**NZQA**

**Approved**

EXPIRED

Achievement standard: 90959 Version 2

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

Level: 1

Credits: 5

Resource title: Bacteria beware

Resource reference: Home Economics VP-1.4 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90959-02-7260 |
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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 related to a barbecue for a group of trampers and a visit to a café after the tramping activity.

You are going to be assessed on how comprehensively you demonstrate knowledge of practices and strategies to address food handling issues in both situations.

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 an Outdoor Recreation Guide and are being assessed with a group of six people you are taking tramping into a well-known National Park area for one night. You will be responsible for the barbecue meal that is to be served at a lodge the night before your group begins the tramp. You are responsible for organising the food, transporting it, preparing, cooking and serving the meal. You decide to prepare chicken drumsticks, sausages, fresh green salad and boiled potatoes followed by tinned fruit and chocolate mousse.

You will have access to portable barbecues and the lodge facilities.

You organise to visit a well-known café as a treat on the way home after the tramp.

You are required to:

* plan and complete a presentation of the safe food handling practices you will use including an explanation and justification of safe food handling practices
* store and transport ingredients, prepare, cook and serve the chicken drumsticks, sausages, fresh green salad and boiled potatoes followed by tinned fruit and chocolate mousse
* complete and justify an action plan that could be used to deal with a food handling issue in the café.

## Part 1: Choose the food

Choose the recipe/s and food that you will use for the chicken drumsticks, sausages, fresh green salad and boiled potatoes, tinned fruit and chocolate mousse.

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

## Part 2: Demonstrate safe food practices for your tramping group

Demonstrate your knowledge of safe food practices by:

* giving a presentation in which you explain all the safe food practices from 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 barbecue and then, on-site, preparing, cooking, serving, and cleaning up after the meal.

## Part 3: Demonstrate knowledge of safe food strategies in a café

On the return journey after the tramping expedition, you stop at a popular café so everyone can have a break and something to eat and drink. You order a pork and kumara pie with a coffee. The pie was on display in a pie warmer but when you bite into it, you find it is only lukewarm.

Complete an action plan that shows how you address this type of food handling issue. The action plan 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 will you explain the problem to the café assistant and/or manager?
* what are the immediate and long-term concerns you have for yourself and the group of trampers?
* 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?
* what will be difficult and/or awkward for you in both of these situations?
* 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 a group of trampers. 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 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. 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 services industries could include:

* bakers, caterers, kitchen assistants preparing food and serving customers
* bar managers, café managers, flight attendants, food and beverage managers, food counter assistants, hostel and hotel managers, or waiting staff responsible for or involved in food service.

# Assessment schedule: Home Economics 90959 – Bacteria beware

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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 chicken through their thickest points to check that the juices run clear.*  The learner demonstrates safe food handling practices when storing, preparing, cooking and serving food for a barbecue. 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. Appropriate action is selected.  *I would speak to the manager. This would alert him/her immediately as to the unhygienic practices that were happening in the café (one strategy). I know he/she would not be happy as other customers could also eat lukewarm pies which could possibly result in sickness. This would not be good for the business of a small café that is keen to have people from the National Park area calling in to have something to eat before and after their tramping trips (enabler). I could contact the health authorities but I probably would not feel confident about that (barrier). Also it would take too long for a change to be made and many other visitors may have eaten lukewarm pies by then.*  *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 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, preparing, cooking and serving food for a barbecue. 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. 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 customers in the café could 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 would ask the manager to check and remove any other lukewarm pies and to have the pie warmer checked. 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 manager to be alerted to the problem, and make sure that the kitchen is heating the pies correctly before placing them in the pie warmer. The thermostat and settings on the pie warmer would also be checked. They should have a food safety plan so they are 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:  *The learner stated in their report 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 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, preparing, cooking and serving food for a barbecue. 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. 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 customers in the café could get sick.   * justifying the chosen strategies   For example:  The learner makes links between 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 other people in 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.  *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 would ask the manager to check and remove any other lukewarm pies and to have the pie warmer checked. 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 manager to be alerted to the problem, and make sure that the kitchen is heating the pies correctly before placing them in the pie warmer. The thermostat and settings on the pie warmer would also be checked. 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 that the café is safe for them because they are 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 the café's 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.