**NZQA**

**Approved**

Achievement standard: 90959 Version 2

Standard title: Demonstrate knowledge of practices and strategies to address food handling issues

Level: 1

Credits: 5

Resource title: Fit to eat

Resource reference: Home Economics VP-1.4 v2

Vocational pathway: Primary Industries

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Vocational Pathway Assessment Resource

Achievement standard: 90959

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Learner instructions

# Introduction

This assessment activity requires you to demonstrate your knowledge of practices and strategies to address food handling issues for forestry workers.

You are going to be assessed on how comprehensively you demonstrate knowledge of practices and strategies to address food handling issues for forestry workers.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

New Zealand’s food poisoning rate is the highest known of any developed country. In 2010, days off work and associated medical treatments cost the country about $86 million a year. (See [www.foodsafety.govt.nz](http://www.foodsafety.govt.nz))

You are training as a forestry worker who is responsible for providing meals for forestry workers out in the bush and forest areas. The facilities in forestry huts are limited.

You are to demonstrate your knowledge of safe food practices and strategies to your supervisor before you go out into the forest to ensure the food you provide is safe to eat.

You are to purchase and store the food for the journey, then prepare, cook, serve and clean up the midday meal in a forestry hut. You decide to prepare chicken, mashed potatoes and coleslaw with garlic bread from the local bakery for the meal.

You have access to a gas cooker, pots and a frying pan.

Water is limited and is transported with you.

You are required to:

* plan and complete a presentation of the safe food handling practices you will use in the provision of chicken, mashed potatoes and coleslaw with garlic bread for the forestry workers. Include an explanation and justification of the safe food handling practices relevant to the ingredients and recipe/s you intend to serve
* transport and store ingredients; prepare, cook and serve food
* complete and justify an action plan that could be used to deal with a food handling issue that has arisen while you were purchasing ingredients.

## Part 1: Choose the food

Choose the food and recipe/s that you will use for the chicken, mashed potatoes and coleslaw with garlic bread.

Your assessor/educator may allow you to choose your own recipes or give you some suggestions.

## Part 2: Demonstrate safe food practices in the preparation of a meal for forestry workers

Demonstrate your knowledge of safe food practices by:

* giving a presentation in which you explain all the safe food practices you will use when preparing, cooking and serving your chosen recipe/s
* justifying the practices by considering possible sources of contamination and conditions under which micro-organisms grow. Some of the practices could be justified during the practical demonstration
* safely storing and transporting food for the journey and then, on-site, preparing, cooking, serving, and cleaning up after the meal.

## Part 3: Demonstrate knowledge of safe food strategies in the community

While waiting in the queue at the bakery to buy the garlic bread that you will serve with the meal you have planned, you observe the young woman on the till. She has gloves on, but has been making sandwiches for one customer, cleaning the glass shelf of the pie warmer, taking money from customers and handling bread products – all without removing or changing her gloves. She has not used tongs at all.

Complete and present an action plan to show how you address this type of food handling issue. It may include a number of different actions that could address both your immediate and long-term concerns about the issue. The action plan should include the following:

* an outline of the issues involved
* a description of at least two strategies you could use to address the issue. At least one should address the issue at both an individual and community level
* a description of barriers and enablers linked to your suggested strategies
* a description of the probable outcomes or consequences of carrying out each strategy
* justification for your strategies and actions.

Here are some questions to help with your thinking:

* how do you explain the problem to the bakery assistant and/or manager?
* what are the immediate and long-term concerns you have for yourself and the wider community?
* what is the best strategy to use to deal with the immediate problem?
* what is an alternative strategy for dealing with the issue?
* which of the strategies is likely to be the most effective, and why?
* how can you make it easier to solve the problem – what knowledge would be helpful to have?
* what strategy is the best for ensuring the problem does not occur again?
* how will you justify your chosen strategy/strategies with reference to your safety and that of the wider community?
* what do you hope to achieve and how will you know it has been achieved?

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate their comprehensive knowledge of safe food handling practices and strategies for forestry workers. This involves a presentation, practical food demonstration and completion of an action plan.

# Conditions

Learners must work independently. They can refer to sources of relevant information, but make sure the learner processes and applies this material to their situation.

# Resource requirements

A visit to a forest site with suitable facilities to safely prepare and cook food is recommended.

A range of recipes can be provided or learners can choose their own. The menu or chosen dishes could be substituted for other meals, as long as they involve high-risk foods and possible issues that could arise if they are not handled safely.

The assessor/educator could annotate checklists and recipes to provide evidence of practical demonstrations. These need to be detailed and include evidence of all practices needed to show the food is safe to eat.

# Additional information

None

## Other possible contexts for this vocational pathway

Food safety contexts for people in other primary industries, such as:

* truck drivers preparing and carrying meals suitable for eating when away on long hauls
* agriculture contractors preparing meals suitable for serving in the outdoors during harvest season
* dairy workers, fencing contractors, horticulture workers, marine farm workers, or sheep and beef farmers preparing and serving meals suitable for eating away from normal kitchen facilities. Barbecue meals could be a suitable option.

Community issues for completing an action plan could be related to purchasing ready to eat food for all of the above people.

# Assessment schedule: Home Economics 90959 – Fit to eat

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates knowledge of practices and strategies to address food handling issues by:   * explaining and using safe practices when handling food   For example:  *I will cook the chicken thoroughly. I know it is cooked if I pierce a number of pieces of the chicken through their thickest points to check that the juices run clear.*  The learner demonstrates safe food handling practices when storing, transporting, preparing, cooking and serving and storing food for forestry workers. This includes all high-risk food and covers all critical control points:   * + storage placement   + no possibility of cross contamination   + key temperatures – where relevant, such as storage   + how to recognise when the food is cooked properly   + timing for storage and service are included   + storing leftovers – if applicable   + reheating leftovers – if applicable   + personal hygiene practices where applicable, e.g. washing hands after handling raw chicken. * completing an action plan to address a food handling issue   For example:  The learner suggests at least two strategies to address the issue. Barriers, enablers and probable outcomes for each strategy are described. An appropriate action is selected.  *I would ask to speak to the manager and this would alert him/her to the unhygienic practices that were happening in the bakery (one strategy). I know he/she would not be happy as other customers may observe the poor hygiene practices and choose to go elsewhere (enabler). Customers could also get sick from eating food that had been handled in an unhygienic manner by the assistant. I could contact the health authorities but I probably would not feel confident about that and it would take too long to get a change made (barrier).*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth knowledge of practices and strategies to address food handling issues by:   * explaining and using safe practices when handling food * giving reasons for the safe practices linked to possible sources of contamination   For example:  *I will cook the chicken thoroughly. I know it is cooked if I pierce a number of pieces of the chicken through their thickest points to check that the juices run clear. If the chicken still has pink juice, I will cook it for longer to ensure all bacteria present are killed.*  The learner demonstrates safe food handling practices when storing, transporting, preparing, cooking and serving food for forestry workers. This includes all high-risk food and covers all critical control points:   * + storage placement   + no possibility of cross contamination   + key temperatures – where relevant, such as storage   + how to recognise when the food is cooked properly   + timing for storage and service are included   + storing leftovers – if applicable   + reheating leftovers – if applicable   + personal hygiene practices where applicable, e.g. washing hands after handling raw chicken. * completing an action plan to address a food handing issue   For example:  The learner suggests at least two strategies to address the issue. Barriers, enablers and probable outcomes for each strategy are described. Appropriate action is selected.   * explaining how the strategies chosen in the action plan are best for ensuring the safety of the community   For example:  The learner provides reasons for choosing the specified action over the alternative in the action plan. The learner links their reasons to the immediacy of dealing with food handling issues where other people in the community could also buy contaminated products and get sick.  *I would ask to talk to the manager right away and explain the issue. I would choose this strategy rather than the others because it is serious and someone could have become sick. I think if I had contacted the health authorities and complained, it would have created a delay putting more people at risk. A face-to-face meeting means the issue can be dealt with immediately. This action will allow the bakery to be alerted to the problem, and they will change the way that food is prepared and served, money collected, shelves wiped, etc., therefore no customers will get sick. When they have a food safety plan they will be able to check their procedures to make sure the problem does not occur again.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive knowledge of practices and strategies to address food handling issues by:   * explaining and using safe practices when handling food * giving reasons for the safe practices linked to possible sources of contamination * justifying the safe practices. The justification involves consideration of the conditions under which micro-organisms grow   For example:  *I will cook the chicken thoroughly. I know it is cooked if I pierce a number of pieces of chicken through their thickest points to check that the juices run clear. If the chicken still has pink juice, I will cook it for longer to ensure all the bacteria present are killed. The temperature required to kill bacteria and change the juice from red/pink to clear liquid is above 75 °C. This is the temperature required inside the thickest part of the chicken.*  The learner demonstrates safe food handling practices when storing, transporting, preparing, cooking and serving food for forestry workers. This includes all high-risk food and covers all critical control points:   * + storage placement   + no possibility of cross contamination   + key temperatures – where relevant, such as storage   + how to recognise when the food is cooked properly   + timing for storage and service are included   + storing leftovers – if applicable   + reheating leftovers – if applicable   + personal hygiene practices where applicable, e.g. washing hands after handling raw chicken. * completing an action plan to address a food handling issue   For example:  The learner suggests at least two strategies to address the issue. Barriers, enablers and probable outcomes for each strategy are explained. Appropriate action is selected.   * explaining how the strategies chosen in the action plan are best for ensuring the safety of the community   For example:  The learner provides reasons for choosing the specified action over the alternative in the action plan. The learner links their reasons to the immediacy of dealing with food handling issues where other people in the community could also buy contaminated products and get sick.   * justifying the chosen strategies   For example:  The learner makes links between the strategy and the reasons that the food handling issues occur or could occur and how the suggested action will prevent the problem happening again. The learner acknowledges the need for ongoing safety of the wider community. The justification focuses on the type of action chosen, the immediacy of the response and the long-term outcomes for societal safety. This may include contacting the relevant health authorities as part of ongoing education for the establishment concerned.  *I would ask to talk to the manager right away and explain the issue. I would choose this strategy rather than going away and ringing the health authorities, for two reasons. I was on my way to meet the others for our forestry trip and didn’t want to be late and also I knew I would probably forget if I left it till later and also I thought it needed immediate action. A face-to-face meeting means the issue can be dealt with immediately. This action will alert the bakery manager to the problem and they can talk to the assistants about hygiene and ways to move from one job to another without contaminating the food. They should have a food safety policy or plan and will be able to check their procedures to make sure the problem does not occur again. The wider community can be assured this food handling issue will not happen again because the bakery has been made aware that someone has noticed their unhygienic food practices and will be watching that it does not happen again. The manager will also ensure that all the staff are trained in their procedures. This will ensure that a similar food handling issue will not happen again, resulting in people in the community not getting a preventable illness. I could follow this up by contacting the health authorities if nothing appears to change.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.