Hospitality

**Mandatory Focus Area: Hygiene**

Welcome.

This module will assist you to review and revise content in the area of ‘Hygiene’ in the NSW HSC Hospitality syllabus.

The unit of competency associated with the mandatory focus area ‘Hygiene’ in Hospitality is [SITXFSA001 Use hygienic practices for food safety](http://training.gov.au/Training/Details/SITXFSA001).

The full scope of learning appears in ‘HSC Focus Areas’.

This module is broken up into:

* Important notes
* Key terms and concepts
* Activities
* Putting the theory into practice
* HSC Focus Areas

How to use the resource

Work through the notes and the suggested activities in any order. Great revision techniques include working through how a problem is solved, explaining the concept, testing yourself and retrieving information from your memory. Spread your revision over a number of sessions rather than sitting at one subject for lengthy periods.

Discuss your responses with your teacher, fellow students or an interested family member.

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# Important Notes

There are separate examination papers for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’.

The mandatory focus area content is the same for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’.

You should use the information in this module as a prompt and guide when revising your **study notes** or **text-book information** or **other resources** provided by your teacher.

### Importance of keeping up to date

If you are working or wishing to work in the hospitality industry, it is important to be up to date with current with industry information. Even people who have had long careers in the hospitality industry need to keep up to date with current trends and changes in the industry. This is because currency helps to:

* maintain professionalism
* ensure quality service
* better promote products and services
* improve working relationships.

For instance, in the day-to-day activities of a hospitality enterprise, an up to date employer can implement current legislation, a chef may prepare menus that reflect the latest food trends and the concierge will be aware of local attractions to inform guests.

Having an up to date knowledge of the hospitality industry is also important for the Higher School Certificate examination. Students are expected to use correct industry terminology, give detailed industry examples and demonstrate understanding of current issues affecting the industry.

### Other useful links

The [FairWork website](https://www.fairwork.gov.au/) is a federal government site outlining the latest information on workplace relations legislation and explaining options for employment, such as awards and workplace agreements.

The [Australian Hotels Association website](http://aha.org.au/) provides information about current hospitality industry issues and trends, as well as information and support for employers and employees in the hospitality industry.

The [Accommodation Association website](https://www.aaoa.com.au/) provides current hospitality industry trends and is a support for employers and employees in the hospitality industry, providing information on current issues.

[ClubsNSW](https://www.clubsnsw.com.au/) provides current information on current issues affecting clubs such as workplace relations and licensing.

The [Restaurant and Catering Association of Australia](http://rca.asn.au/rca/) provides information on current trends and issues in restaurants and catering as well as information on careers in restaurants and catering.

The [Liquor, Hospitality and Miscellaneous Union website](https://www.lhdunitedvoice.org/) provide support to hospitality employees with information on current workplace relations issues.

The [Australian Council of Trade Unions Worksite website](https://www.actu.org.au/about-the-actu/the-actu-network) (ACTU) provides information on the roles of unions, as well as information and case studies on award conditions, workplace agreements, work experience and workplace legislation.

The outcomes of the HSC Hospitality mandatory focus area ‘**Hygiene**’ require that the student:

* considers the importance of hygiene in the hospitality industry
* demonstrates anunderstanding of compliance with laws, standards and codes relevant to hygienic work practices and food safety for the hospitality workplace
* explains how to prevent food contamination that might cause food-borne illnesses
* proposes hygienic work procedures and practices for food safety in a hospitality work environment

The unit [[SITXFSA001 Use hygienic practices for food safety](https://training.gov.au/Training/Details/BSBWOR203)](http://training.gov.au/Training/Details/SITXFSA001) [describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.](https://training.gov.au/Training/Details/BSBWOR203)

Make sure you review all aspects of the HSC Focus Area as described at the end of this module.

# Key terms and concepts

You can use the following information to revise the key terms and concepts from this unit of competency. Perhaps you could:

* Copy the table into your own file, remove all the key terms, then fill in the blanks (without peeking at the original file) with your own answers.
* Copy the table into your own file and remove the definitions. Write a definition in your own words – it doesn’t have to word perfect but should show you understand the concept.
* You could add an example of this term or concept relevant to the Hospitality environment. If the key term was ‘chemical hazards your Hospitality example might be ‘cleaning agents and chemicals must be stored in a separate area away from food products’.

|  |  |
| --- | --- |
| Key term or concept | and Definition |
| Bacteria | Single celled organisms. Some forms of bacteria in large numbers may cause food poisoning |
| Biological hazards | These include bacteria, yeasts, moulds and viruses that may contaminate food. | |
| Chemical hazards | These include sprays, cleaning fluids, natural poisons and food additives that may contaminate food. | |
| Chemical poisons | Pesticides, detergents, and sanitizers are examples of chemicals that may contaminate food and poison humans. | |
| Critical control points | Points where there is high risk of contamination or food spoilage. | |
| Duty of care | The legal and general obligation and responsibility expected of a person to protect themselves and others from harm in the workplace | |
| Emergency services | Public services that deal with emergencies, such as the police, fire fighters, ambulance and medical response units | |
| Ergonomic | The design of equipment and environment to be safe, comfortable and productive for human use | |
| Food Act 2003(NSW) | This is the Act of the NSW parliament that controls foods prepared for sale in NSW. |
| Food handling procedures | The skills and tasks needed to handle food safely | |
| Food poisoning | Illness occurring when a person ingests contaminated foods or beverages | |
| Food Regulation 2015 (NSW) | This regulation is controlled by the NSW Food Authority and in supports the NSW Food Act to ensure maximum outcomes for food safety for consumers through regulatory measures. These include food safety programs. | |
| Food regulations | Codes and practices food businesses need to implement for safe food preparation and handling. | |
| Food safety plan/program | A food safety program is a document which systematically identifies the potential hazards associated with food handling operations and provides for supervision and monitoring to ensure that safe food is delivered to the consumer. |
| FSANZ (Food Standards Australia New Zealand) | Food Standards Australia New Zealand (FSANZ) is an independent statutory agency involving the governments of Australia and New Zealand. It is responsible for setting national food standards for Australia and New Zealand. These are then implemented through legislation specific to the Australian and New Zealand governments. |
| HACCP (Hazard and Critical Control Points) | Hazard and Critical Control Points (HACCP) is a food safety program to ensure food production methods are safe, hygienic and comply with food regulations and legislation. | |
| HACCP principles | These are the guidelines which should be followed when developing and maintaining a food safety plan. |
| Hazard analysis | This is the first step of a HACCP plan. It is used to identify all possible food safety hazards that can occur at each stage of production. | |
| Hazard identification | Recognising the risk of an item or situation that may lead to a potential accident or harm to a person | |
| Hygiene | Clean and sanitary conditions that promote health and safety | |
| Legislation | The making of laws, rules or standards by parliament, which are enforceable by the legal court system | |
| Manual handling | Using human force to move or support a load (including moving, lifting, putting down, pushing pulling, or carrying) | |
| Moulds | Growths of minute fungi forming on vegetable or animal matter. | |
| Natural poisons | Some foods naturally contain toxins which can poison the body, for example some mushrooms, rhubarb leaves, puffer fish and green potatoes. |
| Person conducting a business or (PCBU)/employer | All forms of working arrangements, which we commonly refer to as businesses | |
| Personal hygiene | Factors that maintain positive, clean personal care and health of a person | |
| Personal Protective Equipment (PPE) | Equipment and clothing items designed to protect the user from potential hazards or injuries whilst doing a task at work | |
| Pest control | Actions designed to control and eradicate pests and vermin from workplaces | |
| Physical hazards | These include foreign objects such as glass, metal, insects and vermin. | |
| Safety Data Sheet (SDS) | An information sheet designed by suppliers detailing correct procedures when handling a substance or chemical | |
| SafeWork NSW | A state authority that manages workplace safety, injuries and incidents and compensation | |
| Work Health and Safety (WH&S) | Legislation, policies, procedures and activities that aim to protect the health, safety and welfare of all people at the workplace. Primarily the Work Health and Safety Act 2011 (the Act) | |
| Work Health and Safety Committee | PCBU/ PCBU and worker representatives participate in a group to review, advise and recommend on health, safety and security issues in a workplace | |
| Work Health and Safety Regulation 2017  (WHS Regulation) | The regulations currently in place that apply to Work Health and Safety in all NSW workplaces | |
| Worker/employee | A person who performs work for a PCBU. | |
| Worker/employee responsibilities | A staff member’s responsibility to ensure they follow work safety instructions and procedures to minimise the risk to themselves and others | |
| Workers Compensation | Payments required by law for an injury to a worker for compensation for a work related injury | |
| Workplace hazards | An item, condition, event or situation that could lead to a potential accident or harm | |
| Yeast | Single celled micro-organisms that ferment sugar into alcohol and other by-products. | |

# Activities

1. The key principles of HACCP need to be inserted next to the correct summary of the actions that should be taken in implementing a food safety system.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Use these principles |  |  | |  | |
| Establish critical limits | Establish corrective actions to be taken when monitoring indicates a deviation | | Identify the critical control points (CCPs) | | Documentation |
| Verification | Conduct a hazard analysis | | Establish CCP monitoring requirements | |  |

|  |  |
| --- | --- |
| Principle | Action taken |
| 1. | Identify all possible food safety hazards that can occur at each stage of production, from incoming raw materials to the finished product. |
| 2. | Establish the points where control is critical to managing the food safety of the product. |
| 3. | Set limits to identify when a critical control point (CCP) is out of control. |
| 4. | Specify monitoring actions along with frequency and responsibility. Typically monitoring will involve measuring parameters such as temperature and time. |
| 5. | Corrective actions must be taken when monitoring indicates that a particular CCP is not under control. This will include action to bring the process back under control and action to deal with the product while the process was out of control. |
| 6. | Records must be kept demonstrating that the HACCP system is operating under control and that appropriate corrective action has been taken for any deviation from the critical limits. This will demonstrate safe product production. |
| 7. | Verification activities confirm the HACCP system is working effectively. Review and correct the system periodically and make changes to the HACCP plan when changes occur in operation. |

1. Watch the video [Food safety for retail businesses](https://www.foodauthority.nsw.gov.au/media/8086) at [NSW Government Food Authority](https://www.foodauthority.nsw.gov.au/media/8066) and make a dot point list of things to remember.
2. Provide examples of the following types of hazards within a Hospitality workplace

|  |  |
| --- | --- |
| Type of hazard | Examples |
| Chemical |  |
| Microbiological |  |
| Physical |  |

1. Research and complete the following table to show the safe storage temperatures for different types of food:

|  |  |
| --- | --- |
| Dry storage | Safe storage temperatures |
| Cold storage |  |
| Freezer storage |  |
| Hot food storage |  |

1. Research the following legislation and provide a short explanation as to the purpose of the law and the consequences of failure to observe (use dot points). The table will grow as you enter information.

|  |  |
| --- | --- |
| Legislation | Purpose |
| [Food Act 2003 (NSW) (as amended)](https://www.legislation.nsw.gov.au/~/view/act/2003/43) |  |
| [Food Regulation 2015 (NSW) (as amended](https://www.legislation.nsw.gov.au/~/view/regulation/2015/622) |  |
| [Australia New Zealand Food Standards (ANZFS) Code (‘the Code’)](https://www.foodstandards.gov.au/code/Pages/default.aspx) |  |

1. What is the value of the NSW Government initiative ‘[Scores on Doors’](https://www.foodauthority.nsw.gov.au/media/8066) for a business? Watch the video and summarise the key points of the program.
2. Look at the following illustrations and describe how you would clean and sanitise the various work areas and pieces of equipment shown.

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Item:

How to clean and sanitise:



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Item:

How to clean and sanitise:



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Item:

How to clean and sanitise:



Item:

How to clean and sanitise:



Item:

How to clean and sanitise:

1. For each of the following areas of, and items in, a hospitality environment, outline the appropriate cleaning procedure to ensure efficient and sanitary cleaning. Your answer should include full details of the use of appropriate chemicals, heat or other sanitisers required.

|  |  |
| --- | --- |
| Area/item to be cleaned: | [Cleaning](http://web.archive.org/web/20110412081220/http:/hsc.csu.edu.au/hospitality/hosp_240/comm_cookery/SITHCCC004A/clean_maintain/THHBKA04A008.html) procedure: |
| Kitchen floors | After the floors have been thoroughly cleaned using the appropriate detergent, it is good practice to apply an appropriate chemical sanitiser. A chlorine-based sanitiser would be recommended and used according to the manufacturer’s instructions. |
| Cups and saucers |  |
| Stainless bench tops |  |
| Tiled floors |  |
| Cutlery |  |
| Equipment |  |
| Linen |  |
| Ovens |  |
| Pots and pans/baking trays |  |

1. Answer the following questions to test your knowledge of safe cleaning and chemical handling.
   1. Describe ‘caustic’ and ‘corrosive’ cleaning agents.
   2. State the safety measures that should be taken when using these cleaning agents.
   3. List five recommendations for the storage and security of chemicals and cleaning agents.
   4. You are cleaning a kitchen at the end of the day with another member of staff. She opens a tin of caustic oven cleaner and accidentally inhales some vapour from the tin. She says she feels sick and dizzy. What should you do?
   5. A colleague accidentally splashes liquid detergent in his eye. What should you do?
2. **Multiple choice quiz**: select the correct answer from those provided.
3. The most appropriate type of detergent selected to clean a porcelain sink or bath/toilet would be:
   1. A heavy-duty alkaline detergent
   2. A general-purpose household cleaner
   3. An acid detergent
   4. A heavy-duty bleach
4. What do you do if you discover that a guest has left a 'red wine stain' on the carpet?
   1. Contact reception to have them forward the cleaning bill to the guest
   2. Place the bedside table over the stain to conceal it
   3. Call in the maintenance section to replace the carpet in the room
   4. Refer to your cleaning chart to determine the most appropriate cleaning technique for this fabric
5. A food handler must wash his or her hands:
   1. Immediately after handling a handkerchief
   2. Immediately after visiting the lavatory
   3. Immediately before commencing work
   4. All of the above
6. Food Act regulations required that during washing procedures the following are to be available for checking purposes:
   1. Thermometer
   2. Water hardness kit
   3. Hydrometer
   4. Viscometer
7. Surfaces which are in contact with foods should be impervious because:
   1. They don't show the dirt
   2. Show up dirty surfaces more readily
   3. They are less likely to harbour contaminating microorganisms
   4. They are more likely to harbour contaminating microorganisms
8. The function of a detergent is to:
   1. Suspend dirt and kill microorganisms
   2. Selectively inactivate food poisoning microorganisms
   3. Kill all microorganisms
   4. Remove dirt and microorganisms from the surface
9. The prescribed proportion of the sanitiser sodium hypochlorite, if used to chemically sanitise eating utensils, should be:
   1. 50 mg/Kg
   2. 0.001%
   3. 10 mg/Kg
   4. 10PPM
10. Write a set of instructions on the correct procedure for washing your hands. Add additional lines in the table by using ‘tab’ in the last box of the table if necessary.

|  |
| --- |
| Correct procedure for washing hands |
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |

1. Write about 100 words discussing the importance of hygienic work practices. Refer to TWO pieces of NSW legislation which aim to prevent food poisoning. These notes may assist in answering an HSC exam question.
2. **Multiple choice quiz**: select the correct answer from those provided.
3. What does the acronym HACCP stand for?
   1. Health Analysis and Critical Control Points
   2. Hazard Analysis and Critical Control Points
   3. Hazard And Critical Control Points
   4. Health And Crucial Critical Points
4. What is the purpose of HACCP?
   1. To assure food safety during food production
   2. To risk public health
   3. To increase the shelf life of products
   4. To increase export of foods
5. What is a major benefit of implementing HACCP for a hospitality establishment?
   1. No staff training
   2. More nutritious foods for consumers
   3. The program is tax deductible
   4. Increased profits and reduced waste
6. Which is the correct temperature range for a refrigerator or cool room?
   1. Between 5°C and 10°C
   2. Between 0°C and 4°C
   3. Between –18°C and –3°C
   4. Between –3°C and 4°C
7. Glass getting into food would be an example of what type of hazard?
   1. Physical
   2. Chemical
   3. Biological
   4. Microbial
8. Which of the following best describes sanitising?
   1. Heating to 50°C for one minute to destroy all micro-organisms
   2. Removing grease from the surface of equipment or utensils
   3. Reducing micro-organisms to a safe level
   4. Washing the surface with hot soapy water, then clean towel drying
9. Read the following Case Studies and respond to the questions which follow.

**Case study 1: Following HACCP procedures**

**Read the following case study and answer the questions that follow.**

When Hayden arrived for his shift in the deli section of a large supermarket, he was instructed by his manger to put some chickens into the rotisserie machine and keep an eye on them as they were cooking.

As Hayden collected the chickens from the cool room, he was aware of the HACCP principle – *Hazard analysis*. He identified that chicken was a potentially hazardous food and if not handled correctly there was a risk of contaminating the food and causing food poisoning.

After he had placed the chickens in the rotisserie, Hayden decided to check on the chickens at intervals during cooking. This way he was applying the HACCP principle– *setting critical control points.* Hayden knew that foods need to be cooked to at least 70°C to prevent bacteria from developing, so he set the correct temperature on the rotisserie. Hayden was applying HACCP principle –*setting critical limits*. In this case, the critical limit was a cooking temperature of 70°C.

When Hayden came back later to check on the rotisserie, he noticed that someone had turned the temperature down. Here, he applied HACCP principle – *establish monitoring systems for the critical limits.* Using a thermometer, Hayden checked the internal temperature of one of the chickens and found that it had dropped to 57°C.

Then, he applied HACCP principle - *corrective action to be taken when critical limits are not met*. Because the temperature had dropped below the critical limit of 70°C, Hayden turned the temperature of the rotisserie back up.

Hayden talked to Rena, his manager about what had happened. Together they carried out the HACCP principle– *verification measures that will make sure the system is working properly*. By discussing each of the steps and making sure that each one had been carried out, Hayden and Rena were confident that the system was working properly.

Rena then made a note about the temperature control on the rotisserie – she wanted to keep a record of the event and remind herself to discuss the potential hazards of temperature variations with the rest of the staff. In this way, Rena was applying HACCP principle *record keeping.*

**Questions**

1. What was the hazard identified by Hayden during hazard analysis?
2. What was the Critical Control Point (CCP) for cooking the chickens?
3. How was this CCP monitored?
4. What form of record keeping occurred?
5. Why is verification important in HACCP?

**Case study 2: Viva Pasta**

Viva Pasta is a small family run business that supplies many local and interstate businesses with fresh pasta. They make pastas such as fettuccine, ravioli and tortellini, as well as pre-prepared meals such as lasagne.

Viva Pasta first implemented HACCP before the Sydney Olympics, where they supplied pasta to the athletes. Today they still continue to refine their HACCP procedures. The company says that benefits of implementing HACCP are rewarding as many large supermarkets and catering companies will now only purchase from suppliers who follow HACCP principles.

The company takes all food safety procedures in their business seriously as they are well aware that product recalls affects the reputation and profit of the business. They also know that they can be inspected at any time by environmental health officers.

While pasta is made from flour and water, many of their pastas also contain potentially hazardous food items such as cheese, meat and chicken. When deliveries arrive at the Caringbah factory the ingredients are observed for quality and the food temperature is checked. The food is then quickly stored in the appropriate storage area. Even dry stock such as herbs and spices are given visual inspections such as checking use by date and to see if packages have been damaged.

All employees are trained to work hygienically. On the production floor no one is allowed to enter unless they are in clean protective clothing and wear hair caps and have thoroughly washed their hands. Gloves are also used when handling foods. Employees are not allowed to bring anything glass or ceramic such as coffee cups onto the production floor in case of breakage.

Employees clean as they go but at the end of the day professional cleaners come in to ensure that floors and equipment are thoroughly clean and sanitised. The company also has routine pest control.

Temperature checks are used to ensure meat fillings are heated sufficiently during cooking and these fillings are quickly cooled. Because most of their pasta is fresh it is stored in cool rooms.

**Questions**

1. What are some potentially hazardous foods used by Viva Pasta?
2. What are some of the rules employees need to follow when working on the production floor?
3. Analyse benefits for companies who implement HACCP.
4. Predict the temperature of the cool rooms at Viva Pasta.
5. Work processes review
6. Describe a job you’ve undertaken that involved maintaining ‘hygiene’ - perhaps as a class activity or perhaps on work placement.
7. List the work activities and time deadlines involved.
8. What personal hygiene practices were required?
9. Describe any guidelines or specifications your supervisor gave you about safety, quality and/or environmental standards expected.
10. List the PPE or specific equipment you were required to wear or use.
11. Describe the range and uses of cleaning products used and for what purpose. What risk factors needed to be considered when handling these cleaning chemicals?
12. Why and how should you communicate with other staff when cleaning?
13. Describe at least one difficulty you experienced in completing your task and how you overcame the difficulty.
14. Provide two suggestions on how to improve the way the task was completed
15. Suggest common causes of contamination and how you might avoid each one. Try and find at least one example of physical contamination, chemical contamination and microbiological contamination.

|  |  |
| --- | --- |
| Causes of contamination | How to avoid this contamination |
|  |  |
|  |  |
|  |  |

1. Match the following words to the correct definition in the table below.

|  |  |  |
| --- | --- | --- |
| Use these words |  |  |
| Poisonous food | Cross contamination | Allergen |
| Food spoilage | Food-borne illness | Bacterial toxin |
| Viral contamination | Toxin | Virus |

|  |  |
| --- | --- |
| Fill in the term or concept |  |
|  | the process where a food product becomes unsuitable to ingest by the consumer. Can be due to many outside factors as a side-effect of the type of product it is, as well as how the product is packaged and stored. |
|  | a poisonous substance produced within living cells or organisms for example staphylococcus aureus |
|  | illness caused by eating contaminated food; also called food poisoning |
|  | by-products produced by pathogenic microbes that have taken up residence in the body for example salmonella. |
|  | a sub microscopic infectious agent that replicates only inside the living cells of an organism for example hepatitis A |
|  | a substance that causes an allergic reaction |
|  | when bacteria and viruses are transferred from a contaminated food or surface such as a chopping board and utensils to other food. |
|  | a substance or plant causing, or capable of causing, death or illness if taken into the body |
|  | unlike bacteria, viruses do not multiply or produce toxins in food, so food items merely act as vehicles for their transfer for example norovirus, hepatitis A |

# Putting the theory into practice

The following questions are from [past years’ NSW HSC examination papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) for this subject. HSC exams are intended to be rigorous and to challenge students of all abilities. To better understand a question, you should look for key words and identify the aspect of the course to which these relate. You are then in a position to formulate your answer from relevant knowledge, understanding and skills.

There are separate examination papers for ‘Kitchen Operations and Cookery’ and ‘Food and Beverage’. The mandatory focus area content is the same for each course of study.

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## Multiple Choice

1. Which of the following is a bacterial food contaminant?
   1. Hair
   2. Bleach
   3. Hepatitis A
   4. Escherichia coli (E. coli)
2. A customer was diagnosed with food poisoning after eating brie cheese.   
   Which bacteria was the most likely cause?
   1. Clostridium botulinum
   2. E. coli
   3. Listeria
   4. Salmonella
3. Which of the following is a personal hygiene risk?
   1. Working with cuts on hands
   2. Refraining from working while ill
   3. Adequate grooming and oral hygiene
   4. Washing hands after eating and smoking
4. Which of the following could lead to cross-contamination?
   1. Preparing food then handling garbage
   2. Plating foods on sanitised work areas
   3. Preparing and plating a variety of pre-washed fruits
   4. Wearing the same gloves to load and unload the dishwasher
5. Which of the following work practices specifically applies to the selling of ‘ready to eat’ food items?
   1. Monitoring food holding times
   2. Maintaining adequate stock levels
   3. Following a daily cleaning schedule
   4. Disposing of rubbish at regular intervals
6. Which of the following is an example of environmental hygiene?
   1. Sanitising kitchen benches
   2. Recycling cardboard boxes
   3. Keeping fingernails short and clean
   4. Washing hands after visiting the bathroom
7. Which of the following is a viral contaminant?
   1. Clostridium botulinum
   2. Hepatitis A
   3. Listeria
   4. Salmonella

## Questions from Section II

These questions should be answered in the suggested number of lines (handwritten in the exam) as it gives a guide to the length of your response.

Plan out your answer and key points before you commence writing.

You may need to bring together knowledge from several areas of study/competencies to do justice to the answer.

Question 1

Explain the possible consequences of a hospitality worker failing to notify their employer that they are suffering from a contagious illness (5 marks).

Question 2

* 1. What are the essential features of a food safety program? (2 marks)

* 1. Describe the consequences of failing to observe a food safety program. (3 marks)

Question 3

Food spoilage and contamination are both serious risks that may lead to food-borne illness for a customer.

Explain the conditions conducive to each of these risks occurring. (8 marks)

Question 4

* 1. State the intent of ONE piece of legislation related to food safety. (2 marks)

* 1. Describe the conditions that are most likely to lead to the microbiological contamination of food. (3 marks)

## Questions from Section III

You will note that questions often require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25 minutes for the question in Section III. Map out your answer using post-it notes or a sheet of paper before you start.

There will be one question in Section III, usually made up of several parts totalling 15 marks. This question may be contextualised to the course of study.

## Questions from Section IV

In the HSC –

* there will be one structured extended response question (15 marks)
* the question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words)

Your answer will provide you with the opportunity to:

* demonstrate knowledge and understanding relevant to the question
* communicate ideas and information using relevant workplace examples and industry terminology
* present a logical and cohesive response

You will note that these questions usually require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25-30 minutes for a question in Section III and the same for Section IV of the exam.

**Example Question 1 (15 marks)**

Examine causes and consequences of food-borne illness (food poisoning) in the hospitality industry.

# HSC Focus Areas

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Hospitality Curriculum Framework must address **all** the **mandatory focus areas plus one stream focus area**.

The Hospitality Curriculum Framework **mandatory** focus areas are:

* Hygiene
* Safety
* Working in the hospitality industry and workplace.

The Hospitality Curriculum Framework **stream** focus areas are:

* Food and Beverage
* Kitchen Operations and Cookery.

The scope of learning describes the breadth and depth of the HSC Content, the minimum content that must be addressed, and the underpinning knowledge drawn from the associated unit(s) of competency.

The unit of competency associated with the mandatory focus area ‘Hygiene’ in Hospitality is [SITXFSA001 Use hygienic practices for food safety](http://training.gov.au/Training/Details/SITXFSA001).

**How to use the scope of learning for ‘Hygiene’**

* draw up your own mind map showing the connection between the various concepts listed; an example appears on the last page of this module
* use the key terms and concepts to add to your mind map
* add examples or case study prompts to show how the concept is applied in the Hospitality working environment

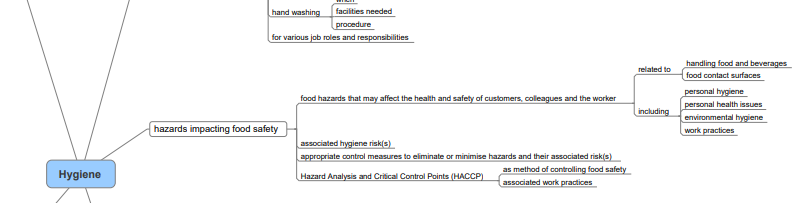
The following information is taken directly from page 25 ff ‘[Hospitality Curriculum Framework Stage 6 Syllabus for implementation from 20](https://educationstandards.nsw.edu.au/wps/wcm/connect/3780c279-9e7f-45d1-a498-94e425e860c4/vet-hospitality-11-12-syllabus-based-on-sitv12-2018-1.2.pdf?MOD=AJPERES&CVID=)19’ © [2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright)

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| --- |
| **hygienic work practices** |
| * importance of hygienic work practices |
| * consequences of poor hygienic work practices for the customer, worker, colleagues and workplace |
| * hygienic work practices and their purposes related to: * personal hygiene * food preparation and storage * ‘ready to eat’ food items * service of food and beverages * linen * cleaning and sanitising * waste disposal * pest control |
| * hand washing, including when it needs to occur (frequency), the facilities needed and procedure |
| * hygienic work practices for various job roles and responsibilities within the hospitality industry |
| **hazards impacting food safety** |
| * food hazards that may affect the health and safety of customers, colleagues and the worker: * related to:   + - handling food and beverages     - food contact surfaces * including:   + - personal hygiene     - personal health issues     - environmental hygiene     - work practices   and associated hygiene risk(s) |
| * appropriate control measures to eliminate or minimise the hazards and their associated risk(s) |
| * Hazard Analysis and Critical Control Points (HACCP): * as a method of controlling food safety * work practices associated with the HACCP approach to hygiene and food safety |
| **compliance** |
| * difference between an act, regulation, code of practice and standard (Australian, industry and workplace) |
| * purpose and intent of national and state/territory food safety laws, standards and codes relevant to hygienic work practices and food safety: |

|  |
| --- |
| **compliance cont/d** |
| * *Food Act 2003* (NSW) (as amended) * *Food Regulation 2015* (NSW) (as amended) * Australia New Zealand Food Standards (ANZFS) Code (‘the Code’)   and consequences of failure to observe |
| * role of the NSW Food Authority and local government regulator in food safety |
| * overview of food safety program for the hospitality workplace including reasons for, essential components and basic content |
| * workplace policy and procedures related to hygiene, food safety and cleaning and the consequences of failure to observe |
| * responsibilities of the food safety supervisor and food handler according to food safety laws, standards and codes |
| * application of workplace policy and procedures and regulatory requirements for food safety to a workplace and job role in the hospitality industry and integrate into daily work activities |
| **food contamination and food-borne illnesses** |
| * signs of damaged, deteriorated, spoiled or out-of-date food |
| * meaning of contaminant, contamination, cross-contamination and potentially hazardous food |
| * causes of contamination: * common types of contaminants:   + - physical     - chemical     - microbiological * common food allergens * conditions conducive to food spoilage and contamination |
| * food allergies: * common symptoms of food allergies * emergency response to allergic reactions, including anaphylaxis * important consideration in the selection of foods to be handled and consumed |
| * meaning of food-borne illness (‘food poisoning’) |
| * causes of food-borne illness (‘food poisoning’): * bacterial, bacterial toxins and viral contamination of food through:   + - cross-contamination     - incorrect storage and food handling * naturally poisonous foods |
| * bacterial, bacterial toxins and viral contaminants of food: * bacterial:   + - camphylobacter |
| **food contamination and food-borne illnesses cont/d** |
| * + - escherichia coli (E. coli)     - listeria     - salmonella * toxins:   + - bacillus cereus     - clostridium botulinum     - clostridium perfringens     - staphylococcus aureus * viral:   + - hepatitis A     - rotavirus   and the associated food-borne illness(es) and its symptoms and examples of high-risk foods |
| * hygienic work practices to minimise and/or prevent contamination and illness: * food handler * workplace procedures |
| **reporting** |
| * purpose and importance of reporting hygiene and food safety-related issues |
| * describe what, how, when and to whom to report: * what to report:   + - food hazards and associated hygiene risks     - poor hygiene work practices     - unsafe work practices when working with food     - personal health issues     - incidents of food contamination * types of reports:   + - formal and informal     - written     - verbal * reporting to appropriate persons |

Creating a mind map is a great way to organise your knowledge and understanding of the content of a topic.

Example of mind map being developed

[](https://educationstandards.nsw.edu.au/wps/wcm/connect/fe3f8c31-9955-4b03-b444-7e8f6bdabf96/mind-map-vet-hospitality-stage-6-hygiene.pdf?MOD=AJPERES&CVID=)