date:	Date:	Date:	
SITHCCC003 Prepare and present sandwiches	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

.....

.....

- 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.