

# SIT20322

## Certificate II in Hospitality

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### Learner Workbook Cluster 4 Working Safely

SITXFSA005 - Use hygienic practices for food safety  
SITXWHS005 - Participate in safe work practices

#### CANDIDATE DETAILS

Name: \_\_\_\_\_



# Assessment Instructions to Learner

## Overview

Prior to commencing the assessments, your trainer/assessor will explain each assessment task and the terms and conditions relating to the submission of your assessment task. Please consult with your trainer/assessor if you are unsure of any questions. It is important that you understand and adhere to the terms and conditions, and address fully each assessment task. If any assessment task is not fully addressed, then your assessment task will be returned to you for resubmission. Your trainer/assessor will remain available to support you throughout the assessment process.

## Active participation

It is a condition of enrolment that you actively participate in your studies. Active participation is completing all the assessment tasks on time.

## Assessment requirements

### **Assessment will be:**

- Practical/Direct observation
- Written questions
- Case scenarios

The assessment activities in this workbook assess aspects of all the elements, performance criteria, skills and knowledge and performance requirements of the unit of competency.

To demonstrate competence in this unit you must undertake all activities in this workbook and have them deemed satisfactory by the assessor.

## Competency outcome

There are two (2) outcomes of assessments: S = Satisfactory and NS = Not Satisfactory (requires more training and experience).

Once the learner has satisfactorily completed all the tasks the learner will be awarded "Competent" (C) or "Not yet Competent" (NYC) for the relevant unit of competency.

**What happens if your result is 'Not Yet Competent' for one or more assessment tasks?**

Our assessment process is designed to answer the question "has the desired learning outcome been achieved yet?" If the answer is "Not yet", then we work with you to see how we can get there.

If you do not answer some questions or perform certain tasks, and therefore you are deemed to be Not Yet Competent, your trainer/assessor may ask you supplementary questions to determine your competence. Once you have demonstrated the required level of performance, you will be deemed competent in this unit.

In the case that one or more of your assessments has been marked 'NYC', your trainer will provide you with the necessary feedback and guidance, in order for you to resubmit your responses. If you are still deemed as "Not Yet Competent" you will be required to re-enrol in the unit of competency.

As part of the assessment process, all learners must abide by any relevant assessment policies as provided in the Student Handbook.

If you feel you are not yet ready to be assessed or that this assessment is unfair, please contact your assessor to discuss your options. You have the right to formally appeal any outcome and, if you wish to do so, discuss this with your trainer/assessor.

**Assessment appeals process**

Refer to Student Handbook.

**Written work**

Assessment tasks are used to measure your understanding and required skills and knowledge of the overall unit of competency. When undertaking any written assessment tasks, please ensure that you address the following criteria:

- Address each question including any sub-points
- Demonstrate that you have researched the topic thoroughly
- Cover the topic in a logical, structured manner
- Your assessment tasks are well presented, well referenced and word processed
- Your assessment tasks include your full legal name on each and every page.

**Confidentiality**

We will treat anything, including information about your job, workplace, employer, with strict confidence, in accordance with the law. However, you are responsible for ensuring that you do not provide us with anything regarding any third party including your employer, colleagues and others, that they do not consent to the disclosure of. While we may ask you to provide information or details about aspects of your employer and workplace, you are responsible for obtaining necessary consents and ensuring that privacy rights and confidentiality obligations are not breached by you in supplying us with such information.

**Plagiarism**

Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a learner's exclusion from a course. When you have any doubts about including the work of other authors in your assessment, please consult your trainer/assessor. The following list outlines some of the activities for which a learner can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another learner
- Presenting the work of another individual or group as their own work

Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

If it is identified that you have plagiarised within your assessment, then a meeting will be organised to discuss this with you, and further action may be taken accordingly.

**Collusion**

Collusion is the presentation by a learner of an assignment as their own that is, in fact, the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two (2) or more learners in plagiarism or other forms of academic misconduct and, as such, both parties are subject to disciplinary action. Collusion or copying from other learners is not permitted and will result in a "0" grade and NYC.

**Reasonable Adjustment**

Candidates with support needs should notify their trainer/assessor to request any required adjustments as soon as possible. This will enable the trainer/assessor to address the identified needs immediately.

**Additional evidence**

If we, at our sole discretion, determine that we require additional or alternative information/evidence in order to determine competency, you must provide us with such information/evidence, subject to privacy and confidentiality issues. We retain this right at any time, including after submission of your assessments.

**Assessor Responsibilities**

Assessors need to be aware of their responsibilities and carry them out appropriately. To do this they need to:

- Ensure that participants are assessed fairly based on the outcome of the language, literacy and numeracy review completed at enrolment.
- Ensure that all documentation is signed by the learner, trainer, workplace supervisor and assessor when units and certificates are complete, to ensure that there is no follow-up required from an administration perspective.
- Ensure that their own qualifications are current.
- When required, request the manager or supervisor to determine that the learner is 'satisfactorily' demonstrating the requirements for each unit. 'Satisfactorily' means consistently meeting the standard expected from an experienced operator.
- When required, ensure supervisors and learners sign off on third party assessment forms or third party report.
- Follow the recommendations from moderation and validation meetings.

### **Observation/Demonstration**

Throughout this unit, you will be expected to show your competency of the elements through observations or demonstrations. Your trainer/assessor will have a list of demonstrations you must complete or tasks to be observed. The observations and demonstrations will be completed as well as the activities found in this workbook.

- The observation/demonstration will cover one of the unit's elements.
- The observation/demonstration will take place in the workplace or the training environment, depending on the task to be undertaken and whether it is an observation or demonstration. Your trainer/assessor will ensure you are provided with the correct equipment and/or materials to complete the task. They will also inform you of how long you have to complete the task.

You should be able to demonstrate the skills, knowledge and performance criteria required for competency in this unit.

Throughout your training we are committed to your learning by providing a training and assessment framework that ensures the knowledge gained through training is translated into practical on the job improvements.

### **How long should my answers be?**

Each answer needs to be sufficient to clearly answer the questions.

# ASSESSMENT GUIDE

The following table shows you how to achieve a satisfactory result against the criteria for each type of assessment task. The following is a list of general assessment methods that can be used in assessing a unit of competency. Check your assessment tasks to identify the ones used in this unit of competency.

Assessment Method	Satisfactory Result	Non-Satisfactory Result
You will receive an overall result of Competent or Not Yet Competent for this unit. The assessment process is made up of a number of assessment methods. You are required to achieve a satisfactory result in each of these to be deemed competent overall. Your assessment may include the following assessment types.		
<b>Questions</b>	All questions answered correctly	Incorrect answers for one or more questions
	Answers address the question in full; referring to appropriate sources from your workbook and/or workplace	Answers do not address the question in full. Does not refer to appropriate or correct sources.
<b>Written Activity</b>	The assessor will mark the activity against the detailed guidelines/instructions	Does not follow guidelines/instructions
	Attachments if requested are attached	Requested supplementary items are not attached
	All requirements of the written activity are addressed/covered.	Response does not address the requirements in full; is missing a response for one or more areas.

Assessment Method	Satisfactory Result	Non-Satisfactory Result
<p>You will receive an overall result of Competent or Not Yet Competent for this unit. The assessment process is made up of a number of assessment methods. You are required to achieve a satisfactory result in each of these to be deemed competent overall. Your assessment may include the following assessment types.</p>		
	Responses must refer to appropriate sources from your workbook and/or workplace	<p>One or more of the requirements are answered incorrectly.</p> <p>Does not refer to or utilise appropriate or correct sources of information</p>
<b>Observation/Demonstration</b>	All elements, criteria, knowledge and performance evidence are demonstrated at the appropriate AQF level	Could not demonstrate elements, criteria, knowledge and performance evidence at the appropriate AQF level
<b>Case Study</b>	All comprehension questions answered correctly; demonstrating an application of knowledge of the topic case study.	Lack of demonstrated comprehension of the knowledge required to complete the case study questions correctly. One or more questions are answered incorrectly.
	Answers address the question in full; referring to appropriate sources from your workbook and/or workplace	Answers do not address the question in full; do not refer to appropriate sources.
<b>Practical Activity</b>	All tasks in the practical activity must be completed and evidence of completion must be provided to your trainer/assessor.	Tasks have not been completed effectively and evidence of completion has not been provided.



Assessment Method	Satisfactory Result	Non-Satisfactory Result
<p>You will receive an overall result of Competent or Not Yet Competent for this unit. The assessment process is made up of a number of assessment methods. You are required to achieve a satisfactory result in each of these to be deemed competent overall. Your assessment may include the following assessment types.</p>		
	All tasks have been completed accurately and evidence provided for each stated task.	
	Attachments if requested are attached	Requested supplementary items are not attached

**SITXFSA005 - Use hygienic practices for food safety**  
**SITXWHS005 - Participate in safe work practices**

PLEASE COMPLETE THE FOLLOWING ACTIVITIES AND HAND IN TO YOUR TRAINER/ASSESSOR FOR MARKING.

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

Date(s) of training	Student Signature	Trainer/Assessor	Trainer/Assessor Signature

## SITXFSA005 - Use hygienic practices for food safety

<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Follow hygiene procedures and identify food hazards.	1.1. Follow organisational hygiene procedures. 1.2. Report unsafe practices that breach hygiene procedures promptly. 1.3. Identify food hazards that may affect the health and safety of customers, colleagues and self. 1.4. Remove or minimise the hygiene hazard and report as appropriate for follow-up.
2. Report any personal health issues.	2.1. Report personal health issues likely to cause a hygiene risk. 2.2. Report incidents of food contamination resulting from personal health issues. 2.3. Cease participation in food handling activities where own health issue may cause food contamination.
3. Prevent food contamination.	3.1. Maintain clean clothes and use required personal protective equipment, including appropriate bandages and dressings where required. 3.2. Prevent food contamination from clothing and other personal items. 3.3. Prevent unnecessary direct contact with ready to eat food. 3.4. Ensure hygienic personal contact with food and food contact surfaces. 3.5. Use hygienic cleaning and sanitising practices that prevent food-borne illnesses.
4. Prevent cross-contamination by washing hands.	4.1. Wash hands at appropriate times and follow hand washing procedures consistently. 4.2. Wash hands using appropriate facilities.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use hygienic food handling practices in line with organisational procedures, including each of the following on at least three occasions:
  - correct hand-washing procedures
  - appropriate use of uniform and personal protective equipment
  - effective personal health and hygiene practices
  - hygienic food service
- use procedures to:
  - report unsafe hygiene practices.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of commonwealth, state or territory food safety laws, standards and codes as follows:
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
  - employee and employer responsibility to participate in hygienic practices
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
- health issues likely to cause a hygiene risk relevant to food safety:
  - airborne diseases
  - food-borne diseases
  - infectious diseases
  - hygiene actions that must be adhered to in order to avoid food-borne illnesses
  - effective hand washing procedures
- when hand-washing is required:
  - upon entering a food service area
  - before commencing or recommencing work with food
- immediately after:
  - handling raw food
  - handling money
  - smoking, coughing, sneezing or blowing the nose
  - eating or drinking
  - touching the hair, scalp or any wound
  - using the toilet
  - using cleaning products or chemicals
  - using point of sale terminals
- effective personal health and hygiene practices:
  - skin clean and no body odour
  - non-excessive make-up
  - hair clean and long hair tied back or in hair net
  - nails clean and appropriate length
  - clean-shaven or beard trimmed
  - clean uniform or clothing and enclosed shoes
  - piercings removed or covered
  - use of appropriate food-grade bandages where required
- for specific industry sector and organisation:
  - major hygiene-related causes of food contamination and food-borne illnesses
  - workplace hygiene hazards when handling food and food contact surfaces
  - contents of organisational hygiene and food safety procedures
  - hygienic work practices for individual job roles and responsibilities
  - procedures for reporting hygiene risks and unsafe work practices, including personal health issues.

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

Skill	Description
Reading skills to:	<ul style="list-style-type: none"><li>▪ interpret organisational documents or diagrams relating to:<ul style="list-style-type: none"><li>▪ hygiene and food safety procedures.</li></ul></li></ul>
Oral communication skills to:	<ul style="list-style-type: none"><li>▪ report hygiene hazards and non-compliant organisational practices accurately.</li></ul>

## SITXWHS005 - Participate in safe work practices

<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work safely.	1.1. Follow organisational health, safety and security procedures. 1.2. Incorporate safe work practices into own workplace activities. 1.3. Follow safety directions of supervisors, managers and workplace safety warning signs. 1.4. Use personal protective equipment and clothing or designated uniform. 1.5. Promptly report unsafe work practices, issues and breaches of health, safety and security procedures. 1.6. Identify and remove hazards from immediate workplace area and report all workplace hazards as they arise.
2. Follow procedures for emergency situations.	2.1. Recognise emergency and potential emergency situations. 2.2. Follow organisational security and emergency procedures. 2.3. Seek assistance from colleagues or authorities during emergency situations. 2.4. Complete emergency incident reports accurately following organisational procedures.
3. Participate in organisational health, safety and security practices.	3.1. Participate in health, safety and security management practices developed by the organisation to ensure a safe workplace. 3.2. Actively participate in the health, safety and security consultation processes. 3.3. Report health, safety and security issues and concerns as they arise.

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use predetermined health, safety and security procedures and safe work practices in work functions on at least three occasions
- respond in line with organisational security and emergency procedures during one emergency or potential emergency situation, seeking assistance where appropriate
- participate in one of the following work health and safety (WHS) consultation activities:
  - discussion with, or formal report to, health, safety and security representatives regarding a health, safety and security matter
  - discussion with supervisor or manager regarding a health, safety and security matter
  - staff meeting that involves health, safety and security discussion.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- basic aspects of the relevant state or territory work health and safety (WHS) legislation:
  - actions that must be adhered to by businesses
  - employer responsibilities
  - employee responsibilities to participate in WHS practices
  - employee responsibility to ensure safety of self, other workers and other people in the workplace within the scope of own work role
  - ramifications of failure to observe WHS legislation and organisational policies and procedures
  - workplace hazards and associated health, safety and security risks
- contents of health, safety and security procedures relating to:
  - evacuation of staff and customers
  - security management of cash, documents, equipment, keys or people
  - format and use of template reports for hazards and incident and accident reporting
  - safe work practices for individual job roles
- procedures for WHS management practices:
  - hazard identification
  - WHS induction training
  - safe work practice training
  - suggesting inclusions for WHS policies and procedures.

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*


Skill	Description
Reading skills to:	<ul style="list-style-type: none"><li>▪ interpret workplace safety signs, procedures and emergency evacuation plans.</li></ul>
Writing skills to:	<ul style="list-style-type: none"><li>▪ complete basic template reports about hazards and emergency incidents according to organisational procedures.</li></ul>



## Activity 1A

S ☐ NYS ☐

## Activity 1B

<b>Estimated Time</b>	<b>20 Minutes</b>
<b>Objective</b>	<p><b>To provide you with an opportunity to report unsafe practices that breach hygiene procedures promptly</b></p> <p><b>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</b></p> <p><b>Write an email to your manager reporting a breach of hygiene procedures in your organisation kitchen relating to possible food contamination due to staff not complying with hand washing procedures.</b></p> <div> <div>  <p>Send</p> </div> <div> <div>From ▾ stephanie@vhgroup.org.au</div> <div>To</div> <div>Cc</div> <div>Bcc</div> <div>Subject</div> </div> </div>

S □ NYS □

### Activity 1C

<b>Estimated Time</b>	<b>60 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to identify food hazards that may affect the health and safety of customers, colleagues and self and to remove or minimise the hygiene hazard and report as appropriate for follow-up</b>
	<p><b>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</b></p> <ol style="list-style-type: none"> <li><b>1. Explain how to reduce the hazards posed by bacteria, mould and yeast.</b></li> <li><b>2. Explain how you would reduce the hazards posed by vermin and insects.</b></li> <li><b>3. Explain how you would reduce the hazard posed by foreign objects.</b></li> </ol>

S ☐ NYS ☐

**Activity 2A**

<b>Estimated Time</b>	<b>30 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to report personal health issues likely to cause a hygiene risk</b>
	<p><b>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</b></p> <p><b>1. What should you do if you start vomiting while at work?</b></p> <p><b>2. What should you do if you have a cut or infected skin?</b></p>

S ☐ NYS ☐



**Activity 2C**

<b>Estimated Time</b>	<b>15 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to cease participation in food handling activities where own health issue may cause food contamination</b>
	<b>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</b>  <b>What shouldn't you do if you develop a health issue while at work?</b>

S ☐ NYS ☐

### Activity 3A

<b>Estimated Time</b>	<b>40 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to maintain clean clothes, wear required personal protective clothing, and only use organisation-approved bandages and dressings</b>
	<p><b>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</b></p> <ol style="list-style-type: none"> <li><b>1. List what protective clothing you wear for food preparation and what purpose each has.</b></li> <li><b>2. Research the requirements for bandages/dressings in your organisation.</b></li> </ol>

S ☐ NYS ☐

**Activity 3B**

<b>Estimated Time</b>	<b>30 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to prevent food contamination from clothing and other items worn</b>
	<b>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</b>  <b>Explain how you can prevent food contamination from clothing/other items worn.</b>

S ☐ NYS ☐



**Activity 3C**

<b>Estimated Time</b>	<b>30 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to prevent unnecessary direct contact with ready to eat food and ensure hygienic personal contact with food and food contact surfaces</b>
	<p>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</p> <ol style="list-style-type: none"><li>1. What equipment do you use to prevent unnecessary contact with food?</li><li>2. What methods do you use to ensure contact is hygienic?</li></ol>

S ☐ NYS ☐

**Activity 3D**

<b>Estimated Time</b>	<b>30 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to use hygienic cleaning practices that prevent food-borne illnesses</b>
	<p>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</p> <ol style="list-style-type: none"><li>1. Describe waste disposal processes in your organisation.</li><li>2. Explain the meaning of cross-contamination.</li></ol>

S ☐ NYS ☐

**Activity 4A**

<b>Estimated Time</b>	<b>40 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to wash hands at appropriate times and follow hand washing procedures consistently and wash hands using appropriate facilities</b>
	<p><b>Complete the following individually or in a group (as applicable to the specific activity and the assessment environment):</b></p> <ol style="list-style-type: none"><li><b>1. Describe in detail how to wash your hands.</b></li><li><b>2. Give four examples of when you should wash your hands.</b></li></ol>

S ☐ NYS ☐

## Summative Assessments

The summative assessments are the major activities designed to assess the learner's skills, knowledge and performance, as required to show competency in this unit. These activities should be completed after finishing the Learner Guide. These should be completed as stated under the trainer/assessor instructions.

Skills, knowledge and performance may be termed as:

- **Skills** – skill requirements, required skills, essential skills, foundation skills
- **Knowledge** – knowledge requirements, required knowledge, essential knowledge, knowledge evidence
- **Performance** – evidence requirements, critical aspects of assessment, performance evidence.

### Section A: Skills activity

The skills activity is designed to be a series of demonstrative tasks that should be assessed by observation (by the assessor or third party, depending on the circumstances).

It will demonstrate all of the skills required for this unit of competency, and observation should be recorded in the relevant section of the Observations/Demonstrations document.

### Section B: Knowledge activity (Q & A)

The knowledge activity is designed to be a verbal questionnaire where the assessor asks the learner a series of questions to confirm their competency for all of the required knowledge in the unit of competency.

### Section C: Performance activity

The performance activity is designed to be a practical activity performed either in the workplace or a simulated environment. The learner should demonstrate the required practical tasks for the unit of competency and be observed by the assessor and/or third party, as applicable to the situation.

The observation should be recorded in the relevant section of the Observations/Demonstrations document.

**Note:** The learner should have completed written answers, portfolios or any evidence of competency should be attached to the learner workbook.

## SITXFSA005 - Summative Assessments

This activity will enable you to demonstrate the following skills:

- Reading
  - interpret organisational documents or diagrams relating to:
  - hygiene and food safety procedures.
- Oral communication
  - report hygiene hazards and non-compliant organisational practices accurately.

1. Read one of the following documents and rephrase it to communicate the meaning to another learner:

- Organisational food safety programs
- Hygiene and food safety procedures
- Hazard analysis and critical control points (HACCP) practices.

S ☐ NYS ☐

2. Role play a scenario with another learner in which you report a hazard to your manager.

**HAZARD IDENTIFIED**

Roleplay observed by:

TRAINER/ASSESSOR	
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S ☐ NYS ☐

## SITXFSA005 - Section B: Knowledge Activity (Q & A)

**Objective:** To provide you with an opportunity to show you have the required knowledge for this unit.

The answers to the following questions will enable you to demonstrate your knowledge of:

- Basic aspects of commonwealth, state or territory food safety laws, standards and codes
- Health issues likely to cause a hygiene risk relevant to food safety
- Hygiene actions that must be adhered to in order to avoid food-borne illnesses
- Hand washing practices
- Basic aspects of hazard analysis and critical control points (HACCP) method of controlling food safety
- Specific industry sector and organisation information

**1. What is meant by contamination, and which foods are most likely to become contaminated?**

S ☐ NYS ☐

**2. What hazards may cause a hygiene risk?**

S ☐ NYS ☐

**3. What actions do you take to keep hygiene at suitable levels within the food preparation area?**

S ☐ NYS ☐



**4. Describe proper hand washing practices in detail.**

S ☐ NYS ☐

**5. Explain how you can identify food hazards.**

S ☐ NYS ☐

**6. What are major causes of food contamination?**

S ☐ NYS ☐

## SITXFSA005 - Section C: Performance Activity Tasks

**Objective:** To provide you with an opportunity to demonstrate the required performance elements for this unit.

This activity will enable you to demonstrate the following performance evidence:

- Demonstrate use of safe food handling practices in food handling work functions in line with organisational hygiene procedures on at least three occasions
- Demonstrate procedures to identify food hazards, report unsafe practices and report incidents of food contamination.

1. In a simulated workplace environment, demonstrate three different safe food handling practices.

Ensure that you:

- Follow organisational hygiene practices such as personal hygiene and protective clothing
- Prevent food contamination from clothing, cross-contamination or personal health issues.

Demonstration observed by:

TRAINER/ASSESSOR	
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S ☐ NYS ☐

2. In a simulated workplace environment, identify potential food hazards and take appropriate action.

Ensure that you:

- Identify hazards which may harm the health and safety of customers who consume the food
- Report food hazards or work practices that breach organisational protocols
- Identify where food has been contaminated and report it to the appropriate person.

S ☐ NYS ☐



**Activity 1B**

<b>Estimated Time</b>	<b>15 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to show your understanding of the necessity of following safety directions.</b>
	<b>1. Why is it important to comply with safety directions in your workplace?</b>
	<b>2. What are some steps you can take to ensure that you don't become compliant with safety directions?</b>

S □ NYS □



**Activity 1D**

<b>Estimated Time</b>	<b>15 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to show understanding of correct reporting procedure for unsafe work practices, issues and breaches of health, safety and security procedures.</b>
	<b>What is the correct reporting procedure for unsafe work practices, issues and breaches of health, safety and security procedures in your organisation?</b>

S ☐ NYS ☐

## Activity 1E

<b>Estimated Time</b>	<b>20 Minutes</b>		
<b>Objective</b>	<b>To provide you with an opportunity to identify and remove hazards from immediate workplace area and report all workplace hazards as they arise.</b>		
<p><b>Complete a risk assessment, visual inspection, checklist or other process for identifying hazards in your workplace. Verbally report your findings to your assessor.</b></p>			
<h2 style="color: red;">Mansions Hotel - Risk Assessment</h2>			
Activity description:			
Conducted by:			Date:
<h3 style="color: red;">Identify the hazards</h3>			
<b>Biological (e.g. hygiene, disease, infection)</b>			
<input type="checkbox"/> Blood/bodily fluid	<input type="checkbox"/> Virus/disease	<input type="checkbox"/> Food handling	
Other/details:			
<b>Chemicals (note: refer to the label and safety data sheet (SDS) for the classification and management of all chemicals)</b>			
<input type="checkbox"/> Non-hazardous chemical(s)	<input type="checkbox"/> Hazardous chemical (refer to a completed hazardous chemical risk assessment)		
Name of chemical(s)/details:			
<b>Critical incident – resulting in:</b>			
<input type="checkbox"/> Lockdown	<input type="checkbox"/> Evacuation	<input type="checkbox"/> Disruption	
Other/details:			
<b>Energy systems – incident/issues involving:</b>			
<input type="checkbox"/> Electricity (incl. mains and solar)	<input type="checkbox"/> LPG gas	<input type="checkbox"/> Gas/pressurised containers	
Other/details:			
<b>Environment</b>			
<input type="checkbox"/> Sun exposure	<input type="checkbox"/> Water (creek, river, beach, dam)	<input type="checkbox"/> Sound/noise	
<input type="checkbox"/> Animals/insects	<input type="checkbox"/> Storms/weather	<input type="checkbox"/> Temperature (heat, cold)	
Other/details:			
<b>Facilities/built environment</b>			
<input type="checkbox"/> Buildings and fixtures	<input type="checkbox"/> Driveway/paths	<input type="checkbox"/> Workshops/work rooms	
<input type="checkbox"/> Playground equipment	<input type="checkbox"/> Furniture	<input type="checkbox"/> Swimming pool	
Others/details:			
<b>Machinery, plant and equipment</b>			
<input type="checkbox"/> Machinery (fixed plant)	<input type="checkbox"/> Machinery (portable)	<input type="checkbox"/> Hand tools	<input type="checkbox"/> Vehicles/trailers
Other/details:			



<b>Manual tasks/ergonomics</b>		
<input type="checkbox"/> Manual tasks (repetitive, heavy)	<input type="checkbox"/> Working at heights	<input type="checkbox"/> Restricted space
Other/details:		
<b>People</b>		
<input type="checkbox"/> Students	<input type="checkbox"/> Staff	<input type="checkbox"/> Parents/others
<input type="checkbox"/> Physical	<input type="checkbox"/> Psychological/stress	
Other/details:		
<b>Other hazards/details:</b>		

S ☐ NYS ☐

## Activity 2A

<b>Estimated Time</b>	<b>15 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to recognise the signs of emergency and potential emergency situations.</b>
	<ol style="list-style-type: none"> <li>1. What kind of events may be considered 'emergency situations' in the context of a hospitality industry work environment?</li> <li>2. What may be some of the signs that a person is experiencing a medical emergency?</li> <li>3. Are there any guidelines in a hospitality industry's organisational policy and procedure for recognising emergency and potential emergency situations?</li> </ol>

S ☐ NYS ☐

**Activity 2B**

<b>Estimated Time</b>	<b>20 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to outline security and emergency procedures.</b>
	<p><b>What would be an organisation's policy and procedure for responding to each of the following?</b></p> <ul style="list-style-type: none"><li>➤ <b>Medical emergency</b></li><li>➤ <b>Fire</b></li><li>➤ <b>Robbery</b></li></ul>

S ☐ NYS ☐

**Activity 2C**

<b>Estimated Time</b>	<b>15 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to show awareness of assistance that may be sought in emergency situations.</b>
	<b>From whom may you seek assistance during an emergency situation?</b>

S ☐ NYS ☐

## Activity 2D

Estimated Time	25 Minutes
Objective	To provide you with an opportunity to complete emergency incident reports accurately, following organisational procedures.

Complete sample entries/fill in one of each of the following, where they exist within an organisation and where you may be required to complete within your own job role.

➤ Minor injury record

### Employee's Report of Injury Form

**Instructions:** Employees shall use this form to report all work related injuries, illnesses, or "near miss" events (which could have caused an injury or illness) – *no matter how minor*. This helps us to identify and correct hazards before they cause serious injuries. This form shall be completed by employees as soon as possible and given to a supervisor for further action.

I am reporting a work related: <input type="checkbox"/> Injury <input type="checkbox"/> Illness <input type="checkbox"/> Near miss	
Your Name:	
Job title:	
Supervisor:	
Have you told your supervisor about this injury/near miss? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date of injury/near miss:	Time of injury/near miss:
Names of witnesses (if any):	
Where, exactly, did it happen?	
What were you doing at the time?	
Describe step by step what led up to the injury/near miss. (continue on the back if necessary):	
What could have been done to prevent this injury/near miss?	
What parts of your body were injured? If a near miss, how could you have been hurt?	
Did you see a doctor about this injury/illness? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, whom did you see?	Doctor's phone number:
Date:	Time:
Has this part of your body been injured before? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, when?	Supervisor:
Your signature:	Date:

## ➤ First aid information form

**Sample Form for Recording First Aid Information at the Workplace**

This form can be used to record first aid information as outlined in  
Section 2.7 of the *First Aid Advisory Standard 2004*.

**Personal details**Name of injured/ill person Home Address Date of Birth  Sex  Phone (Work)  (Home) Worker (please circle) ☐ yes ☐ noWork Section  Occupation Visitor (please circle) ☐ yes ☐ noAny known illness and/or medications **Incident details**Nature of injury/illness (for example, burn, laceration) Bodily location of injury/illness Date of incident  Time  Location How the injury/illness occurred Name/s of any witnesses **First aid management**Details of first aid given Any medical treatment (for example doctor, hospital, ambulance) Name of person administering first aid (please print) Work title  Work section Signature  Date Subsequent injury/illness management

## ➤ Incident notification form.

Form 3

**Incident notification form**

V20.10.20

*Work Health and Safety Act 2011**Safety in Recreational Water Activities Act 2011**Electrical Safety Act 2002***Incident details****Incident type**

Please refer to the guide to work health and safety incident notification or electrical safety incident notification web page for assistance.

This is to notify of a: ☐ death ☐ serious injury ☐ serious illness ☐ dangerous incident ☐ serious electrical incident  
☐ dangerous electrical event

Provide an explanation of the type of incident using the categories on the **guide to work health and safety incident notification or electrical safety incident notification web page** (e.g. a category of 'serious injury' is 'immediate treatment for serious head injury'):

**Incident date, time and location**

Date of incident:	Incident address:		
Time of incident:		Postcode:	

**Describe the specific location of the incident** (e.g. aisle 3, plant operation room, tower crane the Elizabeth Street entrance side of the site.)

**Description of the incident** Please provide as much detail as possible, for instance: the events that led to the incident; the work being undertaken when the incident happened; the overall action, exposure or event that best describes the circumstances that resulted in the injury, illness, fatality or dangerous incident; the object, substance or circumstance which was directly involved in inflicting the injury, illness, death or dangerous incident; the name and type of any machinery, equipment or substance involved. Was anyone else involved? Was electricity or electrical equipment involved?

(Attach a separate piece of paper if necessary)

**Did the incident involve licensed work** (e.g. high risk work, electrical work?)

☐ No ☐ Yes Please provide details of the type of licensed work:

Is the workplace a registered major hazard facility? ☐ No ☐ Yes

Person's injury/illness and treatment details (if required)			
Title:		First name:	Last Name:
Date of birth:		Contact phone number:	
Residential address:	Unit/Building No.	Street No.	Street Name
	Suburb/Town/Locality		State Postcode
Occupation: (main duties)			
Relationship to the entity notifying			
<input type="checkbox"/> Worker <input type="checkbox"/> Self-employed <input type="checkbox"/> Member of the public <input type="checkbox"/> Labour hire worker <input type="checkbox"/> Contractor <input type="checkbox"/> Group training apprentice/trainee <input type="checkbox"/> Other (please specify):			
Description of injury/illness:	(e.g. fracture, laceration, amputation, strain, electrical shock, burn, Q fever)		
Body location:	(e.g. wrist, lower back, internal organs):		
Did the person receive treatment following the injury/illness?			
<input type="checkbox"/> No <input type="checkbox"/> Yes   Please describe treatment received:			
Where was the injured person taken for treatment?	(if applicable)		
Details of business or undertaking notifying of the incident			
Legal name of business:			
Trading name of business:			
ABN:		ACN:	
Business address:	Unit/Building No.	Street No.	Street Name
	Suburb/Town/Locality		State Postcode
Contact phone number:	Work:	Mobile:	
Business email address:			
Main business activity (e.g. furniture manufacture, domestic construction, steel warehousing, electrical installation)			
Main industry sector			
<input type="checkbox"/> Accommodation and food services <input type="checkbox"/> Agriculture, forestry and fishing <input type="checkbox"/> Construction <input type="checkbox"/> Electricity, gas, water and waste services <input type="checkbox"/> Health care and social assistance <input type="checkbox"/> Manufacturing <input type="checkbox"/> Professional, scientific and technical	<input type="checkbox"/> Rental, hiring and real estate services <input type="checkbox"/> Transport, postal and warehousing <input type="checkbox"/> Administrative and support services <input type="checkbox"/> Arts and recreational services <input type="checkbox"/> Education and training <input type="checkbox"/> Financial and insurance services <input type="checkbox"/> Information media and telecommunication	<input type="checkbox"/> Mining <input type="checkbox"/> Public administration and safety <input type="checkbox"/> Retail trade <input type="checkbox"/> Wholesale trade <input type="checkbox"/> Other services (please specify).	



Describe any actions taken immediately following the incident to prevent reoccurrence:

Describe any longer term action proposed to prevent a reoccurrence:

#### Notifier's details

Title:	First name:		Last Name:	
Position at workplace:	Contact phone number:			
Email:				
Is this the person that should be contacted for further information?				
<input type="checkbox"/> Yes <input type="checkbox"/> No If no, please provide the name and contact details of the appropriate person should further information be required.				
Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/>	First name:		Last Name:	
Position:	Contact phone number:			

S ☐ NYS ☐

### Activity 3A

Estimated Time	20 Minutes
Objective	To provide you with an opportunity to discuss WHS management practices within your organisation.
	<p>Which WHS practices exist in an organisation for each of the following areas?</p> <ul style="list-style-type: none"> <li>➤ Identifying hazards and assessing risk</li> <li>➤ Controlling risk</li> <li>➤ Reviewing control measures</li> <li>➤ Keeping record.</li> </ul>

S ☐ NYS ☐

**Activity 3B**

<b>Estimated Time</b>	<b>15 Minutes</b>
<b>Objective</b>	<b>To provide you with an opportunity to describe the WHS consultation process.</b>
	<b>1. When might WHS consultation take place in an organisation?</b>
	<b>2. Who is the Health and Safety Representative for your workgroup?</b>
	<b>3. What is a Health and Safety Committee and what does it do?</b>

S ☐ NYS ☐



## Summative Assessments

The summative assessments are the major activities designed to assess the learner's skills, knowledge and performance, as required to show competency in this unit. These activities should be completed after finishing the Learner Guide. These should be completed as stated under the trainer/assessor instructions.

Skills, knowledge and performance may be termed as:

- **Skills** – skill requirements, required skills, essential skills, foundation skills
- **Knowledge** – knowledge requirements, required knowledge, essential knowledge, knowledge evidence
- **Performance** – evidence requirements, critical aspects of assessment, performance evidence.

### Section A: Skills activity

The skills activity is designed to be a series of demonstrative tasks that should be assessed by observation (by the assessor or third party, depending on the circumstances).

It will demonstrate all of the skills required for this unit of competency, and observation should be recorded in the relevant section of the Observations/Demonstrations document.

### Section B: Knowledge activity (Q & A)

The knowledge activity is designed to be a verbal questionnaire where the assessor asks the learner a series of questions to confirm their competency for all of the required knowledge in the unit of competency.

### Section C: Performance activity

The performance activity is designed to be a practical activity performed either in the workplace or a simulated environment. The learner should demonstrate the required practical tasks for the unit of competency and be observed by the assessor and/or third party, as applicable to the situation.

The observation should be recorded in the relevant section of the Observations/Demonstrations document.

**Note:** The learner should have completed written answers, portfolios or any evidence of competency should be attached to the learner workbook.

## SITXWHS005 - Summative Assessments

### Section A: Skills Activity

**Objective:** To provide you with an opportunity to show you have the required skills for this unit.

This activity will enable you to demonstrate the following skills:

Reading skills to:

- Interpret workplace safety signs, procedures and emergency evacuation plans

Writing skills to:

- Complete basic template reports about hazards and emergency incidents according to organisational procedures

1. Complete an inspection of the workplace. Report any hazards verbally to either your supervisor or HSR.

This activity will need to be observed.

## HAZARD IDENTIFICATION CHECKLIST

### Issues/Areas to Consider

*This list gives general guidance to the person conducting a business or undertaking (PCBU) about possible workplace health and safety hazards and issues. It is not intended to be exhaustive, nor will every item relate to every workplace. You should conduct risk assessments for work tasks and manage the risks you find. You must also ensure licensing and registrations are maintained as required by law.*

Manual Tasks	Office Environment/Computer Based Work	First Aid
<input type="checkbox"/> Are all hazardous manual tasks risks managed as far as reasonably practicable <input type="checkbox"/> Mechanical aids & other assistance are used where necessary <input type="checkbox"/> Tools and equipment are maintained on a regular basis as recommended by the manufacturer and records are kept <input type="checkbox"/> Weight of goods are known <input type="checkbox"/> Weights of loads & safe handling procedures are known by workers <input type="checkbox"/> Load size and weight is reduced if possible eg smaller packaging <input type="checkbox"/> Wheeled equipment is fitted with large wheels or a device such as a tug <input type="checkbox"/> Hand tools are lightweight, purpose-designed for the job and ergonomic in design <input type="checkbox"/> Heavy tools used frequently are suspended or counter balanced <input type="checkbox"/> Tools and work items are operated or placed in waist to shoulder range <input type="checkbox"/> Materials are placed near where they are to be used <input type="checkbox"/> Tilting work benches, spring loaded surfaces, rotating turntables or jigs are used <input type="checkbox"/> Workers can see displays, documents and information comfortably from the work position <input type="checkbox"/> Handles, levers and controls place the forearms in the handshake position <input type="checkbox"/> Enough workspace is provided including knee and foot clearance <input type="checkbox"/> Workers can work and move around unobstructed <input type="checkbox"/> Furniture and equipment such as work benches or chairs can be adjusted to suit each worker while sitting or standing <input type="checkbox"/> Work is varied between tasks <input type="checkbox"/> Rest breaks are provided <input type="checkbox"/> Sufficient staff are available to do the work including during peak periods <input type="checkbox"/> Work is self paced	<input type="checkbox"/> Workstation furniture and equipment is able to be adjusted to suit the worker <input type="checkbox"/> Lighting is appropriate and glare is minimised <input type="checkbox"/> Area around photocopiers well ventilated to control ozone build up <input type="checkbox"/> Air conditioning systems maintained and cleaned regularly <input type="checkbox"/> Noise not intrusive to office workers <input type="checkbox"/> Storage areas kept orderly, with appropriate storage for items <b>Amenities</b> <input type="checkbox"/> Adequate number of toilets and hand washing facilities are available <input type="checkbox"/> Drinking water available and accessible <input type="checkbox"/> Adequate lunch facilities provided <input type="checkbox"/> Showers and washing facilities provided where necessary <b>Signs</b> <input type="checkbox"/> Suitable warning signs in place <input type="checkbox"/> Exits clearly marked <input type="checkbox"/> Names of health and safety representatives clearly displayed <b>Psychological Health</b> <input type="checkbox"/> Processes for preventing workplace harassment and/or bullying are in place <input type="checkbox"/> Risk assessment for occupational violence completed where necessary <input type="checkbox"/> Counselling and support services available for affected workers <input type="checkbox"/> Workers not working alone or in isolation where possible <b>Security</b> <input type="checkbox"/> Security measures in place <input type="checkbox"/> Adequate lighting within and around workplaces <input type="checkbox"/> Car parks well lit and secure <b>Personal Protective Equipment (PPE)</b> <input type="checkbox"/> Provided by PCBU where hazard cannot be controlled in any other way <input type="checkbox"/> Correct and appropriate PPE supplied <input type="checkbox"/> PPE checked and maintained regularly <input type="checkbox"/> Workers trained in correct use of PPE <input type="checkbox"/> PPE used in the correct manner <input type="checkbox"/> PPE worn by workers when required	<input type="checkbox"/> Workers have access to first aid equipment and facilities <input type="checkbox"/> Contents of the first aid kit decided using a risk assessment process <input type="checkbox"/> Contents of First Aid kits regularly checked to see if adequate for the workplace and not past expiry date <input type="checkbox"/> Emergency phone numbers displayed <input type="checkbox"/> Workers have access to trained first aid personnel at all times <input type="checkbox"/> First Aid Kits provided in vehicles <input type="checkbox"/> Procedure in place for managing blood and body substances spills, blood and body substances exposures and skin penetrating injuries <input type="checkbox"/> First aiders are provided with adequate PPE and immunisation <input type="checkbox"/> Incidents notified to WHSQ as required <b>Emergency Plans</b> <input type="checkbox"/> Emergency Plans are prepared, implemented, tested and maintained. They include procedures to respond to emergencies, inform emergency services and communicate with all workers <input type="checkbox"/> The emergency plan must take into account the nature of work, nature of hazards, size and location and the number and composition of workers and others at the workplace <input type="checkbox"/> Workers are given information, training and instruction in the emergency procedures <input type="checkbox"/> Fire wardens and floor wardens appointed for all parts of the workplace and their names displayed in their areas <input type="checkbox"/> Fire extinguishers are suitable for all flammable substances and are regularly serviced and tagged <input type="checkbox"/> Fire exits clearly marked and exit doors easily opened and clear of obstructions <input type="checkbox"/> Fire alarm system functioning correctly and tested regularly <input type="checkbox"/> Fire and emergency instructions documented and clearly displayed

Observed by:

TRAINER/ASSESSOR	
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2. Conduct a tour of your workplace and take note of all safety signs you see. Use this information to instruct a peer in your workgroup on how to stay safe in the workplace.

This activity will need to be observed.

**SAFETY SIGNS IDENTIFIED**

Observed by:

TRAINER/ASSESSOR	
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S ☐ NYS ☐



3. Complete at least ONE basic template report about a hazard or emergency incident according to organisational procedures.

**Case Study A – Doing the wrong thing**

*Robert has attended work after a big night out at a local nightclub.*

*He has told you that he is “hung over” and feels like he is still intoxicated.*

*You notice that he is unsteady on his feet and appears to be incorrectly handling a large amount of beer glasses.*

*Before you can advise him that he should not be at work, he trips and falls and most of the glasses smash on the floor.*

*On approaching Robert, you see that he has severe injuries and has a major cut to his left arm and it is bleeding profusely.*

*After attending to his injuries and Robert being taken to hospital by ambulance, you are requested to complete a workplace injury report.*

First Aid/Incident Report Form				
<b>Casualty Details</b>				
Name		Home Address		Allergies/Medication
Date of Birth		Sex	Phone (Home)	
Phone (Work)			Phone (Mobile)	
<b>First Aider Details</b>				
Name			Home Address	
Date of Birth		Sex	Phone (Home)	
Phone (Work)			Phone (Mobile)	
<b>Witness Details</b>				
Name			Home Address	
Date of Birth		Sex	Phone (Home)	
Phone (Work)			Phone (Mobile)	
<b>Incident Details</b>				
Date	Time ____: ____ am / pm		Location of Incident	
Description of Incident			Location Of Injuries	
Description of Injuries/First Aid Assessment				
Observations				
Time				
Consciousness				
Pulse				
Respiration				
Description Of Treatment			Referral	
			<input type="checkbox"/> Hospital (ambulance) <input type="checkbox"/> Hospital (private transport) <input type="checkbox"/> Own Doctor <input type="checkbox"/> Other	
First Aider Signature			Date/Time	

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## SITXWHS005 - Section B: Knowledge Activity (Q & A)

**Objective:** To provide you with an opportunity to show you have the required knowledge for this unit.

The answers to the following questions will enable you to demonstrate your knowledge of:

- Basic aspects of the relevant state or territory occupational health and safety (OHS) or WHS legislation:
  - actions that must be adhered to by businesses
  - employer responsibilities
  - employee responsibilities to participate in WHS practices
  - employee responsibility to ensure safety of self, other workers and other people in the workplace within the scope of own work role
  - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- Specific industry sector and organisation:
  - workplace hazards and associated health, safety and security risks
  - contents of health, safety and security procedures relating to:
    - evacuation of staff and customers
    - security management of cash, documents, equipment, keys or people
  - format and use of template reports for hazards and incident and accident reporting
  - safe work practices for individual job roles
  - procedures for WHS management practices:
    - hazard identification
    - WHS induction training
    - safe work practice training
    - suggesting inclusions for WHS policies and procedures

**1. Outline basic aspects of the relevant state or territory occupational health and safety (OHS) or WHS legislation in each of the following areas:**

- **Actions that must be adhered to by businesses**
  
  
  
  
  
  
  
  
  
  
- **Employer responsibilities**
  
  
  
  
  
  
  
  
  
  
- **Employee responsibilities to participate in WHS practices**
  
  
  
  
  
  
  
  
  
  
- **Employee responsibility to ensure safety of self, other workers and other people in the workplace within the scope of own work role**
  
  
  
  
  
  
  
  
  
  
- **Ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures**

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2. Your assessor will assign you one or more of the following topics to research. Create a presentation based on your research to present to your peers.

The topics are as follows:

- Specific industry sector and organisation:
  - workplace hazards and associated health, safety and security risks
  - contents of health, safety and security procedures relating to:
    - evacuation of staff and customers
    - security management of cash, documents, equipment, keys or people
  - format and use of template reports for hazards and incident and accident reporting
  - safe work practices for individual job roles
  - procedures for WHS management practices:
    - hazard identification
    - WHS induction training
    - safe work practice training
    - suggesting inclusions for WHS policies and procedures

This activity will need to be observed.

**TOPIC**

**PRESENTATION DOTPOINTS**

Presentation Observed by:

TRAINER/ASSESSOR	
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## SITXWHS005 - Section C: Performance Activity Tasks

**Objective:** To provide you with an opportunity to demonstrate the required performance elements for this unit.

This activity will enable you to demonstrate the following performance evidence:

- Demonstrate the use of predetermined health, safety and security procedures and safe work practices in work functions on at least three occasions
- Demonstrate correct procedures to respond in line with organisational security and emergency procedures during one emergency or potential emergency situation, seeking assistance where appropriate
- Participate in one of the following work health and safety (WHS) consultation activities:
  - discussion with, or formal report to, WHS representatives regarding a WHS matter
  - discussion with supervisor or manager regarding a WHS matter
  - staff meeting that involves WHS discussion

1. In a simulated workplace environment, demonstrate the use of predetermined health, safety and security procedures and safe work practices in work functions on at least three occasions.

**PROCEDURE AND SAFE WORK SECURITY PRACTICE 1**

**PROCEDURE AND SAFE WORK SECURITY PRACTICE 2**

**PROCEDURE AND SAFE WORK SECURITY PRACTICE 3**

Demonstration Observed by:

TRAINER/ASSESSOR	
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S ☐ NYS ☐

2. Demonstrate correct procedures to respond in line with organisational security and emergency procedures during one emergency or potential emergency situation, seeking assistance where appropriate.

Where there is no suitable opportunity to respond to an emergency in actual work practice, your assessor will organise a simulated environment in order for you to demonstrate your ability.

Demonstration Observed by:

TRAINER/ASSESSOR	
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**3. Participate in one of the following work health and safety (WHS) consultation activities:**

- Discussion with, or formal report to, WHS representatives regarding a WHS matter
- Discussion with supervisor or manager regarding a WHS matter
- Staff meeting that involves WHS discussion

**WHS Consultation Activity Summary Discussion**

Participation Observed by:

TRAINER/ASSESSOR	
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***END OF CLUSTER***



## ELEMENTS AND PERFORMANCE CHECKLIST

Unit of Competency	SITXFSA005 - Use hygienic practices for food safety	
_____ demonstrated the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including through the provision of evidence and evidence of the ability to:		
Task Activity	PERFORMANCE EVIDENCE	Activity Date Completed
PAT1	<ul style="list-style-type: none"><li>▪ use hygienic food handling practices in line with organisational procedures, including each of the following on at least three occasions:<ul style="list-style-type: none"><li>▪ correct hand-washing procedures</li><li>▪ appropriate use of uniform and personal protective equipment</li><li>▪ effective personal health and hygiene practices</li><li>▪ hygienic food service</li></ul></li></ul>	
PAT2	<ul style="list-style-type: none"><li>▪ use procedures to:<ul style="list-style-type: none"><li>▪ report unsafe hygiene practices.</li></ul></li></ul>	
PERFORMANCE CRITERIA		Activity Date Completed
Follow organisational hygiene procedures.		
Report unsafe practices that breach hygiene procedures promptly.		
Identify food hazards that may affect the health and safety of customers, colleagues and self.		
Remove or minimise the hygiene hazard and report as appropriate for follow-up.		
Report personal health issues likely to cause a hygiene risk.		
Report incidents of food contamination resulting from personal health issues.		
Cease participation in food handling activities where own health issue may cause food contamination.		
Maintain clean clothes and use required personal protective equipment, including appropriate bandages and dressings where required.		
Prevent food contamination from clothing and other personal items.		
Prevent unnecessary direct contact with ready to eat food.		

<i>Ensure hygienic personal contact with food and food contact surfaces.</i>	
<i>Use hygienic cleaning and sanitising practices that prevent food-borne illnesses.</i>	
<i>Wash hands at appropriate times and follow hand washing procedures consistently.</i>	
<i>Wash hands using appropriate facilities.</i>	

**SITXFSA005 - Checklist for the observable and written part of Activities and Tasks**

SITXFSA005– <Skills Activity > 2						
SITXFSA005– <Performance Activity Tasks > 1, 2						
The student is required to demonstrate ALL components from the list below		Assessment		Reassessment		Comments
		Date:		Date:		
Was the completed work:		<b>S</b>	<b>NS</b>	<b>S</b>	<b>NS</b>	Assessor must record observations to demonstrate their judgement of the student's performance against the criteria
Tick						
PAT1	<p>Demonstrate use of safe food handling practices in food handling work functions in line with organisational hygiene procedures on at least three occasions</p> <p><i>Hygienic contact may include:</i></p> <ul style="list-style-type: none"> <li>➤ Proper hygiene procedures for hands</li> <li>➤ Wearing clean protective clothing (e.g. gloves, snood)</li> <li>➤ Minimising time of contact and the number of people who make contact</li> <li>➤ Minimising the potential sources of contamination</li> </ul> <p><i>Cleaning practice may include:</i></p> <ul style="list-style-type: none"> <li>➤ Removal of food waste</li> <li>➤ Removal of grease</li> <li>➤ Removal of dirt</li> <li>➤ Removal of animal or pest waste and cleaning of affected area</li> <li>➤ Recalibration of measurement and temperature controls.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SA2 PAT2	<p>Demonstrate procedures to:</p> <ul style="list-style-type: none"> <li>▪ identify food hazards</li> <li>▪ report unsafe practices</li> <li>▪ report incidents of food contamination.</li> </ul> <p>The learner may need to consider:</p> <ul style="list-style-type: none"> <li>➤ The type of food</li> <li>➤ Shelf life and storage conditions</li> <li>➤ Contact between the contaminated person and the food</li> <li>➤ Whether food consumers are particularly vulnerable (e.g. young children, ill people)</li> <li>➤ Potential contamination</li> <li>➤ Chemical, microbiological or physical contamination</li> <li>➤ Foods highly susceptible to microbiological contamination</li> <li>➤ Bacteria, moulds and yeast</li> <li>➤ Broken glass, metal or foreign objects</li> <li>➤ Chemicals and natural poisons</li> <li>➤ Insects and vermin.</li> <li>➤ Report type</li> <li>➤ Clear and concise description of incident</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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## ELEMENTS AND PERFORMANCE CHECKLIST

<b>Unit of Competency</b>	<b>SITXWHS005 - Participate in safe work practices</b>	
_____ demonstrated the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including through the provision of evidence and evidence of the ability to:		
<b>Task Activity</b>	<b>PERFORMANCE EVIDENCE</b>	<b>Activity Date Completed</b>
<b>PAT1</b>	<ul style="list-style-type: none"> <li>▪ <i>use predetermined health, safety and security procedures and safe work practices in work functions on at least three occasions</i></li> <li>▪ <i>respond in line with organisational security and emergency procedures during one emergency or potential emergency situation, seeking assistance where appropriate</i></li> <li>▪ <i>participate in one of the following work health and safety (WHS) consultation activities:</i> <ul style="list-style-type: none"> <li>▪ <i>discussion with, or formal report to, health, safety and security representatives regarding a health, safety and security matter</i></li> <li>▪ <i>discussion with supervisor or manager regarding a health, safety and security matter</i></li> <li>▪ <i>staff meeting that involves health, safety and security discussion.</i></li> </ul> </li> </ul>	
<b>PAT2</b>		
<b>A1, PAT3</b>		
<b>PERFORMANCE CRITERIA</b>		<b>Activity Date Completed</b>
<i>Follow organisational health, safety and security procedures.</i>		
<i>Incorporate safe work practices into own workplace activities.</i>		
<i>Follow safety directions of supervisors, managers and workplace safety warning signs.</i>		
<i>Use personal protective equipment and clothing or designated uniform.</i>		
<i>Promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</i>		
<i>Identify and remove hazards from immediate workplace area and report all workplace hazards as they arise.</i>		
<i>Recognise emergency and potential emergency situations.</i>		
<i>Follow organisational security and emergency procedures</i>		
<i>Seek assistance from colleagues or authorities during emergency situations.</i>		
<i>Complete emergency incident reports accurately following organisational procedures.</i>		

<i>Participate in health, safety and security management practices developed by the organisation to ensure a safe workplace.</i>	
<i>Actively participate in the health, safety and security consultation processes.</i>	
<i>Report health, safety and security issues and concerns as they arise.</i>	

**SITXWHS005 - Checklist for the observable part of Activities and Tasks**

This should be used by the trainer/assessor to document the learner's knowledge as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

<b>SITXWHS005 – &lt;Activity&gt; 3C</b> <b>SITXWHS005 – &lt;Skills Activity&gt; 1, 2</b> <b>SITXWHS005 – &lt;Knowledge Activity&gt; 2</b> <b>SITXWHS005 – &lt;Performance Activity Tasks&gt; 1, 2, 3</b>						
The student is required to demonstrate ALL components from the list below		Assessment		Reassessment		Comments
		Date:		Date:		
Was the completed work:		<b>S</b>	<b>NS</b>	<b>S</b>	<b>NS</b>	Assessor must record observations in sufficient detail to demonstrate their judgement of the student's performance against the criteria
Tick						
PAT1	Use predetermined health, safety and security procedures and safe work practices in work functions on at least three occasions  This requires:  <ul style="list-style-type: none"> <li>➤ Compliance with all WHS procedures</li> <li>➤ Following all safety directions, both written and verbal</li> <li>➤ Taking all necessary safety precautions</li> <li>➤ Wearing designated uniform/PPE</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PAT2	<p>Respond in line with organisational security and emergency procedures during one emergency or potential emergency situation, seeking assistance where appropriate</p> <p>This may involve knowledge and/or use of:</p> <ul style="list-style-type: none"> <li>➤ Evacuation procedure</li> <li>➤ Providing medical aid</li> <li>➤ Contacting emergency services</li> <li>➤ Ensuring safety of self and others</li> <li>➤ Escape routes</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PAT3	<p>Participate in one of the following work health and safety (WHS) consultation activities:</p> <ul style="list-style-type: none"> <li>▪ discussion with, or formal report to, health, safety and security representatives regarding a health, safety and security matter</li> <li>▪ discussion with supervisor or manager regarding a health, safety and security matter</li> <li>▪ staff meeting that involves health, safety and security discussion.</li> </ul> <p>This may relate to:</p> <ul style="list-style-type: none"> <li>➤ Verbal instructions</li> <li>➤ WHS regulations and procedures <ul style="list-style-type: none"> <li>▪ What must be included, for example: <ul style="list-style-type: none"> <li>▪ time hazard was noticed/incident occurred</li> <li>▪ area where hazard was noticed/incident occurred</li> <li>▪ person(s) involved/responsible</li> <li>▪ date</li> <li>▪ any action(s) taken</li> <li>▪ details of the hazard/event</li> </ul> </li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



3C A1 SA2	<p>Report WHS issues and concerns as they arise</p> <p>For example, if the learner:</p> <ul style="list-style-type: none"> <li>➤ Observes unsafe work practice by colleagues</li> <li>➤ Becomes aware of broken or malfunctioning equipment</li> <li>➤ Or if:</li> <li>➤ Personal Protective Equipment is damaged or missing</li> <li>➤ Health and safety equipment is broken or missing, e.g. fire extinguishers</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
KA2	<p>Follow organisational security and emergency procedures</p> <p>Organisational procedure may outline:</p> <ul style="list-style-type: none"> <li>➤ Evacuation procedure</li> <li>➤ Providing medical aid</li> <li>➤ Contacting emergency services</li> <li>➤ Ensuring safety of self and others</li> <li>➤ Escape routes</li> <li>➤ Follow organisational security and emergency procedures</li> <li>➤ Organisational procedure may outline:</li> <li>➤ Evacuation procedure</li> <li>➤ Providing medical aid</li> <li>➤ Contacting emergency services</li> <li>➤ Ensuring safety of self and others</li> <li>➤ Escape routes</li> </ul>					

## Assessment Summary – Cluster 4

Office use only:	
Unit of competency:	SITXFSA005 - Use hygienic practices for food safety SITXWHS005 - Participate in safe work practices

<b>First (1<sup>st</sup>) Review Questions</b> <i>Formative Assessment</i>		Satisfactory	<input type="checkbox"/>	Not yet satisfactory	<input type="checkbox"/>
<b>Unit Assessment Tool</b> <i>Summative Assessment</i>	<b>Theory Assessment</b>	Satisfactory	<input type="checkbox"/>	Not yet satisfactory	<input type="checkbox"/>
	<b>Practical Assessment</b>	Satisfactory	<input type="checkbox"/>	Not yet satisfactory	<input type="checkbox"/>
<b>Outcome of Assessment</b>		<b>Competent</b>	<input type="checkbox"/>	<b>Not yet competent</b>	<input type="checkbox"/>

<b>Second (2<sup>nd</sup>) Review Questions</b> <i>Formative Assessment</i>		Satisfactory	<input type="checkbox"/>	Not yet satisfactory	<input type="checkbox"/>
<b>Unit Assessment Tool</b> <i>Summative Assessment</i>	<b>Theory Assessment</b>	Satisfactory	<input type="checkbox"/>	Not yet satisfactory	<input type="checkbox"/>
	<b>Practical Assessment</b>	Satisfactory	<input type="checkbox"/>	Not yet satisfactory	<input type="checkbox"/>
<b>Outcome of Assessment</b>		<b>Competent</b>	<input type="checkbox"/>	<b>Not yet competent</b>	<input type="checkbox"/>

### Comments:

*This area is used for adding any comments, feedback or notes about the assessment, further action required for additional training and/or re-assessment.*

**Office use only:****Assessor Declaration:**

I, the person conducting the assessment, declare that the below-mentioned learner completed planned assessment satisfactorily. The information recorded above is a true reflection of this learner's assessment. The learner has been provided with feedback and informed of the assessment result and the reasons for the decision.

Assessor Name	Assessor Signature	Date

**Learner Declaration:**

I declare that the information contained in this Assessment Summary is accurate and is a true reflection of the assessment I have undertaken. I have been given feedback on my performance and the evidence I have provided. I have been informed of the assessment result and the reasons for the decision.

Learner Name	Learner Signature	Date