**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: No hidden surprises

Resource reference: Home Economics VP-1.4 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90959-02-7261 |
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Vocational Pathway Assessment Resource

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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 during the provision and preparation of food for children in your care.

You are going to be assessed on how comprehensively you demonstrate knowledge of practices and strategies to address food handling issues during the provision and preparation of food for children in your care.

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 to become a nanny which means you will be responsible for providing meals for young children in your care. You are to demonstrate your knowledge of safe food practices and strategies to your supervisor to ensure the food you will provide is safe to eat.

You are to purchase the ingredients, then prepare, cook, serve and clean up the midday meal for young children. You decide to make spaghetti with meatballs and fruit kebabs as these are always popular with young children.

You are required to:

* plan and complete a presentation of the safe food handling practices you will use when preparing, cooking and serving spaghetti with meatballs and fruit kebabs for the young children. Include an explanation and justification of the safe food handling practices relevant to the ingredients and recipe/s you intend to serve
* purchase, transport and store ingredients; prepare, cook and serve the 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 the mince that will be eaten as part of the meal.

## Part 1: Choose the food

Choose the food and recipe/s that you will use for the spaghetti with meatballs and fruit kebabs. 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 young children

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 food demonstration
* purchasing and safely storing ingredients, preparing, cooking, serving and cleaning up after the meal.

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

While waiting at the local butchery to buy the mince for your meatballs, you notice what look like mice droppings in the corner by the door.

Complete and present an action plan to show how you address this type of food handling issue. It will 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 butcher?
* how do you explain both the immediate and long-term concerns that you have?
* how will you explain your concerns – both for yourself and the community?
* what is the best strategy 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?
* what is difficult and/or awkward for you in either or both of these situations?
* how can you make it easier for yourself while still solving the problem – what knowledge would be helpful to have?
* what is best for ensuring the problem does not occur again?
* how will you justify your chosen strategy or 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 children in their care as a nanny. This involves a presentation, practical food demonstration and completion of an action plan.

# Conditions

Learners must work independently.

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

# Resource requirements

Provide a range of recipes 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 food demonstration. 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 social and community industries such as:

* health workers involved in caring for people in the community including preparing meals
* rest home workers involved in caring for elderly including providing meals.

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 – No hidden surprises

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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 meatballs thoroughly. I know they are cooked if I pierce several meatballs through the centre to check that the juices run clear.** using safe food handling practices when storing, preparing, cooking and serving food for children. This includes all high-risk food and covers all critical control points

For example:* + 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 mince.
* 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. Appropriate action is selected.*I highlighted my concern about the mouse droppings to the butcher and explained that mice can contaminate food which can lead to food poisoning (strategy). As I know the butcher and am concerned about the possibility of other people getting sick, I decide to raise the issue with him (enabler). I said I was not very happy about it and that I had changed my mind about buying mince there. I could contact the health authorities but I probably would not feel confident about that (barrier). Also I am not sure who is responsible for cleaning the floors so this provides an opportunity for the butcher to sort out the problem.**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 safe practices linked to possible sources of contamination

For example:*I will cook the meatballs thoroughly. I know they are cooked if I pierce several meatballs through the centre to check that the juices run clear. If the meatballs still have pink juice, I will cook them for longer to ensure all bacteria present are killed.** using safe food handling practices when storing, preparing, cooking and serving food for children. This includes all high-risk food and covers all critical control points

For example:* + 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 mince.
* 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. 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 justified my concern about the mouse droppings by explaining to the butcher that food contaminated with mice faeces could be the cause of bacterial food poisoning salmonellosis. I asked him to clear the droppings and clean the area with an appropriate sanitiser which would solve the immediate problem of the mouse droppings, but would need his assurance that they would get a pest controller to sort out the mice issue. I could ring the butchery manager and let them know the situation or I could ring the health authorities. I think I would just talk to the butcher as he is responsible for his section. I would go back a week later and check that he has had a pest controller in to get rid of the mice. I would also see if there was any sign of mice droppings.**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 safe practices linked to possible sources of contamination
* justifying safe practices.

The justification involves consideration of the conditions under which micro-organisms growFor example:*I will cook the meatballs thoroughly. I know they are cooked if I pierce several meatballs through the centre to check that the juices run clear. If the meatballs still have pink juice, I will cook them for longer to ensure all 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 meatballs.** using safe food handling practices when storing, preparing, cooking and serving food for children. This includes all high-risk food and covers all critical control points

For example:* + 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 mince.
* 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. 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 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 present 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 justified my concern about the mouse droppings by explaining to the butcher that food contaminated with mice faeces could be the cause of bacterial food poisoning salmonellosis. Also some tape worms can be spread through mouse droppings, and ringworm can be carried to humans through mice. I asked him to clear the droppings and clean the area with an appropriate sanitiser which would solve the immediate problem of the mouse droppings, but would need his assurance that they would get a pest controller to sort out the mice issue. I could ring the manager and let him know the situation, and ask him to follow it up with the butcher. I could ring the health authorities but I think dealing with the shop would be best because this would mean immediate action and also long-term the shop has a reputation to maintain so they would be uncomfortable for this to become an issue so are likely to get on to it quickly. I would check in a week’s time to see if there were any more droppings. I could also ask that I was sent a copy of the pest controller’s report as a way of checking that it had been done.**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.