



Apply basic techniques of commercial cookery

D1.HCC.CL2.01

Assessor Manual



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Assessor Manual



Specialist centre
for foods, tourism
& hospitality

Project Base

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Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard	11
Oral Questions	19
Written Questions	25
Answers to Written Questions	31
Observation Checklist	37
Third Party Statement	41
Competency Recording Sheet	43

Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies

- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: APPLY BASIC TECHNIQUES OF COMMERCIAL COOKERY		NOMINAL HOURS: 50
UNIT NUMBER: D1.HCC.CL2.01		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to apply a range of cookery methods in the preparation of menu items in a commercial environment; the application of this unit is critical to all other food production units		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Select and use equipment</p> <p>1.1 Select appropriate <i>cooking equipment</i> to prepare standard recipes</p> <p>1.2 Use equipment in a <i>safe</i> manner according to manufacturer's and enterprise procedures</p> <p>1.3 <i>Clean and store</i> equipment as appropriate to enterprise procedures</p> <p>Element 2: Apply wet methods of cookery</p> <p>2.1 Select appropriate <i>wet cooking method</i> for preparation of the dish/s</p> <p>2.2 Apply <i>appropriate wet cooking</i> method for preparation of the dish/s</p> <p>2.3 <i>Identify and solve</i> problems in the application of the cooking method</p> <p>2.4 Coordinate the <i>production of menu items</i></p> <p>2.5 Communicate with <i>front of house staff</i> on the production/service of menu items</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that apply basic techniques of commercial cookery within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Cooking equipment</i> may include:</p> <ul style="list-style-type: none"> • Electric, gas or induction stoves • Steamers, including combination oven, pressure, atmospheric, bamboo • Salamanders • Pressure cookers • Smokers • Grills, including direct, indirect, char, BBQ • Ovens, convection ovens, combination ovens 	

Element 3: Apply dry methods of cookery

- 3.1 Select appropriate *dry cooking method* for preparation of the dish/s
- 3.2 Apply *appropriate dry cooking method* for preparation of the dish/s
- 3.3 Identify and solve problems in the application of the cooking method
- 3.4 Coordinate the production of menu items
- 3.5 Communicate with front of house staff on the production/service of menu items

- Wok
- Tilt pan/brat pan
- Kettles
- Deep fryer and pressure fryer
- Microwave
- Food processors
- Mixers, mincers
- Blenders
- Slices, bowl choppers.

Safe will include:

- Knowledge of manufacturer's cleaning and operating recommendations
- Demonstrating sanitisation of equipment
- Following enterprise safety and hygienic procedures.

Clean and store may be related to:

- Dismantle equipment safely
- Re-assemble equipment safely
- Routine maintenance schedules
- Safe occupational health and safety requirements
- Correct storage location
- Sanitised to enterprise requirements.

Wet cooking method may include:

- Braising
- Stewing
- Poaching

- Boiling, simmering
- Steaming, including atmospheric and/or pressure.

Appropriate wet cooking should relate to:

- Type of food product
- Size and age of the food product
- Equipment to product.

Identify and solve may relate to:

- Age and sex of meat cuts for cooking products
- Change portion amounts of standard recipes
- Identify problems and make corrective change
- Documenting changes to standard recipe
- Continuous improvement to quality, price, time efficiency of standard recipes.

Production of menu items may include:

- Menu styles and service types
- Cooking times
- Equipment and storage capacity
- Cooking styles, such as cook, chill, freeze
- Communication within the kitchen brigade.

Front of house staff may relate to:

- Debriefing menu dishes/specials
- Timelines for cooking
- Quantities of portions available
- Special request, such as dietary and/or cultural requirements
- Service style, including a la carte, buffet, functions.

Dry cooking method may include:

- Roasting and pot roasting
- Baking
- Grilling
- Deep and shallow frying
- Wrapped food, such as vine, banana leaf, paper, bark, paper bag
- Microwave.

Appropriate dry cooking should relate to:

- Type of food product
- Size and age of the food product
- Size of equipment to product
- Equipment to manufacturer's recommendations.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of which technique of cookery is correct for each dish
- Ability to demonstrate a range of cookery methods
- Ability to identify food products by sight, taste and consistency
- Ability to match ingredient quality to intended final product/use
- Ability to clean and maintain food working and storage areas
- Knowledge of general occupational health and safety procedures in the workplace
- Knowledge of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Ability to demonstrate practical skills in relation to safe use of equipment/utensils.

Linkages To Other Units

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Work effectively with colleagues and customers
- Maintain strategies for safe food
- Present and display food products
- Note: these units must be completed prior to other food production units.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the classifications of various cooking methods from different recipes, cultural backgrounds and terminology
- Demonstrate safe and hygienic handling of products
- Demonstrate appropriate portion control
- Demonstrate ability to prepare and produce a range of dishes using the wet and dry methods of cookery within industry realistic timeframes and constraints
- Demonstrate correct knife skills, use of equipment and utensils.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individuals work area or area of responsibility
- Demonstration of skills on more than one occasion
- Preparation and display of various dishes using a variety of basic cooking techniques within typical workplace conditions and timeframes.

	<p>Resource Implications</p> <p>Training and assessment must include access and use to a fully equipped commercial kitchen, use of real ingredients and service equipment; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work • Sampling of dishes prepared by the student. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p> <table border="1" data-bbox="963 970 2056 1292"> <thead> <tr> <th data-bbox="963 970 1361 1034">Key Competencies</th> <th data-bbox="1361 970 1496 1034">Level</th> <th data-bbox="1496 970 2056 1034">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="963 1034 1361 1292">Collecting, organising and analysing information</td> <td data-bbox="1361 1034 1496 1292">2</td> <td data-bbox="1496 1034 2056 1292">Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; read menus, recipes and task sheets; select and obtain commodities; organise ingredients and task sheets</td> </tr> </tbody> </table>			Key Competencies	Level	Examples	Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; read menus, recipes and task sheets; select and obtain commodities; organise ingredients and task sheets
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Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; read menus, recipes and task sheets; select and obtain commodities; organise ingredients and task sheets							

	Communicating ideas and information	2	Share information with other kitchen, floor service staff; read recipes, menus, instructions and orders
	Planning and organising activities	2	Work within time constraints in a logical sequence; plan logical and efficient sequencing and timing of tasks
	Working with others and in teams	2	Work cooperatively with other team members
	Using mathematical ideas and techniques	2	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
	Solving problems	1	Identify and correct problems in the preparation and production of products, such as ingredient quality and equipment failure
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Apply basic techniques of commercial cookery D1.HCC.CL2.01
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Explain, using an example, how you determine the cooking equipment required for a nominated menu item.	<input type="checkbox"/>	<input type="checkbox"/>
2. What safety rules apply to the use of cooking equipment in a commercial kitchen?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Identify one piece of commercial cooking equipment and describe how to clean it, and how it should stored for ready for future use.	<input type="checkbox"/>	<input type="checkbox"/>
4. Name five wet cooking methods.	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify two dishes that could be cooked using a wet cooking method and describe how each dish would be prepared.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Describe a problem involved with cooking a wet dish: how did you identify the problem and how did you resolve it?	<input type="checkbox"/>	<input type="checkbox"/>
7. Why is it important to appropriately coordinate the production of menu items when cooking in a commercial kitchen?	<input type="checkbox"/>	<input type="checkbox"/>
8. Why is communication with waiting staff important when cooking in a commercial kitchen?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Give the names of the dry cooking methods you know of.	<input type="checkbox"/>	<input type="checkbox"/>
10. Identify two dishes that could be cooked using a dry cooking method and describe how each dish would be prepared	<input type="checkbox"/>	<input type="checkbox"/>
11. Why it important to identify problems with dishes as soon as possible and then effectively address them?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What factors do you take into account when coordinating the production of menu items in a commercial kitchen?	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe how you communicate with waiting staff regarding meals being produced in the kitchen: give me an example of what you would say if there was a delay for meals for a certain table.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Apply basic techniques of commercial cookery – D1.HCC.CL2.01

Student Name: _____

Answer all the following questions and submit to your Trainer.

- 1. List three types of equipment that foods can be grilled on.

- 2. List three types of equipment you could use when steaming.

- 3. Spiders and baskets are equipment used for what method/s of cookery?

- 4. List two safety precautions you should take when using a pressure steamer.

- 5. What are 2 safety precautions you should take when cleaning electrical equipment?

6. List the 5 general steps in cleaning food preparation equipment.

7. What is the difference between cleaning and sanitising?

8. How much liquid is required to stew food?

9. Why are steamed puddings covered during the steaming process?

10. What can the method of blanching be used for?

11. List three typical liquids used to poach food in.

12. Why should legumes be soaked before they are boiled?

13. List two differences between stewing and braising.

14. Give two reasons that stock might become cloudy.

15. What could you do to prevent foods like eggs and fish from breaking up during the poaching process?

16. List two fast wet cooking methods that you could use during an a la carte service if you ran out of prepared green vegetables

17. List two dishes using wet methods of cooking that would be appropriate to serve on a buffet.

18. List three points of information about the menu that should be presented to the Front of House staff at the pre-service briefing.

19. Why are many braised meat dishes not suitable for serving to customers with Coeliac disease?

20. Why does the oven need to be preheated before baked goods are put in?

21. What meats are suitable for Poeleing?

22. When shallow frying why should the presentation side of the food item be cooked first?

23. List three types of vegetables that would be appropriate for grilling.

24. Why are roasted meats rested before they are carved?

25. List three items for deep frying that would be suitable to cook in a batter.

26. List three different forms of the shallow frying method of cookery.

27. Your pastry has shrunk during cooking. Give 2 explanations of what may have gone wrong.

28. Joints of meat are trussed to prevent what?

29. List 3 factors that need to be considered to ensure consistency in finishing plates to be served.

30. Why are deep fried and baked items commonly used on cocktail menus?

31. List two dishes using dry cooking methods of cookery which you would suggest to the FOH staff if you needed to quickly prepared some additional serves of main courses during a busy service.

32. List three reasons why customers may require meals for specific diets.

Answers to Written Questions

Apply basic techniques of commercial cookery – D1.HCC.CL2.01

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. List three types of equipment that foods can be grilled on

- Salamander
- Char grill
- Flattop grill
- Grill pan.

2. List three types of equipment you could use when steaming.

- Atmospheric steamer
- Pressure steamer
- High pressure steamer
- Bamboo steamer basket
- Saucepan with steamer insert and lid
- Perforated tray.

3. Spiders and baskets are equipment used for what method/s of cookery?

Deep frying

4. List two safety precautions you should take when using a pressure steamer.

- Use dry cloths to handle steaming equipment
- Take care when handling all equipment as parts get extremely hot
- Slowly release steam before opening
- Stand beside the door using it as protection when you open a steamer.

5. What are 2 safety precautions you should take when cleaning electrical equipment?

- Turn the power off at the power point
- Remove the power plug from the socket
- Take care when cleaning sharp blades.

6. List the 5 general steps in cleaning food preparation equipment

The standard procedure for cleaning equipment is as follows:

- Remove visible food residues by scraping or pre cleaning
- Wash using detergent and hot water
- Rinse
- Sanitise using a leave on chemical sanitiser or water which has been heated to above 77°C for at least 30 seconds
- Air dry.

7. What is the difference between cleaning and sanitising?

- Cleaning means physically removing dirt, residues and food particles
- Sanitising means killing the microorganisms on the surface or piece of equipment.

8. How much liquid is required to stew food?

Food that is stewed should be totally covered with liquid.

9. Why are steamed puddings covered during the steaming process

To prevent the steam (water vapour) from making them soggy.

10. What can the method of blanching be used for?

- Remove the bitter taste from vegetables
- Seal the product
- Partly cook food to speed up the cooking time
- Assist in removing the skin of foods like tomatoes or peaches.

11. List three typical liquids used to poach food in.

- Court Bouillon
- Stock
- Stock syrup
- Wine
- Milk.

12. Why should legumes be soaked before they are boiled?

- So they slowly absorb moisture and do not split during cooking
- To break down the sugars that can cause intestinal discomfort
- So they cook quicker
- So they don't take too long to cook which could affect their nutritional value.

13. List two differences between stewing and braising.

Stewing:

- Food is cooked uncovered
- Cooked on top of the stove
- Fully covered in liquid
- Meat generally unsealed cut prior to cooking
- Foodstuffs generally cut prior to cooking.

Braising:

- Covered/tightly lidded
- Cooked in oven
- Meats usually seared prior to wet cooking.
- Foodstuff half covered with liquor
- Large pieces of meat may be carved after being cooked.

14. Give two reasons that stock might become cloudy.

- Make sure that the stock is regularly skimmed
- Make sure the water is not boiling too vigorously.

15. What could you do to prevent foods like eggs and fish from breaking up during the poaching process?

- Make sure they are not cooked for too long
- Make sure the water is just above the simmering point and not moving too vigorously.

16. List two fast wet cooking methods that you could use during an a la carte service if you ran out of prepared green vegetables.

- Boiling
- Steaming.

17. List two dishes using wet methods of cooking that would be appropriate to serve on a buffet.

- Soup
- Braises
- Stews.

18. List three points of information about the menu that should be presented to the Front of House staff at the pre-service briefing.

- Portion numbers
- Cooking times
- Dishes for special dietary needs
- Service styles.

19. Why are many braised meat dishes not suitable for serving to customers with Coeliac disease?

- Most meats in braised dishes are dusted in wheat flour before they are sealed then braised. Wheat flour contains gluten which is not suitable for a customer Coeliac disease
- As braising is a long slow cooking method of cookery a non-wheat based serve cannot be produced quickly during service, prior notice would be required.

20. Why does the oven need to be preheated before baked goods are put in?

When baking the oven should always be preheated so that when goods are added the heat can provide the required lift and the shape can be set.

21. What meats are suitable for Poeling?

Poeling is suited to good quality lean cuts of meat, game and poultry.

22. When shallow frying why should the presentation side of the food item be cooked first?

This reduces the risk of overcooked crumbs showing on the presentation side.

23. Why are roasted meats rested before they are carved?

Meat must be rested after cooking before it is served or carved to allow the muscle to relax and the juices to settle.

24. List three types of vegetables that would be appropriate for grilling.

- Zucchini
- Capsicum]
- Pumpkin
- Eggplant
- Asparagus.

25. List three items for deep frying that would be suitable to cook in a batter.

- Small pieces of fish
- Seafood
- Thin slices of vegetables
- Onion rings
- Potatoes.

26. List three different forms of the shallow frying method of cookery.

- Sautéing
- Sweating
- Stir frying.

27. Your pastry has shrunk during baking. Give 2 explanations of what may have gone wrong.

- Too much liquid use in pastry
- Not enough fat used in pastry
- Over mixed during preparation
- Not rested enough before baking.

28. Joints of meat are trussed to prevent what?

- Uneven browning
- Stuffing from falling out.

29. List 3 factors that need to be considered to ensure consistency in finishing plates to be served.

- Plate and crockery selection
- Portioning
- Positioning of food on the plate
- Saucing or dressing
- Accompaniments
- Garnishing.

30. Why are deep fried and baked items commonly used on cocktail menus?

Because they are crisp and convenient for customers to pick up in their fingers.

31. List two dishes using dry cooking methods which you would suggest to the FOH staff if you needed to quickly prepared some additional serves of main courses during a busy service.

- Grilled meats, poultry or seafood
- Deep fried seafood.

32. List three reasons why customers may require meals for specific diets.

- Medical conditions
 - Cultural practises or conventions
 - Religious rules
 - Ethical beliefs
-

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Apply basic techniques of commercial cookery D1.HCC.CL2.01
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Select and use equipment b) Apply wet methods of cookery c) Apply dry methods of cookery 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Select and use equipment		
Select appropriate cooking equipment to prepare standard recipes	<input type="checkbox"/>	<input type="checkbox"/>
Use equipment in a safe manner according to manufacturer's and enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Clean and store equipment as appropriate to enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Apply wet methods of cookery		
Select appropriate wet cooking method for preparation of the dish/s		
Apply appropriate wet cooking method for preparation of the dish/s		
Identify and solve problems in the application of the cooking method		
Coordinate the production of menu items	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with front of house staff on the production/service of menu items	<input type="checkbox"/>	<input type="checkbox"/>

Element 3: Apply dry methods of cookery		
Select appropriate dry cooking method for preparation of the dish/s	<input type="checkbox"/>	<input type="checkbox"/>
Apply appropriate dry cooking method for preparation of the dish/s	<input type="checkbox"/>	<input type="checkbox"/>
Identify and solve problems in the application of the cooking method	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate the production of menu items	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with front of house staff on the production/service of menu items	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to student and trainer/assessor		
Strengths:		
Improvements needed:		

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Apply basic techniques of commercial cookery D1.HCC.CL2.01		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Selects correct equipment to prepare standard recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses, cleans and stores equipment correctly and safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects and applies wet cooking methods for dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects and applies dry cooking methods for dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and solves problems during the cooking process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinates the production of menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates with front-of-house staff regarding production of menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Apply basic techniques of commercial cookery	D1.HCC.CL2.01
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Select and use equipment						
Select appropriate cooking equipment to prepare standard recipes						
Use equipment in a safe manner according to manufacturer's and enterprise procedures						
Clean and store equipment as appropriate to enterprise procedures						
Element 2: Apply wet methods of cookery						
Select appropriate wet cooking method for preparation of the dish/s						
Apply appropriate wet cooking method for preparation of the dish/s						
Identify and solve problems in the application of the cooking method						
Coordinate the production of menu items						
Communicate with front of house staff on the production/service of menu items						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Apply dry methods of cookery						
Select appropriate dry cooking method for preparation of the dish/s						
Apply appropriate dry cooking method for preparation of the dish/s						
Identify and solve problems in the application of the cooking method						
Coordinate the production of menu items						
Communicate with front of house staff on the production/service of menu items						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
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Specialist centre
for foods, tourism
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