



Sample program 'Keep it safe' – Workplace health and safety

Rationale: This program provides the opportunity for students to develop knowledge and skills required to maintain a safe and hygienic work environment for staff, customers and others.

Students will develop the specific knowledge and understanding to enable the skills to be developed and applied in the workplace. Safe and hygienic work practices and procedures will need to be addressed throughout the HSC Hospitality course.

The underpinning knowledge and skills that show competency in SITXOHS001A and SITXOHS002A will need to be demonstrated by the student throughout the HSC Hospitality course. SITXOHS001A and SITXOHS002A will be an integral component of many assessments.

Units of competency: SITXOHS001A Follow health, safety and security procedures
SITXOHS002A Follow workplace hygiene procedures

HSC requirements and advice – key terms and concepts:

| Follow health, safety and security procedures | Follow workplace hygiene procedures |
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| <ul style="list-style-type: none"> • breaches of health, safety and security • emergency situations • hazards • occupational health and safety • participation and consultation • personal protective equipment • risk assessment • safe work practices and procedures • suspicious behaviour. | <ul style="list-style-type: none"> • contamination • cross-contamination • environmental hygiene • health issues • hygiene hazards • hygiene practices and procedures • personal hygiene. |

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| <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>1 Follow hygiene procedures and identify hygiene hazards</p> <p>1.1 Access and follow hygiene procedures and policies correctly and consistently according to organisation and legal requirements to ensure health and safety of customers and colleagues.</p> <p>1.2 Identify and report poor organisation practices that are inconsistent with hygiene procedures.</p> | <p>Hygiene and safety in the workplace</p> <p>Define:</p> <ul style="list-style-type: none"> • personal hygiene • environmental hygiene • workplace health • workplace safety. <p>The importance of safe and hygienic work practices in the hospitality industry.</p> <p>Consequences of poor safety and hygiene practices on:</p> <ul style="list-style-type: none"> • customers • the employer • employees. | <p><i>Occupational health and safety (OHS) and hygiene underpin all aspects of work in the hospitality industry. Students should demonstrate high OHS and hygiene standards for each session of training.</i></p> <p>Class discussion to develop agreed definitions.</p> <p>Class discussion about the concepts of workplace health and workplace safety and the differences between the two terms.</p> <p>Class discussion about the need for safe and hygienic work practices and the implications of poor practices.</p> <p>In groups, students brainstorm to identify consequences then report back to class.</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.1 Correctly and consistently follow the organisation’s health, safety and security procedures according to relevant legislative requirements.</p> <p>2 Follow procedures for emergency situations</p> <p>2.1 Recognise emergency and potential emergency situations promptly and determine or take required actions within the scope of individual responsibility.</p> <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>3 Prevent food and other item contamination</p> | <p>Injuries in the workplace</p> <p>Possible consequences of failure to observe OHS policies, procedures and legislative requirements.</p> <p>The cost of workplace injury:</p> <ul style="list-style-type: none"> • human • social • economic • organisational. | <p>Guest speaker and/or visit to a hospitality establishment to discuss and/or observe health and safety procedures and the consequences of failing to observe OHS measures.</p> <p>Develop a portfolio of newspaper articles on workplace injuries and workers compensation payments in general and/or specifically relating to the hospitality industry.</p> <p>Use the internet to obtain statistical data on workplace injuries in hospitality workplaces on a national or state level. Present the results in a graph or table.</p> <p>Discuss the costs of workplace injury to the employer and employee and write a newspaper article to inform the community of these costs.</p> |

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| <p>3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings to prevent contamination to food.</p> | <p>A definition of:</p> <ul style="list-style-type: none"> • accident • incident. <p>Causes of common workplace injuries:</p> <ul style="list-style-type: none"> • lack of protection and safety equipment • poor housekeeping • slips, trips and falls • poor maintenance • inadequate lighting • spills and obstructions • faulty or incorrect equipment • poor ergonomics • inadequate instruction, training and supervision • personal factors including stress, tiredness and inappropriate behaviour • negligence • medical conditions • unrealistic timeframes • exposure to toxic substances. <p>Potential workplace injuries:</p> <ul style="list-style-type: none"> • allergic reactions • dislocations and fractures • puncture wounds and cuts • strains and sprains • burns • poisoning • shock. <p>Measures to prevent common workplace accidents, injury or impairment including:</p> <ul style="list-style-type: none"> • following safety procedures accurately • adopting correct posture and manual handling techniques • taking adequate rest breaks • using PPE • correct use of chemicals and dangerous substances/ equipment | <p>Students define each term in their own words. They share their ideas with the class and compare with definitions provided by the teacher.</p> <p>Brainstorm – accidents and incidents that may occur in a hospitality workplace.</p> <p>Brainstorm – causes of workplace injury.</p> <p>Scan the portfolio of newspaper articles taking note of the causes of the injuries and add to the list.</p> <p>Visual stimulus – video/DVD(s).</p> <p>Complete the following activities from the Labor Council of NSW YouthSafe Safety First website (http://ohs.labor.net.au/youthsafe/safety_first/index.html)</p> <ul style="list-style-type: none"> • newspaper article group discussion • injury analysis exercise. <p>Brainstorm – potential workplace injuries for the hospitality industry.</p> <p>Activity – each student to be allocated a workplace injury to investigate. Identify the signs/symptoms of the injury and basic first aid techniques required. Information to be collated from all class members, presented in table format and provided as a handout.</p> <p>Class discussion – preventative measures.</p> <p>Activity – following on from above, students design a poster to be displayed in the classroom (or a hospitality industry workplace) highlighting the injury, preventative measures and basic first aid techniques; or a general poster highlighting prevention of workplace accidents and injury.</p> |

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| | <ul style="list-style-type: none"> • stress management techniques • safe use of tools, machinery and equipment • procedures to deal with emergency, fire and accidents • risk management. <p>Location of first aid kits in the workplace.</p> | <p>Students identify the location of the first aid kit(s) in the training environment.</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.1 Correctly and consistently follow the organisation’s health, safety and security procedures according to relevant legislative requirements.</p> <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>1 Follow hygiene procedures and identify hygiene hazards</p> <p>1.1 Access and follow hygiene procedures and policies correctly and consistently according to organisation and legal requirements to ensure health and safety of customers and colleagues.</p> | <p>Sources of information</p> <p>Sources of information regarding hygiene procedures in the workplace/organisation:</p> <ul style="list-style-type: none"> • workplace/organisation food safety program • staff training programs • national food safety code • legislation. <p>Sources of information regarding occupational health and safety (OHS) in the workplace:</p> <ul style="list-style-type: none"> • workplace/organisation policies and procedures • emergency plan • training manuals • operator’s manuals • WorkCover NSW and Australian Safety and Compensation Council (ASCC), (formerly National Occupational Health and Safety Commission NOHSC) publications/safety alerts • legislation/regulations/codes of practice • manufacturers’ specifications. | <p>Focus question – As a hospitality employee, where could you find information about hygiene procedures and OHS in your workplace?</p> <p>Visual stimulus – samples of the listed sources.</p> <p>Compile a list of sources and for each source make brief notes regarding the type of OHS and/or hygiene information it provides the worker.</p> <p>Internet activity – navigate the WorkCover NSW (www.workcover.nsw.gov.au) and/or ASCC (www.ascc.gov.au) website(s) to discover information/ services provided.</p> |
| <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>1 Follow hygiene procedures and identify hygiene hazards</p> <p>1.1 Access and follow hygiene procedures and policies correctly and consistently according to organisation and legal requirements to ensure health and safety of customers and colleagues.</p> | <p>Legislation</p> <p>Differences between:</p> <ul style="list-style-type: none"> • an act • a regulation • codes of practice. | <p>Internet activity – visit the WorkCover NSW website. Go to the section on ‘Laws and Policy’ to develop a glossary of terms.</p> |

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| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.1 Correctly and consistently follow the organisation’s health, safety and security procedures according to relevant legislative requirements.</p> | <p>Food Safety Legislation</p> <p>The purpose and intent of food safety legislation and regulations:</p> <ul style="list-style-type: none"> • <i>Food Act 2003</i> (NSW) (as amended) • <i>Food Regulation 2004</i> (NSW) • Food Safety Standards for Australia contained in the Australian and New Zealand Food Standards Code. | <p>Discuss the need for food safety regulation and the potential consequences if it was unregulated.</p> <p>Identify the major requirements of the laws, regulations and Food Safety Standards. Discuss and explain in terms of their purpose and requirements for the employer and employee.</p> <p>Visit the Food Standards Australia New Zealand (FSANZ) website (www.foodstandards.gov.au). Make a summary of the Food Safety Standards in the Australian and New Zealand Food Standards Code.</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.1 Correctly and consistently follow the organisation’s health, safety and security procedures according to relevant legislative requirements.</p> | <p>Key groups in food safety</p> <p>The role of:</p> <ul style="list-style-type: none"> • Food Standards Australia New Zealand (FSANZ) • Environmental Health Officer. | <p>Visit the FSANZ website to identify their role in the hospitality industry (www.foodstandards.gov.au).</p> <p>Go to the DEEWR Job Guide website and search for ‘environmental health officer’. Analyse the job role and list the aspects of the job role that have particular relevance to the hospitality industry (www.jobguide.thegoodguides.com.au).</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.1 Correctly and consistently follow the organisation’s health, safety and security procedures according to relevant legislative requirements.</p> | <p>OHS Legislation</p> <p>OHS legislation and codes of practice:</p> <ul style="list-style-type: none"> • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulations 2001</i> (NSW) • Codes of practice (WorkCover NSW) <ul style="list-style-type: none"> - OHS Consultation - Risk Assessment Manual Handling - Labelling of Workplace Substances - Storage and Handling of Dangerous Goods. | <p>Define the term ‘occupational health and safety’.</p> <p>Class discussion – the purposes of OHS legislation and codes of practice.</p> <p>Summarise key points of the legislation, regulation and codes of practice listed as they apply to the hospitality industry. (This could be provided in a handout.)</p> <p>Alternatively, students could undertake an internet research activity where they are required to create a</p> |

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| | <p>Employer responsibilities under the OHS Act:</p> <ul style="list-style-type: none"> • maintaining places of work under their control in a safe condition, and ensuring safe entrances and exits • making arrangements to ensure the safe handling, storage and transport of plant and substances • providing and maintaining systems of work and work environments that are safe and without risks to health • providing information, instruction, training and supervision necessary to ensure the health and safety of employees • providing adequate facilities for the welfare of employees • must not require employees to pay for anything done or provided to meet the requirements of the Act or Regulation • must consult with employees about OHS matters to enable them to contribute to decisions affecting their health, safety and welfare • must ensure the health and safety of visitors or people working who are not employees. <p>Employee responsibilities under the OHS Act:</p> <ul style="list-style-type: none"> • employees must take reasonable care of the health and safety of themselves and others • employees must cooperate with employers in their efforts to comply with occupational health and safety requirements • employees must not interfere with or misuse things provided for the health, safety or welfare of persons at work | <p>table outlining the following information for the legislation, regulations and codes of practice listed:</p> <ul style="list-style-type: none"> • website address(es) where each can be accessed • a brief outline of: <ul style="list-style-type: none"> - the intention of the legislation - what each covers - the employer’s responsibilities - the employee’s responsibilities. <p>Handout briefly outlining employer and employee responsibilities. Students answer questions to demonstrate their understanding of these responsibilities.</p> <p>Class discussion – consequences of employers/ employees, as a group and individually, not taking responsibility for OHS in the workplace.</p> <p>Role-play – scenarios of good and poor OHS, highlighting employer and employee responsibilities.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • student responsibilities while on work placement • what they should expect from their work placement employer. |

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| | <ul style="list-style-type: none"> • employees must not obstruct attempts to give aid or attempts to prevent serious risk to the health and safety of a person at work • employees must not refuse a reasonable request to assist in giving aid or preventing a risk to health and safety • employees must not disrupt workplace by creating false health or safety fears. | |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.5 Identify and promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</p> <p>3 Participate in the organisation’s OHS practices</p> <p>3.1 Participate in OHS management practices developed by the organisation to ensure a safe workplace.</p> <p>3.2 Actively participate in the OHS consultation processes and identify and report safety and procedural issues requiring attention.</p> <p>3.5 Raise OHS issues and concerns with designated persons according to organisation and legislative requirements.</p> | <p>Key groups in OHS</p> <p>Understanding that OHS is everyone’s responsibility in the workplace.</p> <p>OHS committee/representatives in the workplace:</p> <ul style="list-style-type: none"> • election/formation • role • responsibilities. <p>Acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. | <p>Class debate – ‘Only employers are responsible for OHS in the workplace’.</p> <p>Class activity/discussion – requirements for an OHS committee:</p> <ul style="list-style-type: none"> • legal requirements • representative composition • key groups involved • key responsibilities. <p>Guest speaker – chair of the school OHS committee – to discuss:</p> <ul style="list-style-type: none"> • how the committee is formed/elected and its composition • training required • roles and responsibilities • benefits of having an OHS committee for employers and employees • concept of participation and consultation. <p>Class discussion, including identifying the typical chain of authority within a workplace/organisation.</p> <p>Case studies – to assist students to distinguish their roles and responsibilities and those of other personnel in a range of situations within the school environment and while on work placement.</p> |

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| | <p>The concept of ‘participation’ and ‘consultation’ as it relates to workplace safety and employee rights and responsibilities.</p> <p>Roles and functions of key bodies involved in OHS:</p> <ul style="list-style-type: none"> • WorkCover NSW • ASCC • local councils • unions • professional associations. | <p>Define the terms ‘participation’ and ‘consultation’.</p> <p>Class discussion on the concept of participation and its relationship to the rights and responsibilities of employers and employees under the OHS legislation.</p> <p>Internet activity – visit the websites of listed organisations to identify their main roles and functions as they relate to the hospitality industry.</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.2 Incorporate safe work practices into all workplace activities.</p> <p>1.3 Follow the safety directions of supervisors or managers and heed any workplace safety warning signs.</p> <p>1.4 Use any required protective equipment and wear any required personal protective clothing.</p> <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>3 Prevent food and other item contamination.</p> <p>3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings to prevent contamination to food.</p> | <p>Safe work practices</p> <p>Safe work practices and procedures:</p> <ul style="list-style-type: none"> • OHS induction training • selection, use and maintenance of personal protective equipment (PPE) • selection of appropriate tools for the task • correct use, maintenance and storage of tools and equipment • correct handling, application, labelling and storage of hazardous and non-hazardous materials • safe posture (sitting, standing, bending and lifting) • correct manual handling (lifting and transferring) • location and use of safety alarms and emergency exits • correct use of fire fighting equipment: <ul style="list-style-type: none"> - fire blanket - fire extinguishers • hazard identification and risk control • access to first aid kits • procedures to follow in the event of an emergency • effective communication and teamwork • adherence to work instructions, workplace/organisation policies and procedures • housekeeping/clean-up procedures, including waste disposal, with proper consideration of OHS and the environment. | <p>Class discussion and handout:</p> <ul style="list-style-type: none"> • identify OHS concerns for a hospitality workplace/organisation • review a range of safe work practices that should be adopted by an employee in the workplace. <p>Visual stimulus – video/DVD(s).</p> <p>Guest speaker – NSW Fire Brigade or Rural Fire Services to address correct use of fire fighting equipment including:</p> <ul style="list-style-type: none"> • fire blanket • types of fire extinguishers and identifying colour. <p>Practical task – selection and use of fire fighting equipment to extinguish a simulated fire.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • the importance of training in safe work practices and emergency procedures to meet OHS requirements • in relation to OHS, what should be included in an induction package for a new employee? <p>Design a checklist for the safe use of a piece of</p> |

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| | <p>OHS signs and symbols:</p> <ul style="list-style-type: none"> • legislative requirements • meaning of colour and shape • appropriate placement and positioning. <p>Use and application of a range of PPE:</p> <ul style="list-style-type: none"> • footwear • hair covers • gloves • masks • hearing protection • eye protection • protective clothing. <p>Selection of PPE:</p> <ul style="list-style-type: none"> • correct for the task • manufacturers' specifications for use • correct fitting • serviceability. <p>Importance of correctly fitting PPE.</p> | <p>equipment in the hospitality industry.</p> <p>Demonstrate correct manual handling techniques including lifting and carrying items.</p> <p>Visual stimulus (handout) – a range of signs and symbols used in the workplace and their meaning.</p> <p>Quiz – students to identify a range of commonly used signs and symbols and state their function/purpose.</p> <p>Internet activity – explore a website such as www.seton.com.au or www.safetysignsplus.com.au (safety equipment manufacturer) and identify a range of standard safety signs appropriate to a hospitality workplace.</p> <p>Class discussion – appropriate placement and positioning of signs.</p> <p>Class discussion – from the student's own employment experience as well as general understanding, identify types of personal protective equipment (PPE) used in hospitality work environments.</p> <p>Class activity – develop a list of PPE required when undertaking tasks in a number of different contexts in the hospitality industry (take into consideration the stream being covered).</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • identify particular situations in the industry where PPE is prescribed by law • consequences of incorrect selection and fit of PPE. <p>Class activity – select PPE for particular tasks and demonstrate appropriate use (adjusting fit as necessary).</p> |

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| | <p>Maintenance of PPE according to manufacturer’s instructions and workplace/organisation policy and procedures:</p> <ul style="list-style-type: none"> • cleaning and decontamination • correct storage • regular checks for damage • repair/replacement of worn, malfunctioning or damaged equipment/parts • disposal of single-use equipment. | <p>Students are to develop a set of standard operating procedures (in line with manufacturer’s instructions) for the maintenance of PPE required for a particular task and then demonstrate to their class mates. If possible, each student or pair is to be allocated a different task to ensure a range of PPE is addressed. (Extent to which this task can be undertaken will depend on the particular hospitality work environment.)</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.5 Identify and promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</p> <p>3 Participate in the organisation’s OHS practices</p> <p>3.3 Ensure immediate work area is free from hazards, participate in scheduled hazard identification activities and report hazards on an ongoing basis.</p> <p>3.4 Participate in risk assessments and suggest appropriate ways of controlling risk.</p> <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>1 Follow hygiene procedures and identify hygiene hazards.</p> <p>1.2 Identify and report poor organisation practices that are inconsistent with hygiene procedures.</p> <p>1.3 Identify hygiene hazards that may affect the health and safety of customers, colleagues and self.</p> <p>1.4 Take action to remove or minimise the hazards within scope of individual responsibility and according to organisation and legal requirements.</p> | <p>Hazard identification and risk management</p> <p>Risk management:</p> <ul style="list-style-type: none"> • identify hazards • assess associated risks • use appropriate control measures to eliminate or minimise risks • monitor and review the control measures. <p>Identification of potential hazards to:</p> <ul style="list-style-type: none"> • self • visitors • colleagues • customers • the general public <p>A range of hazards:</p> <ul style="list-style-type: none"> • tools and equipment <ul style="list-style-type: none"> - operation - maintenance | <p>Define:</p> <ul style="list-style-type: none"> • hazard • risk. <p>Class discussion and handout.</p> <p>Examine the procedures used by the school when undertaking a risk assessment for excursions/field trips.</p> <p>Access the WorkCover NSW website, review the section on managing safety risks and create a brochure informing the community about risk management (www.workcover.nsw.gov.au/OHS/ManagingSafetyRisks/default.htm).</p> <p>Focus question – who might be at risk in a hospitality environment?</p> <p>Class discussion on how human behaviour can contribute to, or be, a workplace hazard.</p> <p>Brainstorm to create a mind map – potential hazards in the hospitality workplace environment.</p> <p>For each category of hazard identify specific examples</p> |

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| | <ul style="list-style-type: none"> - not washing hands after eating, smoking, handling garbage or using bathroom • environmental risks <ul style="list-style-type: none"> - poor garbage storage and disposal - inappropriate and irregular cleaning practices <ul style="list-style-type: none"> ▪ premises ▪ equipment ▪ utensils - poor handling and storage of foods - poor organisational work practices - vermin - airborne dust - equipment <ul style="list-style-type: none"> ▪ dirty/unsanitary ▪ not working correctly, such as fridge and temperature probes • contaminated food • linen <ul style="list-style-type: none"> - contaminated by human waste, such as blood and body secretions - contaminated by raw and cooked food. <p>Personal health issues that may pose a hygiene risk:</p> <ul style="list-style-type: none"> • diseases <ul style="list-style-type: none"> - food borne - airborne - infectious • illnesses <ul style="list-style-type: none"> - influenza - virus • injury <ul style="list-style-type: none"> - open cuts/wounds - infections. <p>Indicators of personal health issues:</p> <ul style="list-style-type: none"> • runny nose • diarrhoea • coughing • sneezing | <p>Class discussion:</p> <ul style="list-style-type: none"> • identify examples of personal health issues that do and don't pose hygiene risks • the responsibility of hospitality workers to identify their own personal health issues • action to be taken if personal health issues arise • consequences of not acting on personal health issues. |

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| | <ul style="list-style-type: none"> • fever • rash. <p>Designated personnel in relation to hazard identification and control within the workplace/organisation.</p> <p>Acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. <p>Hierarchy of risk control measures:</p> <ul style="list-style-type: none"> • Level 1 – eliminate the risk (such as discontinue the activity or not use the equipment) • Level 2 – minimise the risk by: <ul style="list-style-type: none"> - substituting the system of work/equipment (with something safer) - modifying the system of work/equipment (to make it safer) - isolating the hazard (such as introducing a restrictive work area) - introducing engineering control (such as rubber mats) • Level 3 – other controls: <ul style="list-style-type: none"> - adopt administrative controls and safe work practices - use PPE. | <p>Class discussion:</p> <ul style="list-style-type: none"> • who is responsible for hazard identification and control in the workplace? • appropriate procedures for reporting hazards. <p>Class discussion on strategies to control or eliminate risks in the workplace.</p> <p>Class or group activity – develop a flow chart to show the steps in risk management (from identifying hazards through to monitoring and review of the control measures).</p> <p>Individual or pairs activity – apply the hierarchy of risk control for a case study then report findings to the class.</p> <p>Pairs or small groups activity – students are to perform a risk assessment of a piece of equipment <i>and/or</i> Hypothetical – form an OHS committee and conduct a mock OHS audit of a section of the school or a hospitality environment.</p> <p>Work placement activity – access a workplace/ organisation policy and procedures for risk control in the workplace and compare with classmates.</p> |
| <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>1 Follow hygiene procedures and identify hygiene hazards.</p> <p>1.1 Access and follow hygiene procedures and policies correctly and consistently according to</p> | <p>Workplace hygiene practices and procedures</p> <p>Importance of organisation and housekeeping practices used to maintain workplace hygiene.</p> | <p>Define ‘housekeeping’.</p> <p>Class debate – to highlight the importance of good housekeeping in the hospitality industry (eg ‘Good</p> |

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| <p>organisation and legal requirements to ensure health and safety of customers and colleagues.</p> <p>1.2 Identify and report poor organisation practices that are inconsistent with hygiene procedures.</p> <p>1.4 Take action to remove or minimise the hazards within scope of individual responsibility and according to organisation and legal requirements.</p> <p>3 Prevent food and other item contamination</p> <p>3.1 Maintain clean clothes, wear required personal protective clothing and only use organisation-approved bandages and dressings to prevent contamination to food.</p> <p>3.2 Ensure that no clothing or other items work contaminate food.</p> <p>3.3 Prevent unnecessary direct contact with ready to eat food.</p> <p>3.4 Do not allow food to become contaminated with any body fluids or tobacco product form sneezing. Coughing, blowing nose, spitting, smoking or eating over food or food preparation surfaces.</p> <p>3.5 Maintain the use of clean materials and clothes and safe and hygienic practices to ensure that no cross-contamination of other items in the workplace occurs.</p> <p>4 Prevent cross contamination by washing hands</p> <p>4.1 Wash hands at appropriate times and follow hand washing procedures correctly and consistently according to organisation and legal requirements.</p> <p>4.2 Wash hands using appropriate facilities.</p> | <p>Cross-contamination:</p> <ul style="list-style-type: none"> • hazards associated with cross-contamination • practices that may result in cross-contamination • procedures to prevent cross-contamination. <p>Personal hygiene standards:</p> <ul style="list-style-type: none"> • hands and nails • hair • suitable dress <ul style="list-style-type: none"> - uniform and clothing - personal protective equipment • accessories including jewellery • good personal hygiene rules <ul style="list-style-type: none"> - use of disposable gloves when handling food - washing hands at appropriate times - use of appropriate dressings and bandages covering cuts, wounds or open sores <ul style="list-style-type: none"> ▪ waterproof ▪ brightly coloured bandaid. <p>Workplace/organisation policy and procedures for:</p> <ul style="list-style-type: none"> • personal dress and presentation • personal hygiene | <p>housekeeping is only for five-star star hotels’).</p> <p>Define and explain the term ‘cross-contamination’.</p> <p>Brainstorm practices/situations which may result in cross-contamination and identify procedures to reduce the risk.</p> <p>Examine examples of food handling practices that may lead to cross-contamination.</p> <p>Identify personal hygiene standards and requirements, why they are necessary and how they can be maintained.</p> <p>Discuss the risks associated with poor hygiene standards.</p> <p>Students are required to undertake self-assessment or peer assessment of personal presentation before practical lessons.</p> <p>Ask students to label a diagram of a chef, waiter or housekeeping attendant highlighting:</p> <ul style="list-style-type: none"> • all protective clothing • personal hygiene standards. <p><i>(Link to personal presentation: THHCOR01B Work with colleagues and customers)</i></p> <p>Compose a list of poor personal hygiene habits and how they might be addressed.</p> <p>Discuss how to raise the issue of personal hygiene concerns with colleagues.</p> <p>Class discussion on workplace experiences in relation to dress and presentation policies.</p> |

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| | <p>When hands should be washed:</p> <ul style="list-style-type: none"> • before <ul style="list-style-type: none"> - commencing or recommencing work with food - working with food - handling equipment • after <ul style="list-style-type: none"> - handling raw food - using the toilet - smoking - coughing, sneezing or blowing the nose - eating or drinking - touching the hair, scalp or any wound. <p>Correct procedures for effective hand washing – use of:</p> <ul style="list-style-type: none"> • warm running water • soap • single-use towels • designated hand washing sink. <p>Work practices and procedures for the safe and hygienic handling of food and beverages:</p> <ul style="list-style-type: none"> • food safety program such as Hazard Analysis Critical Control Points HACCP • food handling practices and schedules <ul style="list-style-type: none"> - storage - preparation - disposal • safe food storage procedures <ul style="list-style-type: none"> - according to manufacturers’ labels/ recommendations - correct temperature <ul style="list-style-type: none"> ▪ thermometer checks ▪ temperature zones - dry/cold storage requirements - use of suitable packaging/containers - correct labelling and dating <ul style="list-style-type: none"> ▪ expiry dates ▪ stock rotation. | <p>Identify and explain when hospitality employees should wash their hands.</p> <p>Demonstrate correct hand washing procedure.</p> <p>Discuss why there is a designated hand washing sink in hospitality environments.</p> <p>Briefly examine HACCP procedures and their aspects of application to hospitality establishments. Discuss the positive and negative aspects of implementing HACCP in the workplace.</p> <p><i>(Students undertaking the Commercial Cookery and Food and Beverage streams will cover HACCP in more detail in SITXFSA001A Implement food safety procedures.)</i></p> <p>Discuss risks in food handling and identify appropriate practices to reduce the risk.</p> <p>Discuss the role of food storage in food safety.</p> <p>Identify the requirements for bacterial growth and methods used to stop bacterial growth.</p> <p>Go to the NSW Food Authority website (www.foodauthority.nsw.gov.au) and review the</p> |

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| | <p>Correct storage of a range of food items:</p> <ul style="list-style-type: none"> • meat, poultry and seafood • dry goods • fruit and vegetables • dairy foods • frozen goods. <p>The role of food handlers in maintaining appropriate workplace hygiene:</p> <ul style="list-style-type: none"> • maintenance of kitchen utensils, equipment and food service items • storage of kitchen utensils, equipment and food service items. <p>Work practices and procedures for cleaning and sanitising:</p> <ul style="list-style-type: none"> • appropriate cleaning practices • use of sanitisers and detergents • appropriate temperature • following cleaning schedules. <p>Knowledge of practices and procedures including appropriate cleaning practices to minimise or prevent hygiene hazards and their associated risks in the following areas:</p> <ul style="list-style-type: none"> • accommodation • kitchen/food preparation areas • food service areas • storage areas • laundry • public areas. | <p>information under For consumers > Keeping food safe. Using this information create a brochure on food safety.</p> <p>Research the storage requirements of the food items listed and create a reference table summarising the conditions for storage.</p> <p>Class discussion.</p> <p>Discuss the relationship between cleaning and the quality of service in a hospitality workplace/ organisation.</p> <p>Explain the difference between cleaning and sanitising and identify features that differentiate them.</p> <p>Examine the cleaning schedule for a hospitality workplace/organisation (class visit or work placement) and discuss:</p> <ul style="list-style-type: none"> • roles and responsibilities for cleaning • type of cleaning undertaken • regularity of cleaning • time of day cleaning is undertaken • provisions for accountability. <p>Brainstorm – cleaning techniques, agents and equipment and situations in which their use is most appropriate.</p> <p>Demonstrate safe and appropriate use of a range of cleaning agents and equipment in accordance with enterprise procedures and manufacturers’ guidelines.</p> <p>Practical exercises to gain experience cleaning a range</p> |

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| | <p>Vermin control including pest control for:</p> <ul style="list-style-type: none"> • rats and mice • flies • cockroaches. <p>Safe handling and disposal of linen and laundry:</p> <ul style="list-style-type: none"> • handling of potentially infectious linen • laundering of items. <p>Appropriate use and storage of chemicals and hazardous substances:</p> <ul style="list-style-type: none"> • separate well lit and ventilated storeroom • sealed, labelled containers with direction for use and first aid directions <ul style="list-style-type: none"> - never stored in food containers • always follow manufacturers’/enterprise instruction on containers • in accordance with material safety data sheet (MSDS) • never mix chemicals. <p>Work practices and procedures for the appropriate handling and disposal of garbage.</p> | <p>of work areas.</p> <p>Discuss safe and appropriate strategies for pest control in a hospitality workplace/organisation.</p> <p>Class discussion.</p> <p>Discuss use of cleaning agents and chemicals during work placement.</p> <p>Overhead:</p> <ul style="list-style-type: none"> • information provided in an MSDS • how/where to locate MSDS. <p>Visual stimulus:</p> <ul style="list-style-type: none"> • sample MSDS for material(s) that the students will encounter during their hospitality course • visit website: www.msds.com.au <p>Allocate to each student one material that they are likely to encounter in a hospitality workplace. They are to obtain a copy of the MSDS. Prior to the material being used, the student will provide the class with a copy of the MSDS and brief the other students on the potential health effects, PPE to be worn when handling, first aid procedures and dealing with spills.</p> <p>Prepare a table of the properties and use of the cleaning agents and chemicals commonly used in the hospitality industry (consider stream being delivered).</p> <p>Investigation of recycling and waste disposal practices in the hospitality industry.</p> <p>Work placement activity – investigate clean-up</p> |

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| | | procedures including methods used to clean tools and equipment and work areas, recycling and/or disposal of waste and storage of materials, tools and equipment. |
| <p><i>SITXOHS002A Follow workplace hygiene procedures</i></p> <p>1 Follow hygiene procedures and identify hygiene hazards.</p> <p>1.3 Identify hygiene hazards that may affect the health and safety of customers, colleagues and self.</p> | <p>Food Poisoning</p> <p>Food poisoning:</p> <ul style="list-style-type: none"> • definition • causes including: <ul style="list-style-type: none"> - toxins forming when bacterial growth is so high that cells change into toxins that are resistant to heat or cold - naturally poisonous foods - spoiled foods - incorrect storage and food handling procedures - cross-contamination • types including: <ul style="list-style-type: none"> - staphylococcus aureus - clostridium perfringins - salmonella - listeria - clostridium botulism - camphylobacteria • symptoms including: <ul style="list-style-type: none"> - nausea - vomiting - stomach cramps - diarrhoea - gastroenteritis - dehydration • high risk foods | <p>Research assignment examining the causes, symptoms and treatment of a range of different food poisoning bacteria. Use the NSW Food Authority website (www.foodauthority.nsw.gov.au) as an information source – go to For consumers > Problems with food > Food poisoning.</p> <p>Each student to do a media/internet search to find an example of a case of food poisoning. Share examples among the class.</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.5 Identify and promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</p> | <p>Security breaches, policy and procedures</p> <p>Health, safety and security breaches:</p> <ul style="list-style-type: none"> • strange or suspicious persons <ul style="list-style-type: none"> - irrational and abusive customers - unidentified persons in restricted areas • strange or suspicious behaviour or unusual occurrences | <p>Brainstorm a range of potential breaches of health, safety and security.</p> <p>In pairs students are to role-play a series of safety and security breaches. The class is to discuss and evaluate each role-play.</p> |

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| <p>1.6 Report any suspicious behaviour or unusual occurrences promptly to the designated person.</p> | <ul style="list-style-type: none"> - unauthorised access to: <ul style="list-style-type: none"> ▪ confidential files ▪ computer systems ▪ documents - unusual cash movements • broken or malfunctioning equipment • damaged property or fittings • lack of suitable signage when required • lack of training in health and safety issues • unsafe work practices • loss of keys • loss/theft of property, goods or materials • internal and external • emergency situations <ul style="list-style-type: none"> - robberies or armed hold-up <p>Workplace/organisation security policy and procedures applying to the following areas:</p> <ul style="list-style-type: none"> • monitoring people <ul style="list-style-type: none"> - staff - customers - visitors, sales representatives, contractors and/or vendors • premises <ul style="list-style-type: none"> - general access areas - secure areas • security of <ul style="list-style-type: none"> - documents/records - cash and non-cash transactions - equipment - stock/supplies - key control system • recording of stolen items <p>Strategies to deal with breaches in security.</p> | <p>Visual stimulus – sample workplace/organisation staff manual in relation to security.</p> <p>Students share their experience(s) from work placement and/or part-time job(s) in relation to maintaining security in the workplace.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • key personnel associated with workplace security • chain of command in relation to workplace security • reporting breaches, faults and problems • implications of not following correct lines of authority and notification. <p>Brainstorm:</p> <ul style="list-style-type: none"> • methods to maintain security • benefits and limitations of each method. |

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| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>1 Follow workplace procedures for health, safety and security</p> <p>1.2 Incorporate safe work practices into all workplace activities.</p> <p>1.5 Identify and promptly report unsafe work practices, issues and breaches of health, safety and security procedures.</p> | <p>Monitoring and reporting</p> <p>Monitoring and reporting systems:</p> <ul style="list-style-type: none"> • formal and informal • verbal • written <ul style="list-style-type: none"> - reports - registers/logs/files - safety inspection reports - checklists - accident and incident reports - WorkCover NSW notification. <p>Appropriate person (s) to report hygiene, health, safety and security to:</p> <ul style="list-style-type: none"> • supervisor/team leader • manager • trainer • health and safety officer • OHS representative/committee • union representative. | <p>Class discussion:</p> <ul style="list-style-type: none"> • advantages and disadvantages of types of reporting (formal versus informal, verbal versus written, combinations) • identify situations in which the different types of reporting should occur. <p>Review a range of sample workplace documents for recording and reporting incidents and complete a sample written form.</p> <p>Case studies – review a range of scenarios and identify when and how the issue(s) should be reported and the appropriate person(s) to whom the report should be directed.</p> <p>Investigate WorkCover NSW notification requirements.</p> <p>Design and complete a table that identifies when, to whom and how to report a number of hygiene risks.</p> <p>Go to the NSW Food Authority website and view the register of penalty notices. Report on five different penalties that have been issued stating the nature and circumstances of the alleged offence and the penalty. (www.foodauthority.nsw.gov.au > About us > Offences)</p> |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>2 Follow procedures for emergency situation</p> <p>2.1 Recognise emergency and potential emergency situations promptly and determine or take required actions within the scope of individual responsibility.</p> <p>2.2 Follow the organisation’s emergency procedures</p> | <p>Emergency situations</p> <p>Emergency situations:</p> <ul style="list-style-type: none"> • bomb threat • irrational customer • accident/serious injury/illness • robbery or armed hold-up • fire • flooding | <p>Brainstorm – types of emergency situations that may affect a hospitality workplace.</p> <p>Class discussion on ways in which people, both employees and customers, may react in emergency situations.</p> |

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| <p>correctly.</p> <p>2.3 Seek assistance promptly from colleagues or other authorities where appropriate.</p> <p>2.4 Report details of emergency situations accurately according to organisation procedures.</p> | <ul style="list-style-type: none"> • natural disaster • power failure. <p>Procedures to follow in the event of an emergency:</p> <ul style="list-style-type: none"> • notification <ul style="list-style-type: none"> - appropriate authorities (emergency services and Work Cover NSW) - colleagues] - supervisor • workplace/organisation policies and procedures <ul style="list-style-type: none"> - evacuate - secure building • reporting. | <p>Small group activity:</p> <ul style="list-style-type: none"> • allocate an emergency situation to each group • for each emergency situation, students are to develop a mind map identifying the potential risks • groups report back to the class. <p>Class activity – devise a flow chart showing the school’s emergency procedures.</p> <p>View a copy of the school’s policy and procedures for dealing with emergencies:</p> <ul style="list-style-type: none"> • identify the roles of each participant in the emergency plan • how would these differ in a hospitality environment? <p>Work placement activity – obtain a copy of your employer’s documentation for dealing with emergencies.</p> <p>Practical task – evacuation of a site or an area through simulated response to an emergency, complying with workplace procedures.</p> <p>Workplace scenario – bomb threat:</p> <ul style="list-style-type: none"> • develop a proforma to be used by staff if a telephone bomb threat is received • identify strategies to be considered when dealing with a bomb threat • identify the potential threat to staff and customers. |
| <p><i>SITXOHS001A Follow health, safety and security procedures</i></p> <p>2 Follow procedures for emergency situation</p> <p>2.2 Follow the organisation’s emergency procedures correctly.</p> <p>2.3 Seek assistance promptly from colleagues or other authorities where appropriate.</p> <p>2.4 Report details of emergency situations accurately</p> | <p>Assistance in an emergency</p> <p>An awareness of the primary role of personnel in an emergency:</p> <ul style="list-style-type: none"> • first aid officer • security officer • safety officer/safety representative • OHS committee member • colleagues | <p>Brainstorm – list a range of organisations and/or personnel who may be called upon in an emergency situation.</p> <p>Handout – outlining the main roles of relevant personnel.</p> |

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| <p>according to organisation procedures.</p> | <ul style="list-style-type: none"> • manager • supervisor/team leader • emergency services • Work Cover NSW • union representative. <p>Knowledge of emergency services contact numbers:</p> <ul style="list-style-type: none"> • 000 – landline number • 112 – mobile phones. <p>An awareness of the information required by emergency services attending the site:</p> <ul style="list-style-type: none"> • location • nearest cross-street • nature of the incident • number of casualties • nature of injuries • contact name and number. | <p>For the various emergency situations discussed earlier, identify to whom (and in which order) they should be reported.</p> <p>Guest speaker(s) – emergency personnel to discuss with the students the roles of emergency services and other personnel in an emergency situation.</p> <p>Class discussion – use and misuse of emergency numbers.</p> <p>Role-play – reporting of an emergency situation to the appropriate emergency service.</p> |