PASSING LANE

SIT - Tourism, Travel and Hospitality Training Package

SIT20316 - Certificate II in Hospitality

(Food and Beverage)

Unit Resources and User Guide

Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

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TABLE OF CONTENTS

Introduction Page 4
Materials Content Page 7
Licence Overview Page 15
Material Modifications Page 17
Updates and Upgrades Page 18

INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SIT20316 - Certificate II in Hospitality

(Food and Beverage)

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

Telephone 1 300 64 98 63
Facsimile 1 300 64 98 64

Email info@passinglane.com.au

Web www.passinglane.com.au

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.

The latest Acrobat Reader software is available at no charge from the website http://get.adobe.com/reader/

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INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.

If your institution purchased the materials on DVD, it is recommended that the master DVD be copied on to a network and/or a teacher's notebook computer and the master DVD then stored in a secure location.

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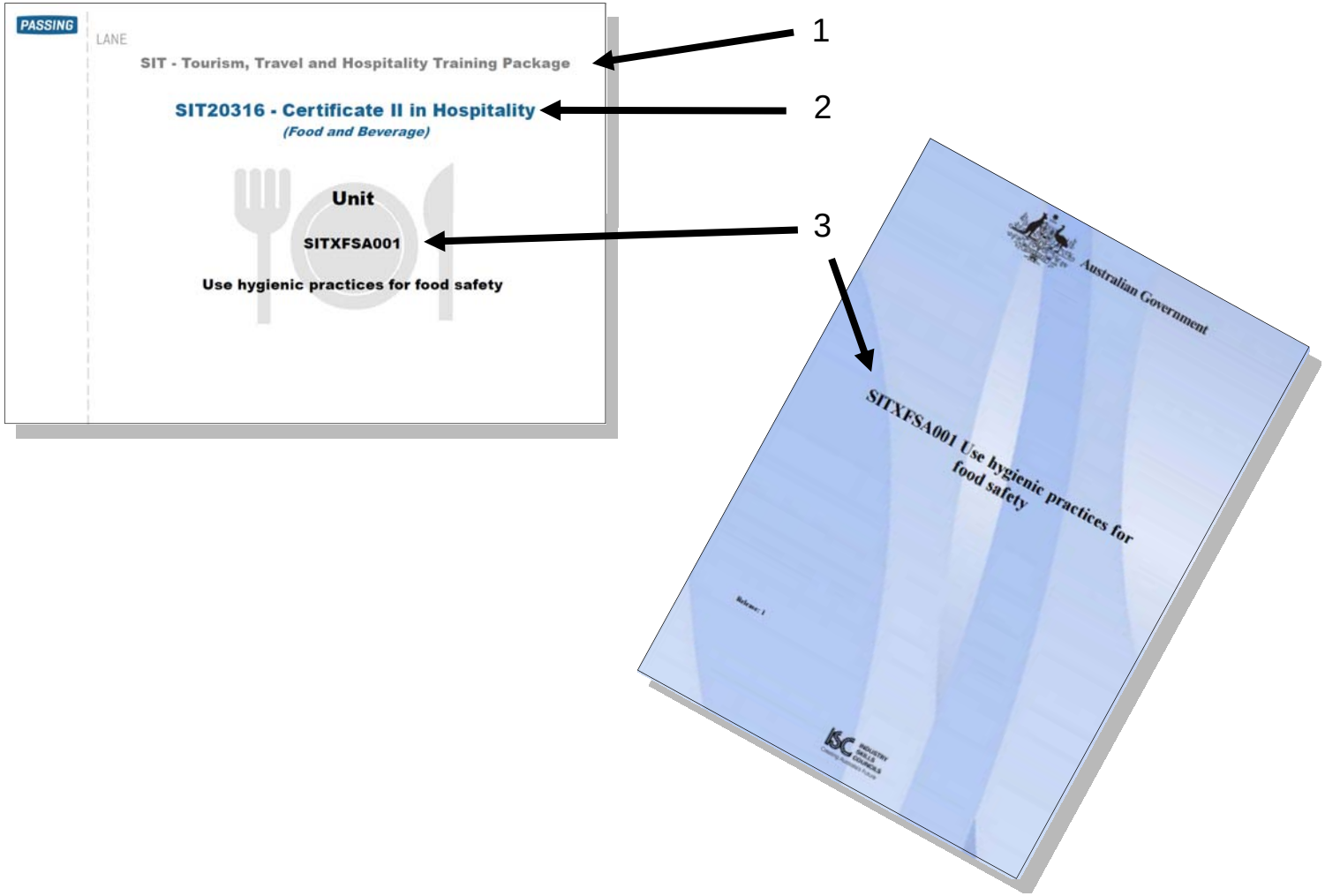
MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



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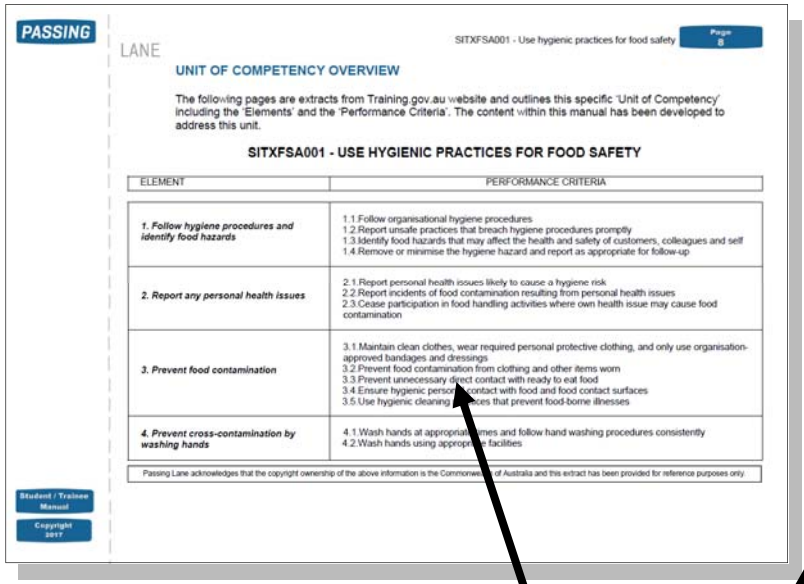
MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.



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SITXFSA001 - Use hygienic practices for food safety Page 8

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SITXFSA001 - USE HYGIENIC PRACTICES FOR FOOD SAFETY

ELEMENT	PERFORMANCE CRITERIA
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, wear required personal protective clothing, and only use organisation-approved bandages and dressings 3.2.Prevent food contamination from clothing and other items worn 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 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

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Student / Trainee Manual

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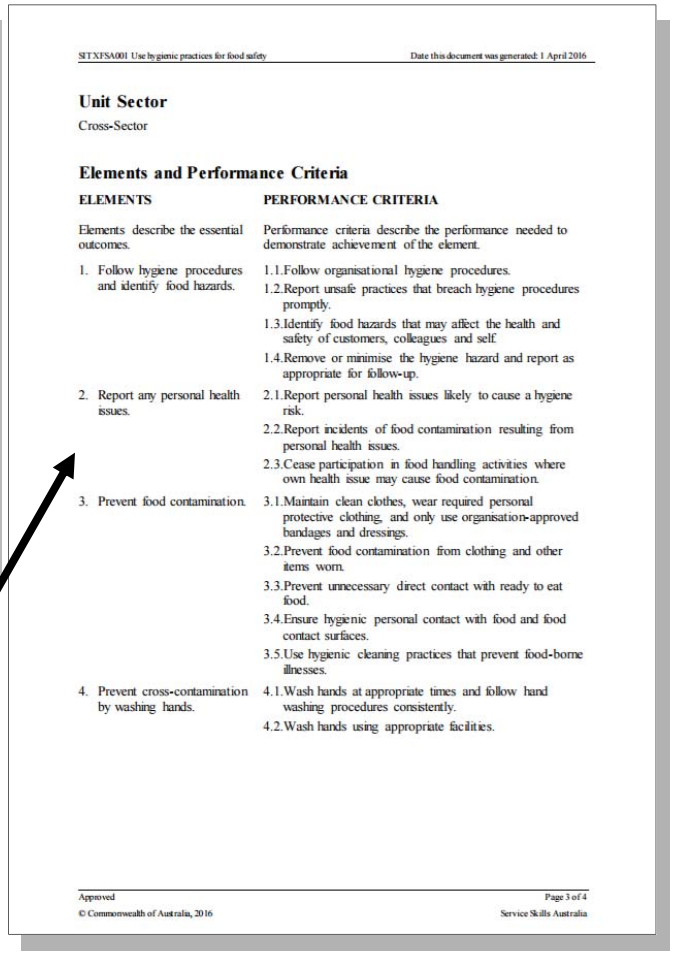

SITXFSA001 Use hygienic practices for food safety — Date this document was generated: 1 April 2016

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
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, wear required personal protective clothing, and only use organisation-approved bandages and dressings. 3.2.Prevent food contamination from clothing and other items worn. 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 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.

Approved — Page 3 of 4

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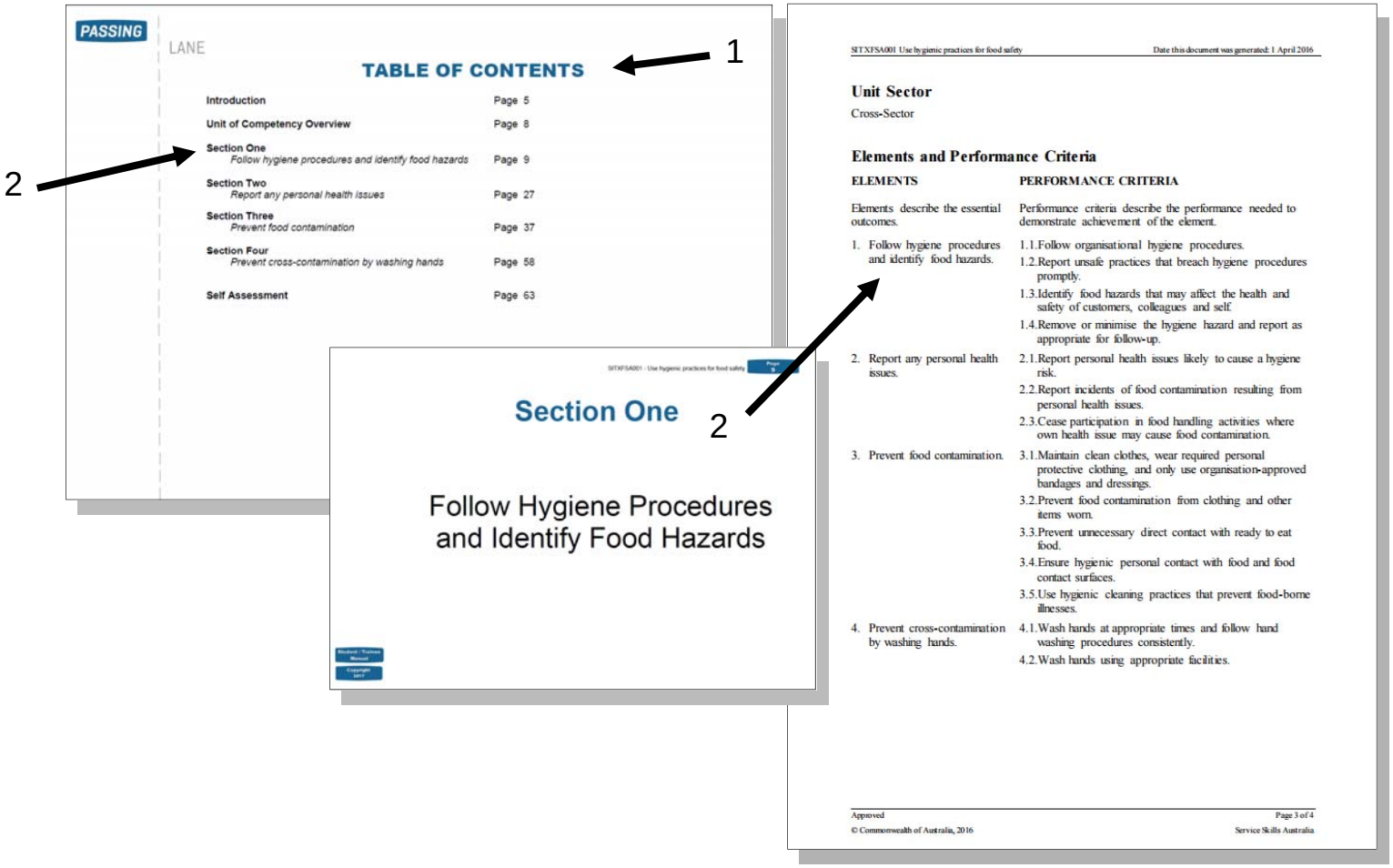
MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.



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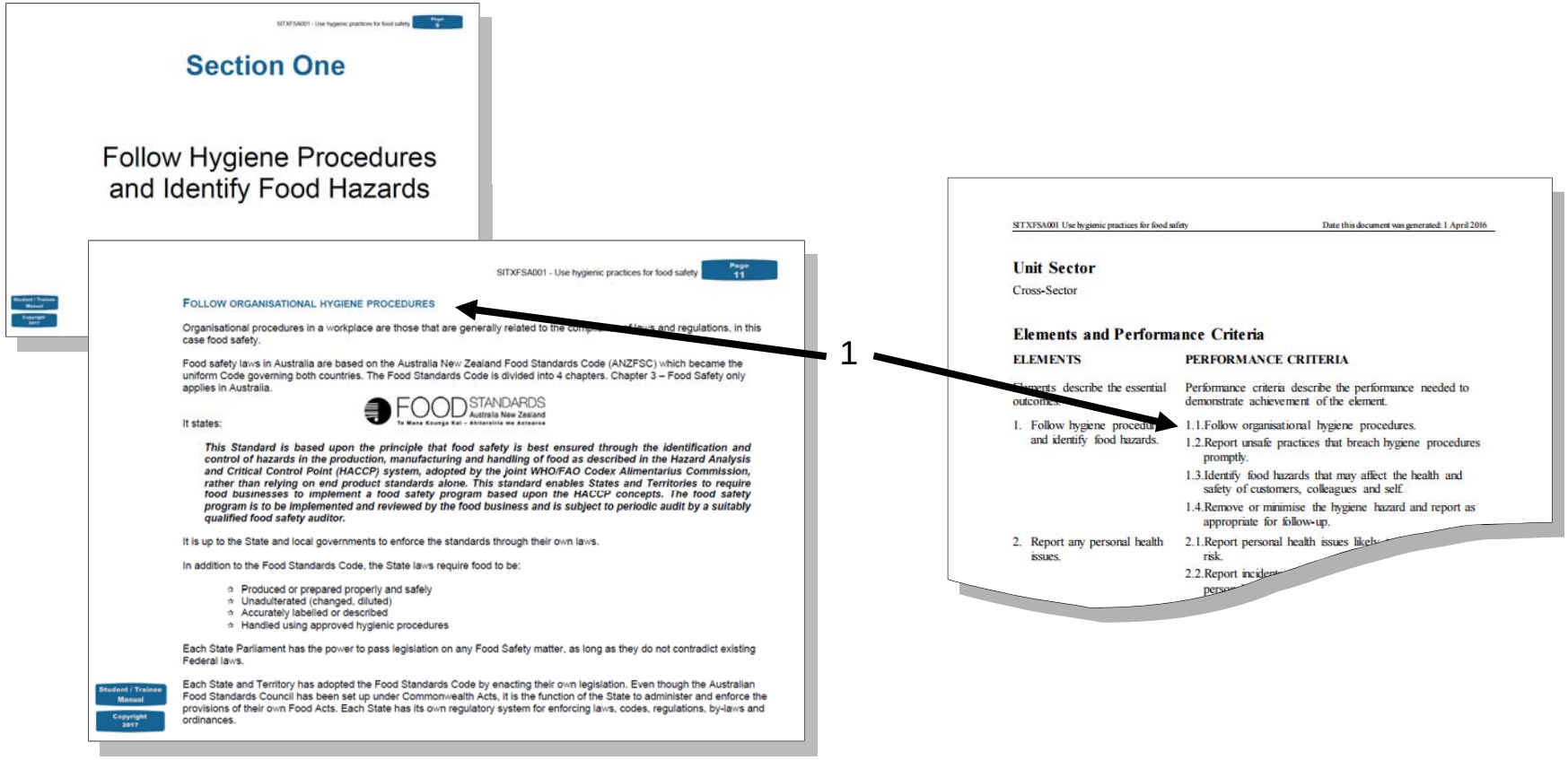
MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 1) 'Element's' 'Performance Criteria'.



The manual's information is supported with graphics, charts, tables, photos and drawings.

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MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

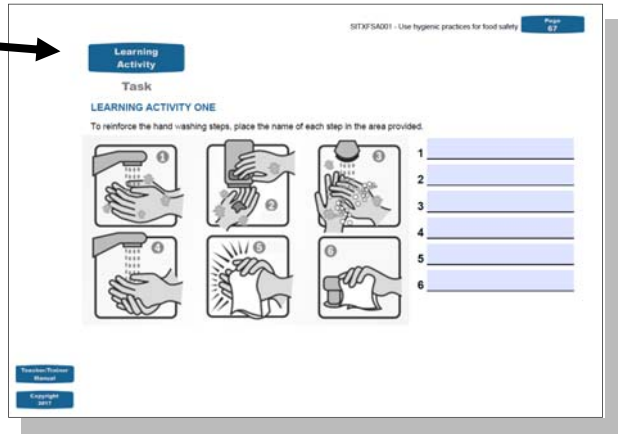
STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



Learning Activity

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

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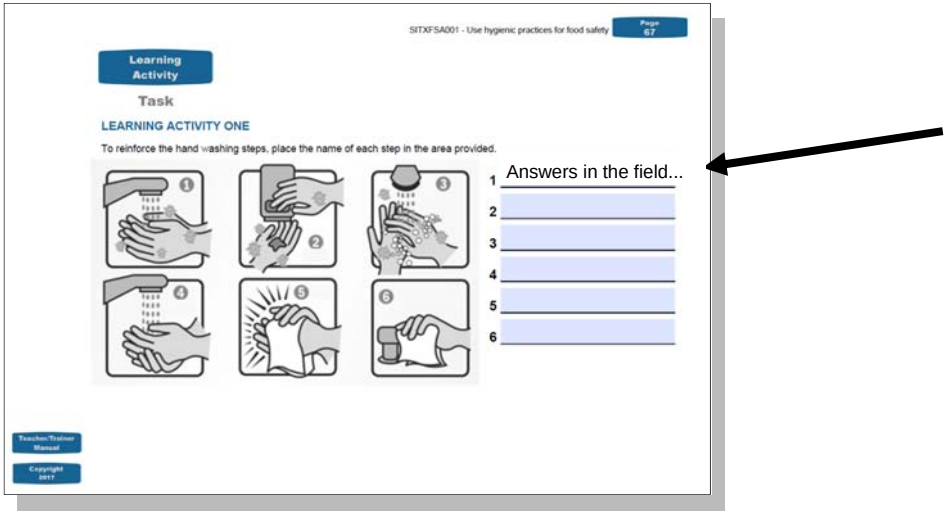
MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The ***'first'*** SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the **'SAVE AS'** function.

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MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

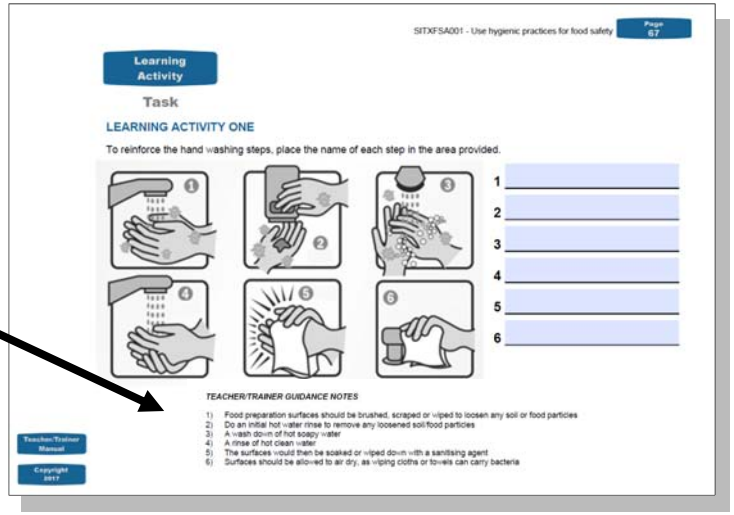
This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/ Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.


SITXFSA001 - Use hygienic practices for food safety Page 67

Learning Activity

Task

LEARNING ACTIVITY ONE

To reinforce the hand washing steps, place the name of each step in the area provided.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

TEACHER/TRAINER GUIDANCE NOTES

1) Food preparation surfaces should be brushed, scraped or wiped to loosen any soil or food particles
2) Do an initial hot water rinse to remove any loosened soil/food particles
3) A wash down of hot soapy water
4) A rinse of hot clean water
5) The surfaces would then be soaked or wiped down with a sanitising agent
6) Surfaces should be allowed to air dry, as wiping cloths or towels can carry bacteria

Teacher/Trainer Manual

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Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

Telephone 1 300 64 98 63
Facsimile 1 300 64 98 64

Email info@passinglane.com.ai

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The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.

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UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.

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