

Stage 6 Hospitality

Kitchen Operations

2019-2020

Cluster A

Assessment Task

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

Student Name: _____

Date of Issue:

Due Date: 12:00 (Mid-Day) 4th April 2019

Teachers: The completed student assessment task and the Evidence and Answer Guide must be securely retained 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.



STUDENT ASSESSMENT TASK

Name of Task	Cluster A – Getting Ready for Work (as a sandwich artist)
Name of VET Course	Hospitality (Kitchen Operations)
Qualification Code and Name	SIT20416 Certificate II in Kitchen Operations
Assessor Name(s)	MR G. Reynolds Email :- gordon.reynolds3@det.nsw.edu.au
Units of Competency Assessed	SITXFSA001 – Use hygienic practices for food safety SITHWHS001 – Participate in safe work practices SITHCCC003 – Prepare and present sandwiches
Pre-requisite units	SITXFSA001 – Use hygienic practices for food safety
Assessment Conditions	<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 or 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:</p> <ul style="list-style-type: none"> • 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
Resources and equipment required for Assessment	<p>Students must provide the following for this assessment:</p> <ul style="list-style-type: none"> • Full chef Uniform Chef jacket, buttons, neck-tie, apron, Chef’s hat or chef cap, black leather shoes, which constitutes full Personal Protection Equipment (PPE) workflow plan, recipes for dishes, copied from assessment task <p>Picton High school will provide</p> <ul style="list-style-type: none"> • Knives, chopping boards, all ingredients required, Tea towels, cleaning equipment, original recipes and method, demonstration of all items to be assessed.



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Students must complete knowledge and skills development activities which prepare for and may contribute to assessment of competence.			
Assessment Method	Units of Competency	Duration	Due Date
Part A: Structured task: Scenario	SITHCCC003 – Prepare and present sandwiches	Three (3) hours, completed in own time, can access class notes, textbooks and learning resources	The completed cluster assessment task is to be submitted. To the assessor Mr Reynolds By 12:00 mid-day 4 th April 2019, • in class / before roll call on the due date • online to the school Email on page 2
Part B: Structured Activity – Scenario	SITHWHS001 – Participate in safe work practices	Three (1) hour, completed in own time, can access class notes, textbooks and learning resources	
Part C: 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	
Part D: 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	
<i>Foundation Skills incorporating language, literacy, numeracy and employment skills required for competent performance are embedded in the units of competency.</i>			

Additional Requirements

I have special needs and require adjustments to undertake this task. YES NO

Describe here how the task was modified for special needs and/or EAL/D

One Student requires coloured paper for the assessment task to be printed on

Student Acknowledgement (To be completed before student is assessed)

I understand:

- The requirements of the assessment task and assessment methods.
- What is being assessed and can perform the tasks described in this assessment.
- I can apply for Recognition of Prior Learning (RPL), or Credit Transfer
- All work submitted must be my own and must not be copied from another person or source.
- The assessment appeals process.

Name Student's Signature: Date:

PART A: Structured task: Scenario (SITHCCC003 Prepare and Present Sandwiches)



Instructions to students:

- **Part A** - 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.

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 1.

Standard Recipes

Open Grilled Sourdough with Smashed Avocado and Fetta				
	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 garnish as desired			
Turkey Filled Roll				
	Ingredients		Recipe Quantity	Scenario Quantity
	Bread Roll (ready bake)		2	
	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.			

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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.



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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



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TIME	TASK	INGREDIENTS	UTENSILS/EQUIPMENT

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



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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



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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)

- Cutting Garnishing Layering
 Moulding Portioning 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



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Student Feedback - Part A: Scenario Student competently answers questions and demonstrates knowledge about:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required
<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. 	Assessor comment:
Assessor signature:	Date:

Part B – Structured Task: Scenario – Potential Emergency Evacuation

Instructions to students:

- **Part B** – 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.

- List three (3) hazards that could be caused by a fire in the kitchen.
 -
 -
 -
- 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 _____ <input type="checkbox"/> M <input type="checkbox"/> F
Employer _____	
Address _____	
Phone _____	
(If more than one person was injured, complete a separate "Incident & Accident Report Form.")	



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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 a 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: _____



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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: _____

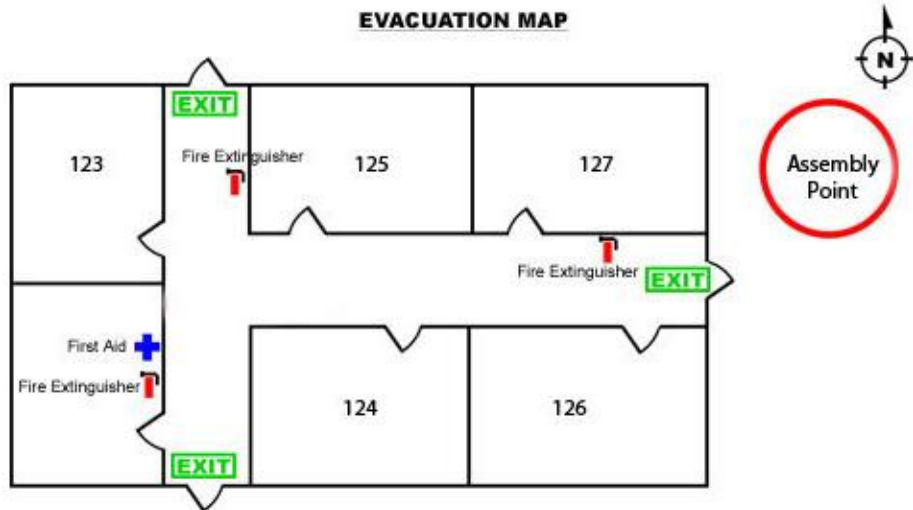
Long term control(s) required: _____

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.





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<p>Student Feedback – Part B Structured Task: Scenario (Potential Emergency Evacuation) Student competently answers questions and demonstrates knowledge about:</p>	<p><input type="checkbox"/> Satisfactory <input type="checkbox"/> More Evidence Required</p>
<p>Student competently answers questions and demonstrates knowledge about:</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>Assessor Comment:</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> <ul style="list-style-type: none"> Student participated in one (1) discussion with supervisor (teacher) regarding a WHS matter 	<p>Insert date of emergency evacuation: ____ / ____ / ____ Assessor Comment:</p>
<p>Assessor Signature:</p>	<p>Date:</p>



Part C – Written questioning

Instructions to students:

- **Part C** – 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 ANZFSC – 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



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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...	True / False
Before working with food	True / False
After sneezing, coughing or blowing their nose.	True / False
Only before going to the toilet (not after)	True / False
After eating or drinking	True / False
After touching their hair	True / False
When preparing to handle raw chicken (not after)	True / False

8. a) What does HACCP stand for?

- H _____
- A _____
- C _____
- C _____
- P _____



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

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

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-
-

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 | |

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 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



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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?

-
-

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			



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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.			

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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.

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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



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



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Student Feedback - Part C Written questioning		<input type="checkbox"/> Satisfactory
Student competently answers questions and demonstrates knowledge about:		<input type="checkbox"/> More Evidence Required
SITXFSA001	<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 	Assessor Comment:
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:



Part D – Direct observation of practical work

For Part D

- 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.

Chilli Con Carne Wrap

Yield: 1 Portion



Ingredients	Quantity
Tomato	1
Iceberg lettuce leaves	2
Brown onion	1/2
Mince meat	60g
Taco seasoning	1/4 packet
Olive oil	1 T
Kidney beans	1/4 C
Taco sauce	2 T
Grated cheese	1/2 C
Flat bread, eg. tortilla	1
Garnish – wooden skewer/toothpick, glad bake & string, alfalfa (optional)	

Step	Method
1	Complete mise en place: <ul style="list-style-type: none"> • Macedoine tomatoes, chiffonade lettuce,
2	Seasoning mincemeat with taco seasoning. Heat a frying pan on medium heat, add the oil and sauté mince until cooked. Add beans and taco sauce, heat gently for a minute or two.
3	Place lettuce, tomatoes, mince mixture and grated cheese in the centre of the top half of the tortilla.
4	Roll the bread tightly to mould into a neat even roll. Cut in half if desired. Secure with a skewer or wrap with paper and secure with string.
5	Serve wrap on plate and garnish as desired.

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Club Sandwich

Yield: 1 Portion



Ingredients	Quantity
Wholemeal bread	2
White bread	1 Slices
Chicken breast	1/2 / 100g
Bacon rashers	1
Lettuce leaf	1
Tomato	1/2
Oil	1 T
Butter	1 T
Mayonnaise	2 T
Salt and pepper	To taste
Garnish – 2 skewers/toothpick	
Optional – parsley sprig, spring onion, potato chips	

Step	Method
1	Complete mise en place: <ul style="list-style-type: none"> Wash and drain lettuce and tomato, chiffonade lettuce, slice tomato Trim any visible fat from bacon and chicken
2	Season the chicken breast and pan-fry or grill, drain on paper towel. Grill or pan fry bacon until crisp.
3	Grill or toast bread to golden brown, butter 2 wholemeal slices (one side) with butter. Dress white bread with mayonnaise.
4	Layer toasted bread with lettuce, chicken and toasted bread (with mayonnaise facing down). Follow with bacon, tomato and final slice of toasted bread (to create triple-decker sandwich).
5	Cut sandwich diagonally (serrated knife) and secure with skewer/toothpick.
6	Serve on plate, garnish as desired.



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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 (Detailed criteria in Assessor Evidence and Answer Guide)	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	



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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	<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	<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	<input type="checkbox"/> Yes <input type="checkbox"/> No
SITHCCC003 Performance Evidence Observed by Assessor <small>(Detailed criteria in Assessor Evidence and Answer Guide)</small>	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	S / MER



Assessor Comments:	
Assessor Signature:	Date:

Additional Evidence

List below if supplementary evidence was required to determine competence: e.g. verbal questioning; third party evidence (e.g. work placement employer report, photographs), school events, videos etc. and upload to QMS

Unit of Competency	Evidence description
SITXFSA001 – Use hygienic practices for food safety	
SITHWHS001 – Participate in safe work practices	
SITHCCC003 – Prepare and present sandwiches	

Assessment Outcome

SITXFSA001 – Use hygienic practices for food safety	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITHWHS001 – 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

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.
- Additional attempt/s are allowed to demonstrate competence. The teacher will record the outcome of additional attempts in the table below:

Unit of Competency	Insert Date of reassessment			Teacher signature
	Outcome: C / NYC	Outcome: C / NYC	Outcome: C / NYC	
SITXFSA001 – Use hygienic practices for food safety				
SITHWHS001 – Participate in safe work practices				
SITHCCC003 – Prepare and present sandwiches				



Teacher's General Comment

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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.

Teacher's Signature.....

Date:

Student Feedback

Please provide feedback to your teacher regarding this assessment task	Yes	No	A bit	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?				
Could this task be improved? If yes, how?				

If you do not agree with the assessment outcome, please ask your teacher about the appeals process.

Student's Signature:

Date: