



# Apply catering control principles and procedures

D1.HCC.CL2.01

Assessor Manual





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**Assessor Manual**



**William  
Angliss  
Institute**

Specialist centre  
for foods, tourism  
& hospitality

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# 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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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.		
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE:</b> APPLY CATERING CONTROL PRINCIPLES AND PROCEDURES		<b>NOMINAL HOURS:</b> 15
<b>UNIT NUMBER:</b> D1.HCC.CL2.01		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks and chefs in a supervisor position to order, store and prepare foods to minimise wastage in commercial food production environments		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Apply catering control principles and procedures</b></p> <p>1.1 Identify the <i>range of catering products</i> used within the enterprise</p> <p>1.2 Use <i>requisition/portion control</i> effectively</p> <p>1.3 Use <i>standard recipes</i> correctly</p> <p>1.4 Implement <i>ordering</i> and stock rotation practices</p> <p>1.5 Use optimum <i>storage</i> conditions</p> <p><b>Element 2: Minimise wastage</b></p> <p>2.1 Use <i>trimmings</i> of food products</p> <p>2.2 <i>Dispose of</i> food wastage in line with enterprise and local authorities' requirements</p> <p>2.3 Process <i>recyclable</i> products to local authority requirements</p>	<p><b>Unit Variables</b></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 catering control principles and procedures within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Range of catering products</i> may include:</p> <ul style="list-style-type: none"> <li>• Perishable products, including fruit, vegetables, meat, seafood</li> <li>• Paper goods, such as wrapping, boxes, gift ware</li> <li>• Chemicals</li> <li>• Glass</li> <li>• Plastic products, such as disposable cups, plates, cutlery</li> <li>• Foam products, such as fast food packaging.</li> </ul>	

*Requisition/portion control* may be related to:

- Scales
- Measuring equipment, including spoons, jugs, buckets, rulers
- Portion control.

*Standard recipes* should include:

- Portion numbers
- Portion weight
- Date
- Yield
- Ingredients
- Method of sequence
- Cooking temperatures/time
- Equipment.

*Ordering* may be related to:

- First in, first out (FIFO)
- Re-usable products
- Storage
- Availability
- Par stock levels.

*Storage* may include:

- Cool room temperature
- Cool room placement

- Length of time in cool storage
- Freezer temperature
- Length of time in freezer storage
- Storage, including dry, chemical, recyclable items.

*Trimming*s may relate to:

- Off cuts
- Saleable dishes
- Menu varieties.

*Dispose of* may relate to:

- Rubbish collection
- Recyclables collection
- Oils
- Food scraps.

*Recyclable* may relate to:

- Glass
- Plastics
- Paper, cardboard
- Metal
- Cooking oil
- Food scraps.

**Assessment Guide**

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

- Knowledge of correct method is demonstrated for applying catering control
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Ability to demonstrate safe knife handling skills, including the ability to trim and cut to industry and enterprise standards
- Ability to demonstrate safe equipment/utensil practical skills
- Knowledge of recycling principles.

**Linkages To Other Units**

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food
- Work effectively with colleagues and customers
- Maintain strategies for safe food
- Present and display food products
- Apply basic techniques of commercial cookery.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of applying catering control principles and the terminology used
- Demonstrate safe and hygienic handling of products
- Demonstrate appropriate portion control and wastage minimisation

- Demonstrate safe knife skills and other associated equipment
- Demonstrate ability to store foods appropriately to ensure quality and wastage minimisation.

### **Context of Assessment**

Assessment must ensure:

- Access to a range of catering establishments
- Commercial food preparation area with relevant equipment
- Service and presentation equipment for applying catering control
- Demonstration of skills on more than one occasion.

### **Resource Implications**

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

### **Assessment Methods**

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

### **Key Competencies in this Unit**

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating*

	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	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	3	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	2	Identify and correct problems in preparing and producing products, such as ingredient quality and equipment failure
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment

## Oral Questions

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

Questions	Response	
	PC	NYC
1. Give a list of the perishable catering products used in your workplace	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify a range of non-food catering products used in your workplace	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What measuring equipment is used at your workplace to ensure portion control for meals served?	<input type="checkbox"/>	<input type="checkbox"/>
4. How is 'requisitioning' used at your workplace to assist with catering control?	<input type="checkbox"/>	<input type="checkbox"/>
5. Why are standard recipes used in food establishments?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What information should be contained in a standard recipe?	<input type="checkbox"/>	<input type="checkbox"/>
7. What stock ordering practices apply in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>
8. What stock rotation practices for perishable food are used in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What are the optimum storage conditions for fresh meat, fish and poultry?	<input type="checkbox"/>	<input type="checkbox"/>
10. What are the optimum storage conditions for dry food?	<input type="checkbox"/>	<input type="checkbox"/>
11. Give five examples of trimmings that can be used to minimise wastage	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. For each of the trimmings identified in your answer to the previous question, identify two ways they may be used in food production to minimise wastage	<input type="checkbox"/>	<input type="checkbox"/>
13. What is the correct way to dispose of used cooking oil?	<input type="checkbox"/>	<input type="checkbox"/>
14. What local requirements apply to the disposal of food waste from your workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. How does your workplace separate waste for re-cycling purposes?	<input type="checkbox"/>	<input type="checkbox"/>
16. What practices are implemented in your workplace to optimise re-cycling of products?	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Apply catering control principles and procedures – D1.HCC.CL2.01

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. What are four (4) products that may be required in a catering establishment?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is a resource that may be required by a catering enterprise?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is portion control?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why do we need portion control?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What determines portion size?

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6. How is portion size controlled?

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7. What information does a standard recipe give?

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8. What is the benefit of using a standard recipe?

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9. Name the two methods of stock control?

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10. Give 3 advantages of computer based systems

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11. Give 2 advantages of manual based system

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12. Name 3 reasons to implement a stock control system

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13. What is fraud?

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14. What can raise suspicion that fraud is being committed?

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15. What might be considered stock in a catering establishment?

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16. What are the optimum storage conditions for catering establishment to maintain?

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17. Name the optimum storage temperature for the following areas

Cool Store \_\_\_\_\_

Freezer \_\_\_\_\_

18. What does MSDS mean and where do you find it?

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19. When do you use trimmings of food products?

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20. Name 2 ways of using trimmings

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21. Where do you go to for advice on garbage disposal?

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22. What are the basic legal requirements that need to be followed when disposing of waste products?

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23. Name four (4) categories of recycling that may be required

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24. Why is it not advisable to dispose of food waste in the open?

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# Answers to Written Questions

## Apply catering control principles and procedures – 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. What are four (4) products that may be required in a catering establishment?**

- Perishable food products
- Chemicals
- Glass
- Packaging products; paper, plastic, foam.

**2. What is a resource that may be required by a catering enterprise?**

- Human workforce skills
- Plant and equipment
- Energy; gas and electricity
- Services: water
- Commodities: food and beverages.

**3. What is portion control?**

How much is served to a customer for the selling price.

**4. Why do we need portion control?**

- To know how much food to order
- To know what yield is obtained from each food item
- Helps to calculate the cost of each dish on a menu therefore its selling price
- To ensure each customer receives a meal that is uniform in quantity and standard.

**5. What determines portion size?**

- Number of courses to be served
- Size and design of crockery
- Type of customer
- Menu pricing structure.

**6. How is portion size controlled?**

- Buying food of specific portion size
- Training staff on how to control portions and why it is important
- Using appropriate utensils, equipment and measures to serve food
- Supervising staff during service.

**7. What information does a standard recipe give?**

- Summary of ingredients
- Required quantities of each item
- Specific preparation guidelines
- Garnish and service details
- Portion sizes
- Accurate costs
- % wastage
- Date.

**8. What is the benefit of using a standard recipe?**

- Standardise production of recipes -regardless of who makes them
- Consistent quality – always taste the same
- Consistent presentation – always look the same
- Consistent portion size - always the same quantity
- Easy to calculate cost of dish – and re-establish cost of dish
- Customer satisfaction.

**9. Name the two methods of stock control?**

- Manual
- Computer based.

**10. Give 3 advantages of computer based systems**

- Quick generation of management reports
- Compact record keeping
- Added security
- Enhanced levels of staff compliance with control procedures
- Flexibility Automatic updates of stock levels.

**11. Give 2 advantages of manual based system**

- Inexpensive to implement
- Records are paper based and easily visible.

**12. Name 3 reasons to implement a stock control system**

- Helps deter theft and pilfering
- Minimise wastage
- Helps generate departmental performance
- Provides basis for management decisions.

**13. What is fraud?**

Fraud is intentional deception for personal gain.

**14. What can raise suspicion that fraud is being committed?**

- A staff member is in an area where they really have no work-related business being
- An unusual increase in usage of a certain stock item
- An unusual increase in orders for a certain stock item
- An open carton that should be sealed
- Staff alleging an unusually high level of stock breakage
- Staff reporting an unusually high level of theft of items by guests.

**15. What might be considered stock in a catering establishment?**

- Food and beverage
- Equipment
- Linen
- Stationary
- Cleaning supplies
- Meal vouchers.

**16. What are the optimum storage conditions for catering establishment to maintain?**

- Cool storage
- Frozen storage
- Dry store storage
- Chemical storage.

**17. Name the optimum storage temperature for the following areas**

- Cool store less than 5°C
- Freezer less than minus 18°C (-18).

**18. What does MSDS mean and where do you find it?**

Material Safety Data Sheets and they are found in the chemical storage rooms.

**19. When do you use trimmings of food products?**

When it is economical viable to do so.

**20. Name 2 ways of using trimmings**

- Stocks
- Other dishes on the menu.

**21. Where do you go to for advice on garbage disposal?**

Local government authorities.

**22. What are the basic legal requirements that need to be followed when disposing of waste products?**

- Refrain from air pollution
- Refrain from water pollution
- Dispose of waste correctly
- Limit the noise it produces.

**23. Name four (4) categories of recycling that may be required**

- Food waste
- Paper waste
- Glass waste
- Plastic waste
- Metal waste.

**24. Why is it not advisable to dispose of food waste in the open?**

It will attract pests and vermin.

## Note to trainers:

These are just exercises to get students into the habit of doing costing.

It is not an exact science.

### Portion control exercises

1. **I need 55 portions of fish fillets weighing 120 g each. How much fish do I need to purchase?**

6.6 kg.

2. **How much smoked salmon do I need to buy for a function of 550 people, giving 3 slices per person when each slice weighs 45 g?**

$74250 = 74.250\text{kg}$ .

3. **I bought 2 turned potatoes per person for a function of 45 people. What is the portion size, and how much did I need to buy?**

100 gm per person = 2 pieces at 50each for 45 people equals 4.5kg .

4. **I bought a 2.5 kg tub of semi-dried tomatoes. Giving 20 g per person, how many portions are there**

20gm per person will yield 125 serves from 2.5 kg bucket.

5. **A 3.250 kg cooked, boned leg of lamb will yield how many portions of 175 g?**

18 serves of 175gm per serve will be yielded from this leg.

6. **You need to cook 85 portions of rice for a buffet. How much raw weight of rice do I need to cook?**

85 serve average of 50gms per person equals 4250 or 4.250kg.

7. **How many black forest cakes (25 cm) do I need to buy for a function of 120 people?**

10 cakes yielding 12 serves per cake.

8. **How many 180 gm sirloin steaks will be acquired from a trimmed 3.42 kg sirloin?**

18 steaks.



# Observation Checklist

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

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Apply catering control principles and procedures</b>		
Identify the range of catering products used within the enterprise	<input type="checkbox"/>	<input type="checkbox"/>
Use requisition/portion control effectively	<input type="checkbox"/>	<input type="checkbox"/>
Use standard recipes correctly	<input type="checkbox"/>	<input type="checkbox"/>
Implement ordering and stock rotation practices	<input type="checkbox"/>	<input type="checkbox"/>
Use optimum storage conditions	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Minimise wastage</b>		
Use trimmings of food products	<input type="checkbox"/>	<input type="checkbox"/>
Dispose of food wastage in line with enterprise and local authorities' requirements	<input type="checkbox"/>	<input type="checkbox"/>
Process recyclable products to local authority requirements	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<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>		
<b>Unit of competency:</b>	Apply catering control principles and procedures 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>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Applies catering control principles and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the range of catering products used within the enterprise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses requisition/portion control effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses standard recipes correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements ordering and stock rotation practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimises wastage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses optimum storage conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses trimmings of food products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disposes of food wastage in line with enterprise and local authorities' requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes recyclable products to local authority requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

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**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Apply catering control principles and procedures	D1.HCC.CL2.01
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Apply catering control principles and procedures</b>						
Identify the range of catering products used within the enterprise						
Use requisition/portion control effectively						
Use standard recipes correctly						
Implement ordering and stock rotation practices						
Use optimum storage conditions						
<b>Element 2: Minimise wastage</b>						
Use trimmings of food products						
Dispose of food wastage in line with enterprise and local authorities' requirements						
Process recyclable products to local authority requirements						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			



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**Angliss**  
Institute

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for foods, tourism  
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