



Student Assessment Package

Hospitality Kitchen Operations

Cluster C – Maintain a Clean and Safe Kitchen

Units of competency assessed:

[SITHKOP001 Clean kitchen premises and equipment](#) (release 1)

[SITHCCC001 Use food preparation equipment](#) (release 1)

[SITXINV002 Maintain the quality of perishable items](#) (release 2)

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

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

Assessment Advice:

Students must be competent for the unit SITXFSA001 Use hygienic practices for food safety before they can be deemed competent for other units for which this is a listed prerequisite.



URL: <https://bit.ly/38NApn5>



Training Package Title	SIT Tourism, Travel and Hospitality Package (Release 1.2)
Qualification Code and Title	SIT20416 Certificate II in Kitchen Operations
School name	Picton High School
Student name	
Assessor name	C. Foster, S. Lamont, G. Reynolds
Assessment date of issue	23 rd July 2020
Assessment due date	3 rd September 2020
Context for assessment	<p>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 <p>SITHKOP001 Clean kitchen premises and equipment Assessment must ensure access to: commercial kitchen with food preparation and storage areas with floor, walls and shelves, fixtures and large and small equipment</p> <ul style="list-style-type: none"> ▪ organisational specifications: ▪ equipment manufacturer manuals ▪ current commercial stock control procedures and documentation for ordering, monitoring and maintaining cleaning stock ▪ commercial cleaning schedules ▪ food preparation lists ▪ ordering and docketing paperwork ▪ safety procedures for chemical accidents ▪ SDS for cleaning agents and chemicals and plain English workplace documents or diagrams that interpret the content of SDS. <p>SITHCCC001 Use food preparation equipment</p> <ul style="list-style-type: none"> ▪ organisational specifications: ▪ equipment manufacturer instructions ▪ mise en place lists and standard recipes ▪ organisational food safety plan ▪ safety data sheets (SDS) for cleaning agents and chemicals ▪ variety of commercial ingredients used in food preparation specified in the performance evidence ▪ industry-realistic ratios of kitchen staff to customers. <p>SITXINV002 Maintain the quality of perishable items commercial refrigeration facilities</p> <ul style="list-style-type: none"> ▪ computers, printers and stock control software systems ▪ electronic equipment used for stock control ▪ containers for hot and cold storage ▪ designated: ▪ delivery area ▪ storage areas for dry goods and perishables ▪ recording systems ▪ proformas used by the workplace ▪ organisation specifications: ▪ current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock ▪ temperature recording charts ▪ thermometers.



	Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.
Resources provided by school	E.g. Cambridge Hospitality textbook, Google Classroom, Didasko, Work booklets, Internet and computer access etc.
Resources required by student	Students must provide the following for this assessment: <ul style="list-style-type: none"> Cluster C task, pens, work book, Google Classroom, Moodle, Edmodo, Email, USB, school computer login.
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	SITHCCC001 Use food preparation equipment SITXINV002 Maintain the quality of perishable items SITHKOP001 Clean kitchen premises and equipment	Two (2) weeks, completed in own time, can access class notes/resources	The completed assessment task is to be submitted to C. Foster or S. Lamont following school procedures by: 3rd September in class time
Assessment Method 2: Practical Observation	SITHCCC001 Use food preparation equipment SITXINV002 Maintain the quality of perishable items SITHKOP001 Clean kitchen premises and equipment	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: <ul style="list-style-type: none">• How am I going?• Where am I going?• How am I going to get there?



Assessment Method 1: Written 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 (maximum 2 weeks).
- You may use your class notes, textbook and learning resources (eg. Didasko, Futura)
- Your assessor will inform you of the due date for this section of the assessment task (page 3).
- Answer questions 1 – 22 in the space provided.

1. What is the purpose of each the following on food labels:

Use By Date	
Best Before Date	
Storage Conditions	

2.

- i) Choose ONE of the dishes in Assessment Method 2 and write a stock rotation label for when storing left overs following the event?

- ii) How would you use the information in this label to ensure stock rotation requirements are met?



3. Identify TWO types of wastage in a commercial kitchen and reasons to avoid it.

4.
i) List TWO reasons a food business must protect food from contamination.

ii) In the following table - Identify THREE potential types of contamination, give ONE example for each and a method used for safely disposing contaminated food.

Type of contamination	Example/Method used for safely disposing contaminated food



- iii) What action would you take if food in the dry store has signs of pest activity? For example, droppings, eggs, webs, feathers, rot or damaged packaging. Who would you report this to?

- iv) Describe how you would safely store the following items likely to be the source of contamination:

Item to be stored	Method of Storage
Chemicals	
Clothing or soiled linen – table cloths, napkins	
Personal belongings	



- v) Complete the following table by writing items listed below under the headings either **indicators of spoilage and contamination of perishable supplies** or **indicators of quality of perishable items**:

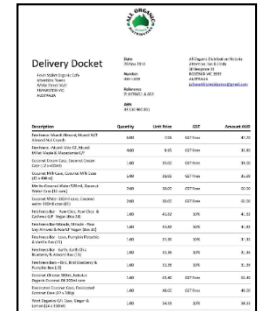
<ul style="list-style-type: none"> • degradation of flavour, aroma, colour and texture • odour • enzymic browning • infestation of animal and pest waste • size • weight 	<ul style="list-style-type: none"> • currency of best by or use by dates • drying and hardening • exposed packaged food through damaged packaging • crystallisation • freshness • mould
Indicators of spoilage and contamination of perishable supplies	Indicators of quality of perishable items
Empty space for student input	Empty space for student input



5. **Simulated activity:** Food needs to be stored under environmental conditions that will not adversely affect its suitability or safety.

Each student is to **receive and store** the following delivered food items. You will need the delivery docket and a thermometer to complete this activity.

- **Conduct** actual temperature checks on the following delivered goods and complete **goods receiving form**
- **Identify** deficiencies with delivered food items and reject and/or report findings
- **Choose** and prepare correct environmental conditions for storage of perishable supplies
- **Date** code perishable supplies to maximise their use
- **Promptly** store supplies in appropriate storage area to minimise wastage and avoid food contamination



Complete this “goods receiving form”:

Date and time	Supplier	Product <i>Food type to be written under each heading</i>	Allowable tolerance (temperature)	Temperature recorded (Is it within allowable tolerance? Y/N)	Quality Check: - Visual Check	Best Before/Use-By Date	Identified deficiencies with delivered food items	Corrective action Reject and report or date and store perishable supplies in suitable location. Describe outcome of check:	Checked by (initialled by assessor)
		<i>Frozen foods</i> -	- 15°C	Temperature: Y/N					
		<i>Cold or chilled foods</i> -	1- 4°C	Temperature: Y/N					
		<i>Raw foods</i> -	1 - 4°C	Temperature: Y/N					
		<i>Reheated foods or ingredients</i> -	60°C	Temperature: Y/N					



6. a) Complete the checklist for the listed *storage areas* and *equipment* to maintain perishable supplies at optimum quality on multiple occasions. Include the following checks:

- Temperature
- Check packaging
- Check for signs of pest activity
- Rotation of stock

Students are to record observations of each of the storage areas identified in the table.

Storage area checked and Date	Cool room/commercial refrigerator	Freezer	Dry storage Date	Date of check
Temperature				
Environmental Conditions (ventilation, humidity, light and cleanliness)				
Observations (eg signs of thawing, pest activity, packaging)				
Use-by dates; stock code labels and rotation				
Corrective action followed (reject/report)				

a) How would you adjust the **temperature** and **humidity** controls on storage equipment used above?

7. Identify the following statements as either true or false.

Statement	T or F
Heat will encourage microbial growth and may also damage food.	
Humid conditions may encourage mould growth and could also damage food packaging	
Potatoes need to be protected from direct light to delay the production of glycoalkaloids.	
Potentially hazardous food must be stored at a temperature below 5°C or above 60°C	












It is acceptable to receive frozen food that partially thawed.	
It is not an offence to sell food that is damaged, deteriorated or has perished.	
Food should be stored in food-grade containers and covered if there is any likelihood of contamination.	
Containers that may be placed on food contact surfaces should be stored off the floor on shelves.	

8. Define mise en place and explain its role in the process of preparing, cooking and presenting food.

9. List TWO safe practices used when maintaining and making minor adjustments when adjusting blades AND when oiling machines:



10. Complete the following table:

Commercial equipment used for food preparation	Use and maintenance	Commercial equipment used for food preparation	Use and maintenance
<p>Blenders</p> 		<p>Whisk</p> 	
<p>Food Processors</p> 		<p>Thermometer</p> 	
<p>Scales</p> 		<p>Peeler</p> 	
<p>Planetary Mixer</p> 		<p>Corer</p> 	
<p>Slicer</p> 		<p>Grater</p> 	



11. Match the correct knife to the preparation task.

Serrated knife; boning/butchers' knife; filleting knife; palette knife/spatula; paring knife; chef knife

	The blade is long and flexible with a rounded end. Used to spread and scrape soft mixtures also used to flip food items like pancakes and crepes.
	A very flexible thin blade which is used for fish.
	The most commonly used knife. The blade is wide at the heel and tapers to a point. Used to roughly chop mirepoix of vegetables, and to cut vegetables into julienne.
	Has a thin pointed blade and used to remove meat from the bone, separate bones at the joint and trim meat. This knife has no flexibility.
	Also called a vegetable knife, this knife has a pointed blade and is used for small tasks like peeling, trimming and making decorative garnishes.
	A long serrated blade which is used to cut off crusts and through bread.

12.

You are an apprentice working in a busy restaurant and the food processor is not operating correctly. One of the other chefs tells you "make it work by jamming a wooden spoon into the handle which will hit the safety switch, and it will be fine."

i) What should you do?

ii) What steps should you take if the food processor is not working correctly?



13.

a) What is the purpose of a cleaning schedule in a commercial kitchen?

b) **Circle** the contaminant in each of the **common poor hygiene and cross contamination issues** listed in the table below (the first one has been done for you).

c) Identify correct hygiene practices that could be followed to prevent cross contamination and hygiene risks in the kitchen.

Note: The third column of the table has been left vacant for you to write the correct hygiene requirement.

Environmental hygiene area item	Common poor hygiene and cross contamination issues	Correct hygiene requirements
Crockery, glassware, cutlery and utensils	Placing <u>dirty dishes</u> straight into the dishwasher	
Benches and food preparation areas	Wiping down food preparation benches with the cloth used for dirty dishes	
Floor areas	Food debris is left lying on the floor until the end of trade	
Storage areas	Dust left on storage shelves	
Garbage bins	Not regularly cleaned, full and overflowing	



14. a) Match the cleaning agents/chemicals to their description

No.	Chemical	No.	Use
1	Bleach		A liquid used to kill bacteria
2	Deodorisers		Used to bring shine to dull floors in high wear areas
3	Dishwashing liquids; powder tablets		Removes streaks and fingerprints from stainless steel surfaces
4	Disinfectants		Removes baked on food deposits
5	Floor cleaners		Designed to attract, deter and kill pests
6	Glass cleaner/window cleaner		Chlorine solution used to emulsify heavy grease build up e.g. Domestos
7	Pesticides		Pleasant smelling aerosol sprays, powders or solid blocks
8	Stainless steel cleaner and polish		A spray used to clean glass counter displays or windows or mirrors
9	Oven cleaners		Mild or concentrated acts by lifting dirt and removing grease and grime from crockery, cutlery, glassware and utensils

(b) What procedures should be followed when using chemicals and hazardous substances?

(c) Outline TWO safe procedures to follow when storing chemicals and cleaning equipment.



15. Refer to Appendix 1 – Safety Data Sheet (provide students with Selleys attachment in the EAG)

Name of chemical _____

Identification of supplier _____

First Aid measures for skin contact _____

Conditions for safe storage _____

PPE requirements _____

Stability and reactivity - conditions to avoid _____

Ecological information _____

Disposal considerations _____

Methods and materials for containment and cleaning up _____

16. Describe a procedure for cleaning, sanitising and disinfecting the items/areas listed in the table below

Food preparation/ storage Area	Methods that avoid risk to food when:		
	cleaning	sanitising	disinfecting
Kitchen floors, shelves & walls			
Kitchen equipment, service ware/utensils			



17. (i) What is the correct method for lifting a heavy chemical container?
Circle the correct answer:

- (A) Stand with feet shoulder width apart, bend knees, lift
- (B) Firmly place feet together, bend knees, lift
- (C) bend knees, hold item away from body, lift
- (D) place feet where comfortable, hold item away from body, lift







(ii) Tick to identify the correct technique for safe manual handling

18. Provide FOUR suggestions for how you can reduce the use of water and energy when cleaning commercial kitchens and equipment



19. What is the purpose of personal protective equipment when cleaning?

PPE Item	Purpose when cleaning
Face masks 	
Gloves 	
Goggles 	
Rubber aprons 	

20. Please circle the correct answer:

Statement	True/False
Cleaning schedules state what needs to be cleaned, by whom and when	True / False
Chemicals that have splashed into someone's eyes should be flushed out with water for 1 minute	True / False
Chemicals should be used in non-ventilated areas	True / False
Goggles and masks should be worn when using oven cleaners	True / False
Contaminated food should be returned to the cool room prior to disposal	True / False
Gloves should be worn whilst handling chemicals	True / False
Employees should report pest infestation	True / False
All food preparation areas should be cleaned and sanitised once a day	True / False



21. How would you safely dispose of kitchen waste and hazardous substances to minimise negative environmental impacts?

Kitchen Waste	Environmentally sound disposal method
Broken service ware	
Food waste used or out of date	
Animal fat, ghee and grease	
Used cooking oil	
Chemicals and cleaning agents	
Pest waste	
Glass jars	
Plastics	
Paper and cardboard	
Tin or aluminium containers	



Student Feedback Assessment Method 1: Written Questioning	<input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required
SITXINV002 - Maintain the quality of perishable items Student competently answers questions about: <ul style="list-style-type: none"> • Identifies key elements of stock and rotation labels • Identifies reasons for protecting food from contamination • Identifies methods of rejecting contaminated food 	Teacher feedback to student:
SITHCCC001 - Use food preparation equipment Student competently answers questions about: <ul style="list-style-type: none"> • Understands the meaning and role of mise en place • Able to identify equipment and their uses • Identify faulty and unsafe equipment and demonstrate the knowledge of the correct actions to follow. Discusses the cleanliness of equipment using appropriate cleaning agents	
Assessor Signature:	Date:


*Please note: Students cannot be deemed competent in **SITHKOP001 Clean kitchen premises and equipment**, **SITHCCC001 Use food preparation equipment** and **SITXINV002 Maintain the quality of perishable items** 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	Maintain a Clean and Safe Kitchen
Units of competency	SITXINV002 Maintain Perishable Food Items SITHKOP001 Clean Kitchen premises and equipment SITHCCC001 Use Food Preparation Equipment
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

SITXINV002 Maintain Perishable Food Items	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITHKOP001 Clean Kitchen premises and equipment	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITHCCC001 Use Food Preparation Equipment	<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	
SITXINV002 Maintain Perishable Food Items	Date:	Date:	Date:	
SITHKOP001 Clean Kitchen premises and equipment	Date:	Date:	Date:	
SITHCCC001 Use Food Preparation Equipment	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.