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HLTFS310B

**Apply and Monitor Food Safety
Requirements**

FOREWORD

This publication is one of a number of Learning Guides produced by The Australian Medical Association (WA) Inc as a resource for the health sector. It is utilised within AMA Training Services and Health Training Australia as a training resource and within the workplace as a support guide.

The development of this workbook was undertaken by a number of trainers and developers within AMA and HTA, who have both industry knowledge and specific expertise in the course content.

Although every effort has been made to present reliable and accurate information, the AMA will assume no responsibility for outcomes and actions resulting from the application of the information presented in this workbook. Users are encouraged to confirm application in conjunction with protocols within their specific work environment.

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The Manager
Health Training Australia
PO Box 133
NEDLANDS WA 6909
Telephone: (08) 9273 3044
Facsimile: (08) 9273 3045

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INFORMATION FOR LEARNERS

This learning guide will assist you in developing skills and knowledge to work effectively in the health industry and to apply these skills to your workplace and daily tasks.

Training

Competence means that you have the required knowledge and skills to do your job. These are described in 'competency standards'. Your training will be based on these to make sure it is relevant to the needs of your job and yourself.

Your Participant Assessment Record and the *Pre-Assessment Checklist* in the Guide to Assessment (included at the back of this Learning Guide) state the standards of competence.

The purpose of the training is to develop your workplace competence, so you will be expected to practise your skills whenever you can. This can be done through work experience, practical sessions in a training organisation or through your full time or part-time job. It is important that you have both theoretical and practical knowledge and skills.

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On and Off-the-Job Training

Your training may consist of on-the-job coaching with your workplace supervisor and/or trainer on a one-to-one or small group basis. It may also involve formal training sessions conducted off-the-job in addition to working through your learning guide.

Make sure you ask lots of questions, complete the activities, and do additional research to ensure you know everything listed in the *Pre-Assessment Checklist*.

If you do not understand any part of the unit please contact your Trainer.

Assessment

Once you have completed your training and practised your skills, you will be ready to have your skills and knowledge assessed. The purpose of this is not to see if you can pass a test, but to determine if you can perform work tasks competently.

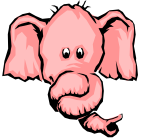
Refer to the Guide to Assessment for detailed information on this unit's Assessment Plan.

Complete the *Pre-Assessment Checklist* in the Guide to Assessment. This sets out the skills and knowledge you will need to demonstrate during your assessment to be deemed competent in this unit.



Learning Guide Aid

You will see the following icons throughout your Learning Guide. They will help you with your learning by telling you what type of information that is being presented in the Learning Guide. The icons are listed below with explanations on the use of each one.



REMEMBER - used for specific points to note or helpful tips to remember.



THINK / IDEA - when asking you to think about your response to a statement or situation. What do you do in your workplace?



INFORMATION - when providing additional information or giving links to further information - e.g. website, reference book, workplace policies and procedures.



IMPORTANT - for any information that is considered important and critical to demonstrating competence in the unit, or in relation to an occupational health and safety issue.



ACTIVITY - may form part of the evidence of competency for this unit.

The activities are designed to make the theory practical to your individual situations and you are encouraged to complete them all.



Tips for Learners



Read through the information in the Learning Guide carefully. Make sure you understand the material. If you come across anything you do not understand:

- Discuss your training with your trainer and make sure you understand what is required and how the training will be organised.
- Ask for feedback on your progress as you work through the activities.
- Ask for help when you need it. Talk to more experienced colleagues or your trainer and ask for their guidance.
- Listen, take notes, ask questions and practise your new skills as often as possible. This way you will improve your speed, memory, and also your confidence.
- During your training, you should seek other sources of information as well, e.g. reference books, the Internet. Some of these are suggested in the guide.
- Try to relate the information presented in this Learning Guide to your own experiences and to what you already know.
- Work through the activities. They are there for a reason and even if you already have the knowledge or skills relating to a particular activity, doing them will help to reinforce what you already know. If you do not understand an activity, think carefully about the way the question or instructions are phrased.

LEARNING OUTCOMES

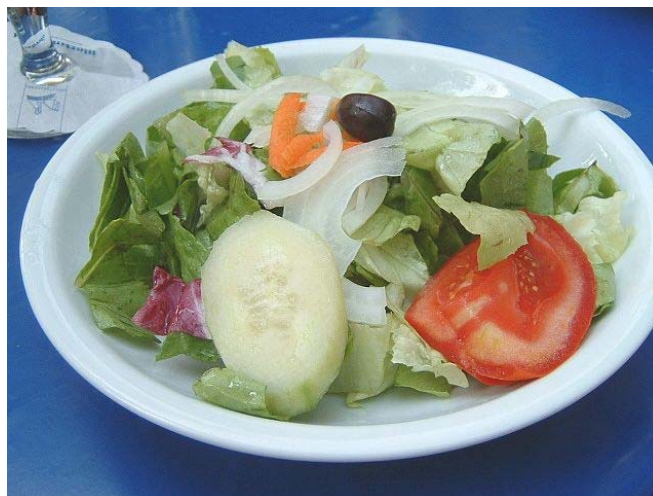
This Learning Guide will provide you with information that will assist in your learning and development of effective skills to apply and monitor food safety requirements in the workplace.

Completing this workbook aims to provide you with a greater understanding of the principles and processes associated with:

- Implementing a food safety program.
- Assisting in the identification of breaches of food safety procedures.

In order to be competent in this unit you will be able to:

- Monitor food safety hazards within the food safety program.
- Implement controls for food safety hazards where required.
- Promptly report non-conformance where the safety control is not met.
- Take corrective action where there is non-conformance.
- Accurately record food safety information to meet the requirements of the food safety program.
- Identify processes and conditions which could result in a breach of food safety procedure.
- Report any breach of the food safety program.
- Take corrective action as a result of a breach to meet the requirements of the food safety program.

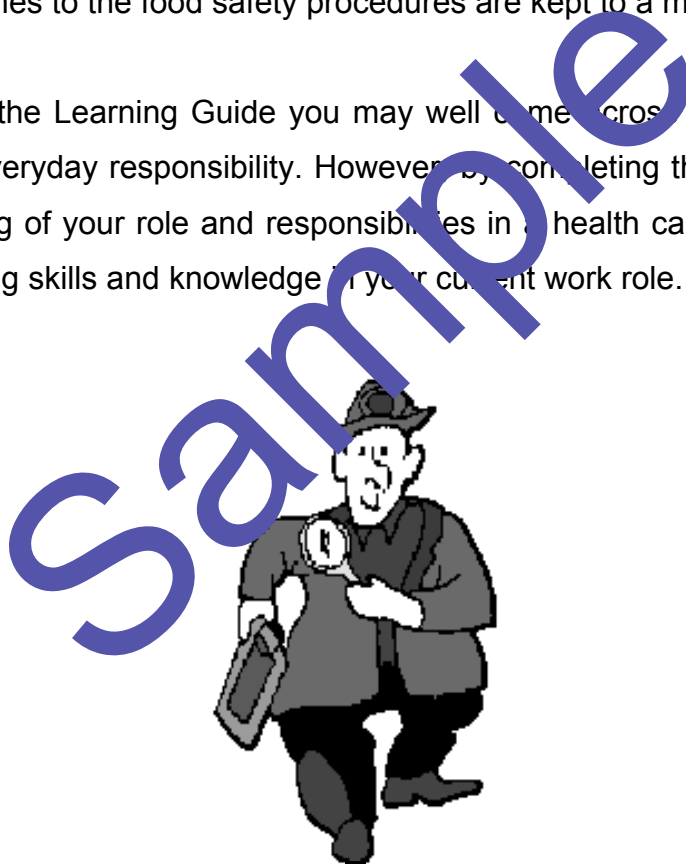


INTRODUCTION

This unit is provided as a collective unit for Health Support Workers who have a multi-functional role within a health care facility but can also be adapted for workers who have a more specific support role in relation to providing quality health care services.

Providing nutrition for patient/clients is an important part of their recovery. When handling food it is essential that a process is in place to ensure that food safety standards are maintained so that potential risks of contamination are reduced, lowering the incidences of food poisoning. Applying and monitoring specific requirements for food safety allows the food establishment to identify and respond to issues of non-conformance immediately ensuring that breaches to the food safety procedures are kept to a minimum.

In reading through the Learning Guide you may well come across information and tasks that are not your everyday responsibility. However, by completing this unit you will gain a better understanding of your role and responsibilities in a health care setting and thereby improve your existing skills and knowledge for your current work role.



In this unit examples are given from Western Australian Legislation. Each State and Territory has adapted Legislation according to their needs and requirements.

**To look at Legislation that governs your State or Territory go to:
Australian Government website www.australia.gov.au/Legislation**



FOOD SAFETY LEGISLATION AND PRINCIPLES

When handling food it is necessary to follow the policies and procedures set out in the organisation to ensure that the food which is distributed is safe. These policies and procedures will reflect the requirements made through Federal and State legislation, Food Standards and accepted food safety Codes of Practice.

Currently in Western Australia the following legislation is applied to any establishment that handles food and will be reflected within the organisation's policies and procedures:

- Health Act.
- Food Hygiene Regulations.
- Local Council bylaws.
- Occupational Health and Safety Act and regulations.
- The Australian Standards for meat, Poultry, Food Manufacturing.

National Level

At present there are four national food safety standards. The Australia New Zealand Food Authority (ANZFA) now called Food Standards Australia New Zealand (FSANZ) developed these standards in consultation with State and Territory health authorities, the food industry and other interested organisations and individuals.

Food Safety Standards

Standard 3.1.1 Interpretation and Application

This is the introductory standard which explains the terms used in the Standards. It includes the provisions that require food business and food handlers to comply with the standards.

Standard 3.2.1 Food Safety Programs

This standard sets out the requirements for the control of food safety hazards during the production, manufacture and handling of food.



Standard 3.2.2 Food Safety Practices and General Requirements

This standard sets out specific food handling controls related to the receipt, storage, processing, display, packaging, transportation, disposal and recall of food. Other requirements relate to the skills and knowledge of food handlers and their supervisors, the health and hygiene of food handlers and the cleaning and maintenance of food premises and equipment.

Standard 3.2.3 Food Premises and Equipment

This standard sets out the requirements for food premises, fixtures, fittings, equipment and food transport vehicles.

NOTE

Standard 3.3.1 Food Safety Programs for Food Services to Vulnerable People is a new standard which will be enforced in October 2008. It clearly identifies those organisations that care for vulnerable people. It requires the organisation to develop and implement a food safety program which demonstrates an awareness of food safety issues and how they are monitored and managed within the organisation.



For more detailed information on Food Safety Standards (most relevant to HACCP), please refer to www.foodstandards.gov.au

Codex General Principles of Food Hygiene

The Codex Alimentarius Commission was created in 1963 by the Food and Agriculture Organisation (FAO) and the World Health Organisation (WHO) to develop food standards, guidelines and related information such as Codes of Practice under the Joint FAO/WHO Food Standards Programme.



These principles lay a firm foundation for ensuring food hygiene. They follow the food chain from primary production through to the consumer, highlighting the key hygiene controls at each stage and recommending a Hazard Analysis Critical Control Point (HACCP) approach wherever possible to enhance food safety. These controls are internationally recognised as essential to ensuring the safety and suitability of food.

Seven Principles of HACCP

There are seven established principles for HACCP. Each principle highlights a specific step within this process they are:

- | | |
|--------------------|---|
| Principle 1 | Conduct a Hazard Analysis. |
| Principle 2 | Determine the critical control point (CCP). |
| Principle 3 | Establish critical limits. |
| Principle 4 | Monitor control of CCP's. |
| Principle 5 | Establish corrective action. |
| Principle 6 | Establish procedures for verification. |
| Principle 7 | Establish documentation. |

Conduct a Hazard Analysis

The Codex Hazard Analysis and Critical Control Point (HACCP) system and guidelines for its application [Annex to CAC/RCP 1-1969, Rev. 3 (1997)] define a hazard as a:

"Biological, chemical or physical agent in, or condition of, food with the potential to cause an adverse health effect".



FOOD SAFETY LEGISLATION AND PRINCIPLES

The reason for the hazard will vary from one Health Care facility to another because of differences in:

- Where they source the ingredients.
- Formulations.
- Processing equipment.
- Processing and preparation methods.
- Duration of processes.
- Storage conditions.
- The experience, knowledge and attitudes of the food handlers.

Biological Hazards

Food borne biological hazards include microbiological organisms such as bacteria, viruses, and parasites. These microbes are also known as pathogens and can result in food-borne illness

Many of these microorganisms occur naturally in the environment where foods are grown. Therefore contamination can occur at many points in the food production chain. Most microorganisms are killed or inactivated by cooking and numbers can be minimized by adequate and effective control of hygiene, handling and storage practices (hygiene, temperature and time).

Food poisoning bacteria

Campylobacter

Salmonella

Listeria

E Coli

Staphylococcus Aureus

Food-borne virus

Hepatitis A

Rota virus

Food-borne parasites

Cryptosporidium

Giardia



HLTFS310B

**APPLY AND MONITOR FOOD SAFETY
REQUIREMENTS**

GUIDE TO ASSESSMENT



Assessment Plan for Participant

Unit of Competency:

HLTFS310B – Apply and monitor food safety requirements.

Unit Description:

This unit of competency describes the skills and knowledge required monitor and control food safety hazards and respond to non-conformance as required by the food safety program

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

The workplace context may be:

- Specific community.
- Community or regional service.
- Department of a large institution or organisation.
- Specialised service or organisation.

Plan: Assessment

Training, mentoring and support in relation to each unit of competency will be provided to participants on a regular basis in person, on the phone or via email.

More intensive training will be provided to participants if required, as identified by the trainer/assessor (this may include off-the-job training).

Participants on the job performance is discussed with the coach/supervisor (through the use of the Participant Assessment Record) forming the Third Party Report.

Verbal and written instructions will be given to all participants prior to assessment. Ask your trainer/assessor for additional support if there are particular cultural and language needs.

Alternative assessment methods are available – these are outlined in the Participant Assessment Record

The assessment report is discussed with participant providing feedback on the outcomes of assessment and guidance on future options. Participant receives a copy of the final assessment report.



Summary of Evidence Sources

ASSESSMENT										
Elements / Performance Criteria	ON-THE-JOB				OFF-THE-JOB					
	Demonstration / Simulation	Oral Questions	Direct Observation	Third Party Report	Written Activities	Case Studies /Projects	Workplace documents	Diary / Journal	Other	
1.1	✓	✓	✓	✓	✓					
1.2	✓	✓	✓	✓	✓					
1.3	✓	✓	✓	✓	✓					
1.4	✓	✓	✓	✓	✓					
2.1	✓	✓	✓	✓	✓					
2.2	✓	✓	✓	✓	✓					
2.3	✓	✓	✓	✓	✓					
2.4	✓	✓	✓	✓	✓					
2.5	✓	✓	✓	✓	✓					

Assessment Plan

Verbal and written instructions will be given to all participants prior to assessment. Ask your trainer for additional support if there are particular cultural, language, literacy or numeracy needs.

	Assessment Type	Assessment Task	Brief description of task	Resources required	Date of Assessment
1	Written Assessment	Knowledge-based assessment.	Directed activities written questions in the Learning Guide and Guide to Assessment.	Learning Guide.	
2	Observation	Demonstrating techniques used in a food handling area. Reviewing own work practices.	Direct observation of skills performance relating to food safety programs.	Workplace Organisation policies/procedures. Assessment Tool.	
3	Questioning	Oral questions.	These questions will accompany observation of workplace tasks relating to monitoring and controlling food safety hazards.	Organisation policies/procedures. Assessment Tool.	
4	Third Party Report	Workplace performance.	Assessor determines work performance of participant through consultation with supervisor.	Participants Record Book.	



6. Give 5 examples of factors that can influence the condition of food as it is processed?

7. List 5 personal hygiene requirements a food handler must comply with?

8. Why are effective cleaning and sanitising procedures essential in a food preparation/distribution area?

9. Explain the documentation and recording requirements for food safety with an organisation?

10. When would food be recalled?

Sample

