

## COMPETENCY ASSESSMENT TASK - CLUSTER D

Safe, Clean and Skilled

Qualification Code	<u>SIT20316</u>		
Qualification Name	Certificate II in Hospitality		
HSC Course Name:	Hospitality – Food and Beverage		
Student Name:			
Assessor's Name:	Nicholas Armstrong		
<b>Purpose:</b> This Cluster task assesses your understanding of the knowledge requirements and your ability to perform the range of skills required to achieve the following units of competency: <u>SITXFSA002</u> Participate in safe food handling practices <u>SITHCCC001</u> Use food preparation equipment			
<b>Context:</b> This Cluster task assesses the performance outcomes, skills and knowledge required to: <ul style="list-style-type: none"> <li>• handle food safely during the storage, preparation, display, service and disposal of food following predetermined procedures as outlined in a food safety program.</li> <li>• safely use a range of commercial kitchen equipment to prepare a variety of food types</li> <li>• comply with the requirements contained within the Australia New Zealand Food Standards Code.</li> </ul> The assessment will require you to complete a range of activities and you will find these activities listed on the following page. During the assessment your skills must be observed by your assessor in a simulated environment and your assessor must satisfy the Standards for Registered Training Organisations' requirements for assessors.			
<b>Conditions</b>			
<b>Date Issued:</b>		<b>Date Due:</b>	
<b>Location:</b> Skills must be demonstrated in an operational food and beverage business environment where customers are served. This can be: <ul style="list-style-type: none"> <li>• an industry workplace</li> <li>• a simulated food preparation environment</li> </ul>			
<b>Resources:</b> A detailed list of the required resources is available in the <u>Assessment Conditions</u> section of the following Industry Curriculum Information Guides (ICIG): <u>SITXFSA002</u> Participate in safe food handling practices <u>SITHCCC001</u> Use food preparation equipment.			
<b>Reasonable Adjustment</b> Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustment should be based upon the individual student's needs and abilities. They may require extended time and additional support, both off the job and in the workplace. Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the Training Package.			

**Assessment - There are five (5) assessment tasks in this cluster:**

**Part A: Written Task**

**Part B: Student Self Assessment**

**Part C: Observation of Practical Work**

**Part D: Practical task – Food Safety Procedures and Workflow**

**Part E: Written Task**

**STUDENT ACKNOWLEDGEMENT – Please tick ☒**

**For achievement in the units of competency in this cluster, students must complete all knowledge and skill tasks successfully and to the standard.**

- ☐ I understand the requirements of the assessment task and assessment methods.
- ☐ I understand what is being assessed and I am prepared for the tasks described in this assessment.
- ☐ I have previously been provided with information about RPL, Credit Transfer and Assessment Appeals.
- ☐ I have notified the assessor of any special needs to be considered during this assessment
- ☐ I declare that the work submitted is my own and has not been copied from another person or source, unless acknowledged appropriately.

**Student signature:**

**Date:**

**ASSESSOR/ TRAINER USE ONLY:**

☐ N/A

**If additional requirements/adjustments have been made to cater for this student's special needs and/or English as an Additional Language/Dialect (EAL/D) to assist with the completion of this task, please complete the section below:**

- ☐ Providing support staff \_\_\_\_\_
- ☐ Providing tutorial sessions \_\_\_\_\_
- ☐ Altering assessment methods \_\_\_\_\_
- ☐ Simplifying and rephrasing language \_\_\_\_\_
- ☐ Provide additional time to complete the task \_\_\_\_\_
- ☐ Further assistance provided \_\_\_\_\_

### Task Outline

As you complete this assessment task you will be demonstrating your skills and knowledge to your assessor. The assessor may also observe your practical skills and techniques and ask you questions. Ensure in your work practices that you work safely and efficiently, check that equipment is ready for use and work with others to improve work practices.

### Part A: Written Task

1. You are about to commence vegetable preparation and find that your knife-edge is dull. Describe the process you would follow to correct this problem.

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2. At the start of your shift the food processor was not operating correctly. Another worker tells you "to make it work, simply jam a bamboo skewer into the safety cut-off switch and it will work fine". What should you do?

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3. You are asked by your chef to organise the mise en place for chicken schnitzel. Describe the process of coating the chicken in breadcrumbs

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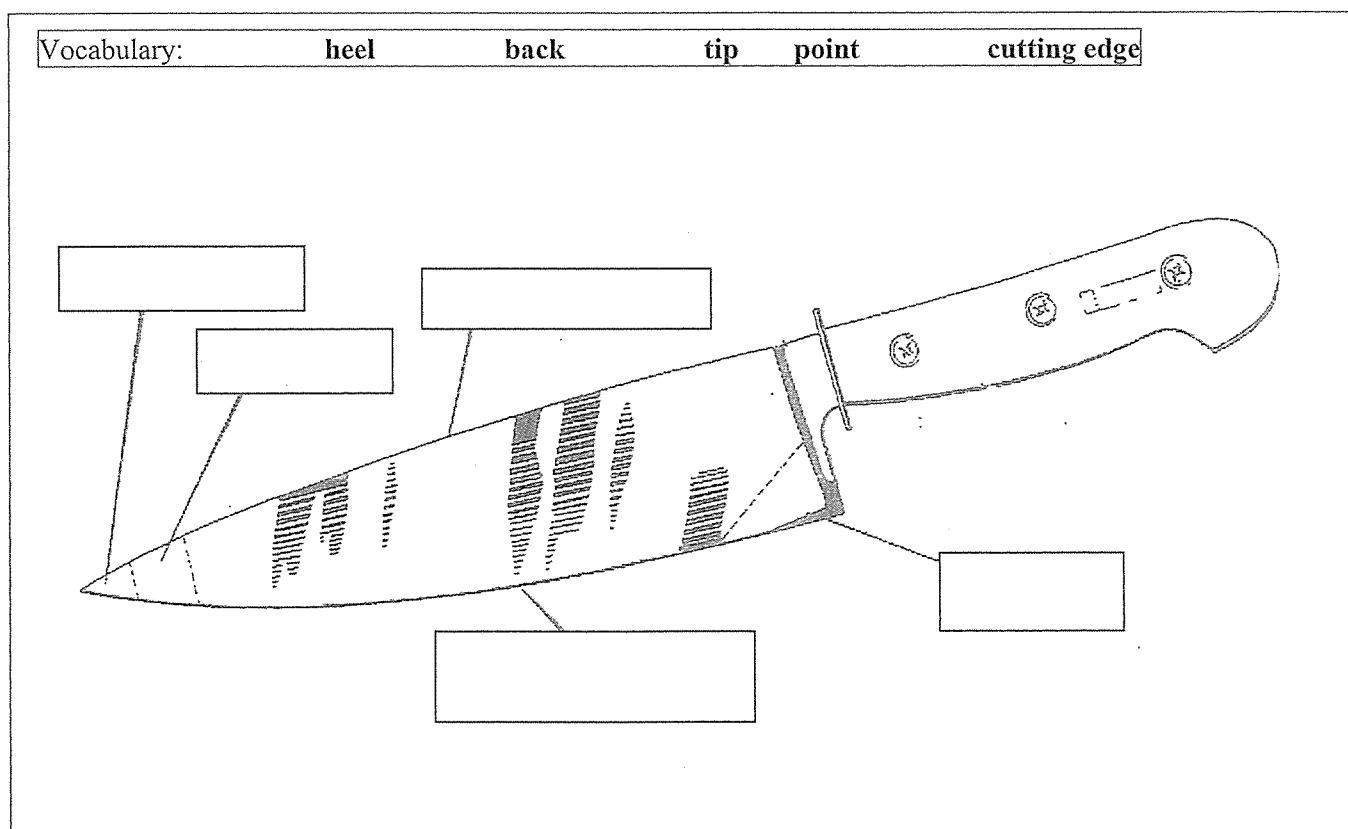
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4. Identify which knife you would use for the following tasks:

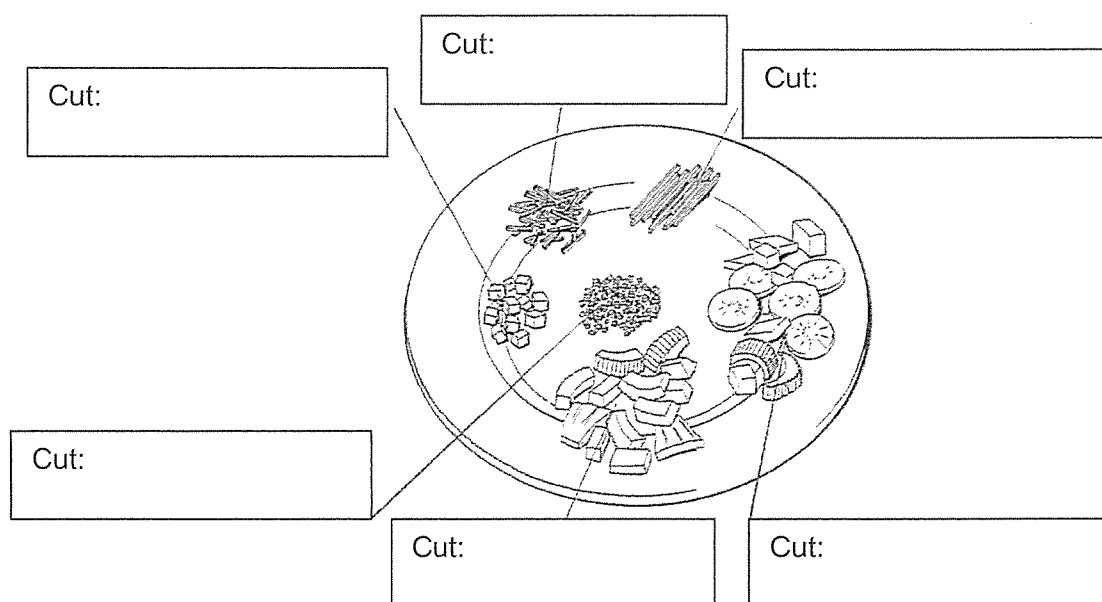
Task	Type of knife
Chopped parsley	
Orange segments	
Concasse tomato	
Cutting a chicken for stir fry	
Icing a cake	

5. Label the parts of the knife in the following diagram:



6. Examine the range of cuts included in the diagram and name each one.

Vocabulary: julienne jardinière brunoise macedoine paysanne mirepoix



7. Complete the following table (see example for mirepoix)

Precision cut/ culinary term	Description	Dimensions
Mirepoix	Only 'rough' cut, used for flavouring stocks	Approx 2cm - 10 cm. Depending on use. All must be similar in size
Julienne		
Brunoise		
Macedoine		
Chiffonnade		
Jardinière		
Paysanne		

8. Select ONE of the following pieces of kitchen equipment:

- Food processor
- Chopping board
- Stock pot

a. Describe appropriate procedures for the cleaning, sanitising and maintenance of this piece of equipment. Briefly explain why it is important to adhere to the manufactures guidelines and instructions when using and cleaning equipment.

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b. Describe how you would store this piece of equipment after cleaning.

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c. What is the purpose of a Safety Data Sheet (SDS) and what information does it contain.  
Outline where this document must be located.

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## Part B: Student Self-Assessment Checklist

You are to keep a record of your use of a range of food preparation equipment to safely and hygienically prepare a variety of food during your practical lessons. This self-assessment will occur over a number of weeks.

Once you are confident that your knowledge and skills are satisfactory present to your teacher for assessment and recording.

Student name:		Date:
Unit of competency	<b>SITHCCC001 Use food preparation equipment</b>	
Instructions	Consider your level of skill/knowledge. Place a tick <input checked="" type="checkbox"/> in the box to indicate that you feel confident in demonstrating the skill to an assessor.	

### Self evaluation - I am confident that I can:

#### 1. Safely and hygienically prepare food using EACH of the following *fixed and hand-held commercial equipment*:

- ☐ blenders
- ☐ food processors
- ☐ graters
- ☐ knife sharpening equipment - sharpening steels and stones
- ☐ knives:
  - chef
  - palette
  - vegetable
- ☐ French mandolin slicers
- ☐ measuring equipment
- ☐ peelers, corers or slicers
- ☐ planetary mixers
- ☐ scales
- ☐ thermometers
- ☐ whisks - fine and coarse stainless steel wire

#### 2. Use food preparation equipment to prepare EACH of the following *food types*:

- ☐ fruit and vegetables

general food items:

- ☐ batters
- ☐ coatings
- ☐ condiments and flavourings
- ☐ garnishes
- ☐ oils
- ☐ sauces and marinades
  
- ☐ meat
- ☐ poultry
- ☐ seafood
- ☐ make precision cuts on fruit and vegetables



## PART C: Observation of Practical Work

As a part of your practical observation components, you will be required to prepare a total of THREE recipes. This will include:

- **Summer vegetable salad with orange vinaigrette** (appendix A or a similar recipe provided by your teacher)
- **Open steak sandwich with fruitie smoothie**
- **Dish that includes fish-** recipe of your choice that is included in the delivery of your practical lessons.

Ensure that each recipe is prepared demonstrating appropriate use of food preparation equipment and cleaning kitchen procedures

- You are required to demonstrate your competence in preparing food safely and using food preparation equipment in an industry setting or simulated work environment
- Correct uniform including PPE (eg leather shoes) must be worn
- The principles of hygiene and safety apply
- Workplace organisation and cleaning procedures are to be followed.
- Complete tasks within commercial time constraints

Record of Practical Observations		
Observation:	Food Item Cooked:	Date:
Observation 1		
Observation 2		
Observation 3		

## Practical Observation Checklist

*Your assessor will be observing the following practices and recording the evidence during a specified time.*

<b>Student name:</b>	
<b>Unit of competency:</b>	<b>SITHCCC001 Use food preparation equipment</b>

Observations	1		2		3	
During the demonstration of skills, did the candidate: ( ✓ Yes or No )	Date:		Date:		Date:	
	Yes	No	Yes	No	Yes	No
Confirm food preparation requirements from recipes, lists or other workplace information						
Identify and select knives to prepare food items – make accurate precision cuts, according to recipe specifications						
Assemble and use equipment safely and hygienically						
Prepare food safely and maintain a clean work space/environment						
Manage time and workflow to make menu item within realistic time constraints						
Maintains the cleanliness of equipment using appropriate cleaning agents.						
Efficiently use energy, water and other resources						
Identify and report equipment faults						
<b>A holistic assessment of the candidate's performance is:</b>	<input type="checkbox"/> Satisfactory					
	<input type="checkbox"/> Not Satisfactory					
<b>Assessor Feedback to Student:</b>						
<b>Student Feedback to Assessor:</b>						

## Appendix A: Sample recipe

\*\*Prepare this dish and present this as an entrée sized portion. Assessor to advise function and number of covers required.

<p>RECIPE: <b>Summer Vegetable Salad with Orange Vinaigrette</b></p>	
<p><b>Ingredients: 2 entrée portions</b></p>	
<p><u>Salad &amp; Croutons</u></p> <p>40g carrot (julienne 40mm x 3mm x 3mm)  40g Celery (julienne 40mm x 3mm x 3mm)  60g tomato (concasse)  1 orange (segment)  1 cos lettuce leaf (chiffonnade – 2mm shred)  15g red onion (brunoise 3mm x 3mm x 3mm)  40g unsliced stale bread (into 5mm dice)  50ml butter</p>	<p><u>Dressing</u></p> <p>10ml oil  5ml vinegar  5ml orange juice (from segmenting)  salt and pepper to taste  fresh herbs or chilli for garnish and taste enhancement  (parsley, coriander, mint etc)</p>
<p><b>Method:</b></p>	
<p><u>Prepare all Mise en Place</u></p> <ul style="list-style-type: none"> <li>• Julienne carrot and celery</li> <li>• Concasse tomato</li> <li>• Segment orange</li> <li>• Chiffonnade lettuce</li> <li>• Brunoise onion</li> <li>• Cube bread</li> <li>• Prepare herbs and chilli (optional)</li> <li>• Mix dressing</li> </ul> <p><u>Food Preparation and Presentation</u></p> <ul style="list-style-type: none"> <li>• Make croutons – shallow fry bread cubes in butter until golden and crisp</li> <li>• Combine vegetables and orange segments</li> <li>• Dress lightly with vinaigrette dressing</li> <li>• Arrange on serving plate with appropriate garnish</li> </ul>	

## Part D: Practical task - Food safety procedures and workflow

### Instructions:

- You are to complete a workflow and then prepare – **open steak sandwich and fruit smoothie**, following food safety guidelines

**NOTE:** your teacher may select an alternative hot sandwich and beverage recipe

- It is to be served as single use item/s, garnished and presented to industry standard
- Correct PPE uniform must be worn
- The principles of hygiene, safe knife handling and food safety apply
- Workplace organisation and cleaning procedures are to be followed.

### Procedure

- Read through the recipe, refer to the photograph of the suggested presentation
- Prepare a workflow plan using the template provided, identify the critical control points
- Prepare the Open Steak Sandwich recipe, including appropriate storage techniques to minimise the risk of food contamination.
- The time listed can either be the time of day, or the estimated time it will take you to complete the task (in minutes).
- Prepare a detailed list of all equipment you will need and record it on the workflow plan
- During the practical task your assessor will be observing your skills and application of the food safety principles.



## WORKFLOW

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*To be followed during the practical task for open steak sandwich and fruit smoothie*

*The operations listed below should assist with your food safety procedures and workflow organisation*

Operations and Workflow Organisation	Identified Control Points - indicate the critical control points
Preparation	Receiving Supplies
	Storage
Cooking/Assembly	
	Processing
	Preparation
	Display
	Service
	Disposal
Cooking Equipment/Serving Utensils	Packing
	Transport

RECIPE: **Open Steak Sandwich with Fruitie Smoothie**

**Ingredients: 1 portion**

Open Steak Sandwich

½ tablespoons olive oil  
½ tablespoon Italian herbs paste  
½ teaspoon chunky garlic paste  
1 (150g) beef minute steak  
1 egg  
½ rasher bacon  
2 slices traditional bruschetta bread  
Olive oil cooking spray  
2 small butter lettuce leaves  
½ vine-ripened tomatoes, sliced  
1 T beetroot dip

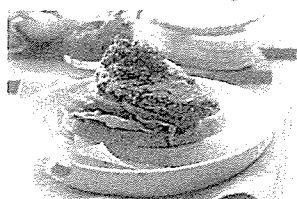
Fruitie Smoothie

1 C ice  
85g frozen or fresh strawberries or  
100 ml pineapple juice  
1 T yogurt  
1 frozen or fresh strawberry  
1 pineapple wedge  
\*\*smoothie to be made using seasonal fruit

**Method:**

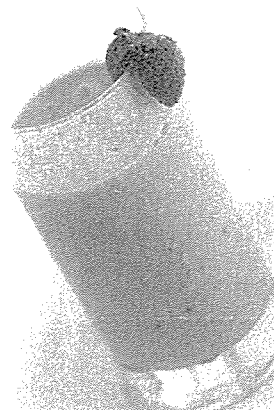
Steak Sandwich:

1. Combine oil, herbs and garlic in a shallow glass or ceramic dish. Season with salt and pepper.
2. Add steaks. Turn to coat. Heat a large non-stick frying pan over medium-high heat. Cook steak and egg, in batches, for 2 minutes each side for medium or until cooked to your liking. Repeat for bacon. Transfer to a plate. Cover to keep warm.
3. Preheat grill on high. Spray 1 side of each slice of bread with oil. Place on a baking tray, oil-side up. Grill bread for 2 minutes or until toasted. Place 2 slices of toast, overlapping, onto each plate. Top with lettuce, tomato and steaks. Serve with a dollop of beetroot dip.



Fruitie Smoothie:

1. Wash strawberries.
2. Place ice in the blender to crush.
3. Add strawberries, juice and yogurt, blend again briefly.
4. Pour into clean glass.
5. Prepare strawberry and pineapple garnishes, insert onto rim of single serve glass.



## PART E: Written Task

1. Which of these are examples of policies and procedures, which are commonly found in a business's food safety program?
  - a. Corrective action reports, personal hygiene standards, standard recipes, presentation methods
  - b. Food display monitoring procedures, risk assessment procedures, temperature control procedures, critical control point evaluations
  - c. Monitoring processes, manufacturer's instructions for equipment usage, service procedures, breakages reports
  - d. Methods of controlling food hazards, cleaning and maintenance schedules, dress and personal hygiene standards
2. You have a contaminated batch of raw chicken breasts, which is to be returned to the supplier, what should you do if you have to store it for a period of time?
  - a. Store it away from other foods and mark it 'not fit for consumption'
  - b. Clearly label the food with the name of the supplier and store in the delivery dock
  - c. Place the food in a plastic garbage bin liner in the refrigerator until returned to the supplier
  - d. Store it in a separate storage area so it cannot contaminate other safe food
3. The food safety regulations suggest coloured chopping boards and equipment in kitchens should be used when preparing food for commercial and non-commercial purposes. In the space provided list the food items in the recipe and the coloured boards that were used

### Food item

### Coloured board used

Bread

Beef (steak)

Lettuce

Tomato

Bacon rashers

4. Name **TWO** ways the steak sandwich can develop microbiological contamination in the kitchen and describe how each of these contaminations can be avoided.

a.

b.

5. Explain what could occur and who could be held accountable if the hygiene standards were not brought in line with the legislation standards

6. Explain how heating/cooling processes were monitored for the beef in the recipe

Food Preparation	Temperature	Storage Conditions
Delivery of beef		
Storage of beef in freezer		
Preparation of beef		
Holding temperature of beef		

7. What would you use to ensure that food delivered to your premises meets the legal temperature requirements?

8. How would you use a temperature probe and ensure the accuracy of this piece of equipment?



9. How would you store the following foods? Complete chart below

Food	Storage location	Environmental conditions eg temperature, humidity, location in storage area, special storage needs
Frozen beef silverside	Freezer	_____°C
Bacon rashers		_____°C <i>Store in the coldest part of the refrigerator</i>
Case of butter lettuce		<i>1 to 3 °C</i> <i>Warmest part of the refrigerator</i>
Beetroot dip		
Cartons of pineapple juice		<i>3 to 4 °C</i>
Whole, unripened tomatoes		<i>Cool, dry environment</i>
20 L tin of olive oil	Dry store	
Fresh bruschetta bread		

10. How is contamination defined by the Food Standards Code?

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11. What is the Food Standards Code definition of a 'contaminant'?

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12. How would you clean and sanitise storage areas before a delivery?

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13. Describe **THREE** common faults in deliveries which would require your action

a.

b.

c.

14. Complete the table below to outline the particular requirements for high risk customer groups

High Risk Customers:	Potential High Risk Foods:	Control Measures or Adjustments to Menu:
Children or babies		
Pregnant women		
Aged persons		
People with immune deficiencies or allergies		
Unwell persons		

ASSESSOR FEEDBACK TO STUDENTS					
Assessor's Name: Nicholas Armstrong			Cluster		D
Student Name			Date		
Units of competency being assessed		Assessment Outcome			
SITXFSA002 Participate in safe food handling practices		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent		If NYC - Refer to shaded section below
SITHCCC001 Use food preparation equipment		<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent		
	Evidence Collection	Assessment		Re-Assessment (If Required)	
		Satisfactory	Not Satisfactory	Satisfactory	Not Satisfactory
A	Written Task: Questions 1-8				
B	Student Self-Assessment Checklist				
C	Practical Observation Checklist for Observations: 1-3				
D	Workflow Table				
E	Written Task: Questions 1-14				

*Where the candidate achieved satisfactory in all requirements, the overall outcome for this cluster task is Competent.*

If you have been deemed <b>NOT YET COMPETENT</b> the following further action is required:		
SITXFSA002 Participate in safe food handling practices		Date of Reassessment: Date Competent:
SITHCCC001 Use food preparation equipment		Date of Reassessment: Date Competent:
Assessor general comment:		
I declare that the assessment conducted with this student met the rules of evidence as being, valid, current, authentic and sufficient and have provided appropriate feedback.		
Assessor Signature		Date
<b>Assessors:</b> All assessment evidence including the completed student assessment cluster tasks and any supplementary evidence e.g., photographs, videos must be securely retained for six months after the completion of the course. In some cases, for reasons of perishability or size of a product or because the evidence was a service, the product evidence cannot be retained, however, all RTO Cluster task evidence requirements will be retained on QMS.		

<b>STUDENT FEEDBACK TO ASSESSOR</b> (to be completed <b>after</b> student receives assessor feedback)				
<b>Provide feedback to your assessor regarding this cluster task</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>	<b>Unsure</b>
Were you adequately prepared to complete this cluster task?				
Were you effectively supported in the completion of this cluster task?				
Were the instructions for completing each task clear and easy to understand?				
Do you have a better understanding of the assessed units of competency after completing these tasks?				
<b>I agree with the outcome of this assessment</b>				
* If you <b>do not</b> agree with outcome of this assessment you must speak with your assessor about the appeals process.				
<b>What did you learn from this cluster task?</b>				
<b>Student Signature</b>			<b>Date</b>	