Design meals to meet specific dietary or cultural needs

D1.HCA.CL3.03

Assessor Manual

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Table of Contents

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: DESIGN MEALS TO MEET SPECIFIC DIETARY OR CULTURAL NEEDS	NOMINAL HOURS: 100

UNIT NUMBER: D1.HCA.CL3.03

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to design prepare, cook and serve meals, to meet specific dietary or cultural needs in commercial food production environments

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Design meals for specific dietary needs	**Unit Variables**
1.1 Identify the requirements for *specific diets* according to instructions from *relevant persons*	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
1.2 Design meals in accordance with specific dietary needs	This unit applies to all industry sectors that design meals to meet specific dietary or cultural needs within the labour divisions of the hotel and travel industries and may include:
1.3 *Modify recipes* for specific dietary needs	1. Food Production
1.4 Identify *essential ingredients* for specific dietary needs	Specific diets may include:
1.5 Identify and *select suppliers* for purchasing of products	• Lactose
Element 2: Design meals for specific cultural needs	• Celiac
	• Diabetic
2.1 Identify the requirements for specific *cultural groups or special customer requests* according to instructions from relevant persons	• Glycaemic index
	• Cholesterol
	• Allergies

2.2 *Design meals* in accordance with specific cultural needs	• Vegetarian
	• Halal
2.3 Modify recipes for specific cultural needs	• Kosher
2.4 Identify essential ingredients for specific cultural needs	• Trends.
	Relevant persons may be related to:
2.5 Identify and select suppliers for purchasing of products	• Service staff
	• Functions
Element 3: Produce and present meals for specific dietary and cultural needs	• Management
	• Dietician
3.1 Select *appropriate ingredients* to ensure optimum quality of end products	• Doctor
	• Customers.
3.2 *Prepare* and *present* food in an appetising and attractive manner to meet basic nutritional needs	*Modify recipes* may be related to:
	• Recipe's knowledge
3.3 Use appropriate *equipment* and cooking techniques for specific diets and cultural needs	• Substitutes
	• Texture
3.4 Prepare and *serve* food	• Flavour
	• Composition
	• Portion.
	Essential ingredients should relate to:
	• Grains
	• Dairy
	• Non-dairy
	• Nuts

- Textured vegetable protein
- Saturated fats
- Prepared products, including baking powder, soy sauce and stocks
- Meat varieties
- Fish/seafood varieties.

Select suppliers may be related to:

- Local, regional and international supply
- Delivery requirements
- Cost, trading terms
- Relationship
- Product range/variety/specialty
- Availability.

Cultural groups or special customer requests may include:

- Kosher
- Halal
- Vegetarian
- Diabetic/glycaemic index
- Fat free
- Celiac.

Design meals may include:

- Meat free
- Poultry free

	• Seafood free
	• Dairy free
	• Alcohol free.
	Appropriate ingredients may be related to:
	• Seasonal availability
	• Storage capacity
	• Menu styles
	• Quality and quantity
	• Cultural varieties
	• Raw foods
	• Convenience food products.
	Prepare will include a range of cooking methods such as:
	• Boil
	• Steam
	• Bake
	• Roast.
	Present should include:
	• Colour
	• Height
	• Service and storage temperature
	• Classical and cultural
	• Neatly and attractively

	• Planning location
	• Service and storage temperature
	• Ceramics
	• Glass
	• Crystal
	• Mirrors
	• Trays
	• Classical and cultural aspect
	• Neatly and attractively
	• Ease of service.
	Equipment may include:
	• Electric, gas or induction stoves
	• Steamers, including pressure, atmospheric, bamboo and fish kettle
	• Salamanders
	• Smokers
	• Grills, including flat top, char and BBQ
	• Ovens, convection ovens and combination ovens
	• Deep fry, including pressure fryer
	• Microwave
	• Food processors, mixers, mincers and bowl choppers.
	Serve should include:
	• Flavour blends

- Time constraints

- Cross contamination

- Religious implications.

Assessment Guide

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

- Knowledge of specific dietary or cultural recipes

- Ability to identify food products by sight

- Ability to match ingredient quality to intended final product/use

- 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 standard

- Ability to demonstrate safe equipment/utensil practical skills

- Ability to interpret and adhere to enterprise recipes.

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 specific dietary and cultural needs and the terminology used

- Demonstrate safe and hygienic handling of products

- Appropriate portion control and wastage

- Demonstrate complimentary presentation, garnishing and techniques

- Ability to prepare a variety of meat and offal dishes from different recipes and cultural backgrounds

- Demonstrate safe knife skills and other associated equipment

- Prepare and produce a range of dishes, using the cooking methods in industry, realistic timeframes and constraints

- Demonstration of commodity knowledge, including quality aspects

- Knowledge of specific terminology related to various specific dietary and cultural needs products

- Demonstrated ability to prepare various specific dietary and cultural needs dishes from at least six different recipes of specific dietary and cultural backgrounds

- Demonstrated ability to store various specific dietary and cultural needs dishes to industry and enterprise standards

- Demonstration of creative and artistic skills in preparation, decoration and display of items.

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 individual's work area or area of responsibility

- Demonstration of skills on more than one occasion

- Preparation of various dishes to meet specific dietary and cultural needs within typical workplace conditions and timeframes.

Resource Implications

Training and assessment must include access and use of a fully equipped commercial kitchen and real ingredients and service equipment; and access to workplace 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

- Sampling of dishes prepared by the student.

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

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
Communicating ideas and information	2	Share information with other kitchen, and floor service staff; read recipes, menus and instructions and orders
Planning and organising activities	2	Work within time constraints in a logical sequence; plan logical and efficient sequence and timing of tasks
Working with others and in teams	2	Work cooperatively with other team members
Using mathematical ideas and techniques	1	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
Solving problems	2	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	Design meals to meet specific dietary or cultural needs D1.HCA.CL3.03
Instructions	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 the core food groups that are outlined in dietary guidelines and provide examples of common foods that fall into each group.	❑	❑
2. You have been asked to prepare a meal for a customer with diabetes. Explain the dietary requirements that you would need consider to prepare this meal.	❑	❑

Questions	Response	
	PC	**NYC**
3. You have been asked to make sure a dish has both culinary and nutritional balance. Explain what would be required to achieve this.	❏	❏
4. What are some of the hidden usages of dairy foods that you would need to check when serving a meal for a customer with Lactose intolerance?	❏	❏
5. Tell me how you would modify recipes to meet the needs of customers with specific dietary requirements. Can you list the three different components within a recipe that can be modified to make it suitable for a customer with a specific dietary need? Provide an example of each.	❏	❏

Questions	Response	
	PC	**NYC**
6. Provide examples of how you could reduce saturated fats, salt and sugar in the meals you design.	❏	❏
7. Explain the types of information you find listed on a product label. How can this information assist you when preparing meals for customers with specific dietary requirements?	❏	❏
8. Tell me some common alternatives to dairy foods that you could use when you are preparing foods.	❏	❏

Questions	Response	
	PC	NYC
9. Can you tell me some of the products that you would purchase from each of the following types of suppliers: • Local suppliers • Regional suppliers • International suppliers.	❑	❑
10. Can you list the key components of a cuisine of your choosing under each of the following: • Proteins • Starches • Vegetables • Flavourings • Cooking Methods	❑	❑
11. What are the main three types of vegetarian diets and what foods are included and restricted in each diet?	❑	❑

Questions	Response	
	PC	**NYC**
12. What foods would you need to avoid and what foods would you need to include in meals for customers who follow Hinduism?	❏	❏
13. What types of meals would be suitable for a customer who follows Buddhism?	❏	❏
14. If a customer does not eat meat what are some of the alternative proteins you could use in meals?	❏	❏

Questions	Response	
	PC	**NYC**
15. If you do not have Halal meats available what are some of the alternatives that you could offer customers who follow Islam?	❏	❏
16. What are the main ingredients that you would need in the kitchen if you were preparing meals that were from the cuisines of the Mediterranean region?	❏	❏
17. List some common and specialised ingredients that need to be stored under refrigerated conditions.	❏	❏

Questions	Response	
	PC	NYC
18. Explain the advantages and disadvantages of using raw ingredients to produce meals for customers with specific dietary requirements.	❑	❑
19. Explain the various ways that food can be presented on the plate. Why might your choice of presentation style need to vary for customers from different cultural groups?	❑	❑
20. Can you explain some of the key points that you need to remember during service to ensure that cooking techniques are suitable for customers who require the following diets: • Gluten free • Salt reduced • Dairy free.	❑	❑

Questions	Response	
	PC	**NYC**
21. Why is portion control important during food service operations in the commercial kitchen?	❑	❑

Written Questions

Design meals to meet specific dietary or cultural needs – D1.HCA.CL3.03

Student Name: _____

Answer all the following questions and submit to your Trainer.

1.   What is the aim of dietary guidelines?

   _____

   _____

   _____

   _____

2.   What are the main dietary considerations that apply to Cardiovascular Disease?

   _____

   _____

   _____

   _____

3.   List 5 foods which are commonly known to cause an allergic reaction.

   _____

   _____

   _____

   _____

4.   List 3 specific diets that are common in the hospitality industry.

   _____

   _____

   _____

   _____

5.   What types of foods would you recommend when designing meals for customers with Diabetes?

_____

_____

_____

_____

6.   List 2 grains which are suitable for a customer with Coeliac disease.

     List a main dish that is made from each of these grains.

_____

_____

_____

_____

7.   What types of foods should be included in dishes for customers who want to reduce the energy density of their meals?

_____

_____

_____

_____

8.   Which foods naturally contain sugar?

_____

_____

_____

_____

9.   What is the difference between a simple and a compound ingredient?

_____

_____

_____

_____

10. When you modifying dishes for specific dietary requirements what are the steps that you need to follow when you replace ingredients?

_____

_____

_____

_____

11. Which types of oils would you select for customers who have cardio-vascular disease?

_____

_____

_____

_____

12. What is a gluten free ingredient?

_____

_____

_____

_____

13. List 4 factors you would need to consider when selecting a suitable supplier.

_____

_____

_____

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14. What are some of the specialised products that you may need to purchase for customers with specific dietary needs?

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15. What influences the types of foods that are included in a cuisine from a particular country or region?

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16. How does religion impact on the preparation of meals in the hospitality industry?

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17. What are the reasons why customers might choose a vegetarian diet?

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18. What does the term Halal mean in relation to meat?

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19. When designing meals for a customer who is Jewish what are the foods which can be eaten?

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20. Which nutrient component is affected most when replacing animal products in vegan dishes?

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21. What types of seafood could be used to replace prawns on a meal for a Jewish customer?

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22. List three alternatives that can be used to replace eggs in dishes.

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23. List three ingredients you can use to replace milk in dishes.

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24. List a range of options that you could use to source suppliers for specific cultural products.

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25. If I need to use Halal or Kosher meats only occasionally what cost effective strategies can I use?

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26. What are the advantages of buying ingredients that are in season?

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27. What is a convenience product?

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28. What impacts on the method of cooking you choose to use?

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29. What are the factors of food presentation that contribute to making dishes attractive and appealing to customers?

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30. List a range of small non-electrical specialist equipment that could be helpful in food preparation.

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31. What types of cooking methods are recommended when preparing Halal and Kosher meats?

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32. List a range of elements that need to be coordinated ready for service in a commercial kitchen.

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33. What are the implications of offering unsuitable dishes to customers with specific dietary and cultural needs?

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Answers to Written Questions

Design meals to meet specific dietary or cultural needs – D1.HCA.CL3.03

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 is the aim of dietary guidelines?**

    - Promote health and wellbeing

    - Reduce the risk of diet related conditions

    - Reduce the risk of chronic disease.

2. **What are the main dietary considerations that apply to Cardiovascular Disease?**

    - Maintaining weight within the healthy range

    - Eating a high fibre, low fat and low salt diet.

3. **List 5 foods which are commonly known to cause an allergic reaction.**

    - Eggs

    - Seafood

    - Nuts

    - Milk

    - Wheat

    - Soy.

4. **List 3 specific diets that are common in the hospitality industry.**

    - Low energy-dense

    - Diabetic

    - Reduced fat and salt

    - Gluten free

    - Dairy free.

5. **What types of foods would you recommend when designing meals for customers with Diabetes?**

    Foods that contain complex carbohydrates, plenty of vegetables, moderate amounts of fruit, lean meats and reduced fat dairy products.

6. **List 2 grains which are suitable for a customer with Coeliac disease.**

   List a main dish that is made from each of these grains.

   - Rice and Corn
   - Rice - Paella, Risotto, Biryani, Nasi Goreng, Fried Rice; Corn - Polenta, corn tacos.

7. **What types of foods should be included in dishes for customers who want to reduce the energy density of their meals?**

   - Fruits and vegetables
   - High fibre foods like whole grains.

8. **Which foods naturally contain sugar?**

   Milk, Fruit, Sugar cane, Fermented grains, Blood, Honey.

9. **What is the difference between a simple and a compound ingredient?**

   A simple ingredient is a whole food like an apple: a compound ingredient is made from a mix of different foods such as soy sauce.

10. **When you modifying dishes for specific dietary requirements what are the steps that you need to follow when you replace ingredients?**

    - Step 1 - Identify the ingredients in the recipe which are not suitable
    - Step 2 - identify the role that the ingredients play in the recipe
    - Step 3 - Replace the ingredients with suitable alternatives.

11. **Which types of oils would you select for customers who have cardio-vascular disease?**

    Monounsaturated or polyunsaturated oils:
    - Olive oil
    - Sunflower oil
    - Canola oil
    - Soy oil.

12. **What is a gluten free ingredient?**

    An ingredient that does not contain any wheat, barley, oats or rye as gluten is the protein found in these grains.

13. List 4 factors you would need to consider when selecting a suitable supplier.

- The product range

- The availability of products they carry

- Your delivery requirements

- Cost

- Trading terms

- Their registration.

14. What are some of the specialised products that you may need to purchase for customers with specific dietary needs?

- Salt reduced

- Gluten free

- Lactose free.

15. What influences the types of foods that are included in a cuisine from a particular country or region?

- Cultural factors

- Historical factors

- Climatic and geographical conditions that affect what grows

- Religion.

16. How does religion impact on the preparation of meals in the hospitality industry?

- Food restrictions

- Fasting periods

- Meal time restrictions

- Festivals and celebrations.

17. What are the reasons why customers might choose a vegetarian diet?

- Religious beliefs

- Cultural beliefs

- Health related

- Cruelty to animals

- Economic

- Political

- Environmental

- Aesthetic.

18. What does the term Halal mean in relation to meat?

Halal means to fulfil all requirements of Islamic law. Pork and blood products are not Halal. Halal meats must be slaughtered in a way that drains the blood and then the meat is washed.

19. When designing meals for a customer who is Jewish what are the foods which can be eaten?

- All animals must be killed according to Jewish law

- Animals which have cloven hooves and chew their own cud e.g. ox, beef, sheep, goat, deer

- Poultry

- Fish with fins and scales

- Dairy foods - but cannot be eaten together with meats

- Grains, Vegetables and Fruits

- Wine made by Jewish producers.

20. Which nutrient component is affected most when replacing animal products in vegan dishes?

Protein.

21. What types of seafood could be used to replace prawns on a meal for a Jewish customer?

Fish that has both fins and scales.

22. List three alternatives that can be used to replace eggs in dishes.

- Extra beating

- Gelatine

- Baking powder

- Arrowroot

- Xantham gum.

23. List three ingredients that you can use to replace milk in dishes.

- Soy milk

- Almond milk

- Rice milk

- Oat milk

- Coconut milk.

Assessor Manual
Design meals to meet specific dietary or cultural needs

24. List a range of options that you could use to source suppliers for specific cultural products.

- Internet search including hospitality suppliers or religious or vegetarian organisations
- Check the phone book
- Network with colleagues from other businesses
- Attending trade shows
- Reading industry journals which focus on cultural diets.

25. If I need to use Halal or Kosher meats only occasionally what cost effective strategies can I use?

- Buy small amounts
- Use longer term storage procedures such as freezing
- Offer alternative dishes which are made from suitable ingredients.

26. What are the advantages of buying ingredients that are in season?

- At their best
- In abundance and easy to access
- Cheapest
- Can be appealing to discerning customers who dine out regularly or are well informed about food.

27. What is a convenience product?

A product that has had all or part of the preparation done.

28. What impacts on the method of cooking you choose to use?

The quality and type of product that is used e.g.
- Fresh or processed
- Type of animal
- Cuts of meat.

29. What are the factors of food presentation that contribute to making dishes attractive and appealing to customers?

- Shape
- Height
- Texture
- Colour
- Garnish.

30. List a range of small non-electrical specialist equipment that could be helpful in food preparation.

- Rice cooker
- Sushi mat
- Crepe pan
- Waffle pan
- Potato ricer
- Apple corer.

31. What types of cooking techniques and methods are recommended when preparing Halal and Kosher meats?

- Wet methods of cookery such as braising and stewing
- Marinating.

32. List a range of elements that need to be coordinated ready for service in a commercial kitchen.

- Mise-en-place
- Service equipment
- Plating dishes.

33. What are the implications of offering unsuitable dishes to customers with specific dietary and cultural needs?

- Can be potentially dangerous
- Customer satisfaction will not be achieved.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Design meals to meet specific dietary or cultural needs D1.HCA.CL3.03
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Design meals for specific dietary needs
	
	   b) Design meals for specific cultural needs
	
	   c) Produce and present meals for specific dietary and cultural needs
	
	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: Design meals for specific dietary needs		
Identify the requirements for specific diets according to instructions from relevant persons	❑	❑
Design meals in accordance with specific dietary needs	❑	❑
Modify recipes for specific dietary needs	❑	❑
Identify essential ingredients for specific dietary needs	❑	❑
Identify and select suppliers for purchasing of products	❑	❑

Did the candidate	Yes	No
Element 2: Design meals for specific cultural needs		
Identify the requirements for specific cultural groups or special customer requests according to instructions from relevant persons	❏	❏
Design meals in accordance with specific cultural needs	❏	❏
Modify recipes for specific cultural needs	❏	❏
Identify essential ingredients for specific cultural needs	❏	❏
Identify and select suppliers for purchasing of products	❏	❏
Element 3: Produce and present meals for specific dietary and cultural needs		
Select appropriate ingredients to ensure optimum quality of end products	❏	❏
Prepare and present food in an appetising and attractive manner to meet basic nutritional needs	❏	❏
Use appropriate equipment and cooking techniques for specific diets and cultural needs	❏	❏
Prepare and serve food	❏	❏
Did the student's overall performance meet the standard?	❏	❏

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:	❏ Employer ❏ Supervisor ❏ Colleague ❏ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*
Unit of competency:	Design meals to meet specific dietary or cultural needs D1.HCA.CL3.03

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Identifies requirements for specific dietary and cultural needs according to instructions and requests from individuals	❏	❏	❏
Designs appropriate menus in response to identified dietary and cultural needs	❏	❏	❏
Modifies recipes as required to suit specific dietary and cultural needs	❏	❏	❏
Identifies ingredients and suppliers for specific dietary and cultural menus/needs	❏	❏	❏
Selects appropriate ingredients to produce specific dietary and cultural menu items	❏	❏	❏
Prepares and produces appetising, attractive and nutritionally suitable meals for specific dietary and cultural requirements using appropriate cooking equipment and techniques	❏	❏	❏
Serves food specific to dietary and cultural needs	❏	❏	❏

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	Design meals to meet specific dietary or cultural needs	D1.HCA.CL3.03
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: Design meals for specific dietary needs						
Identify the requirements for specific diets according to instructions from relevant persons						
Design meals in accordance with specific dietary needs						
Modify recipes for specific dietary needs						
Identify essential ingredients for specific dietary needs						
Identify and select suppliers for purchasing of products						
Element 2: Design meals for specific cultural needs						
Identify the requirements for specific cultural groups or special customer requests according to instructions from relevant persons						
Design meals in accordance with specific cultural needs						
Modify recipes for specific cultural needs						
Identify essential ingredients for specific cultural needs						
Identify and select suppliers for purchasing of products						

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: Produce and present meals for specific dietary and cultural needs						
Select appropriate ingredients to ensure optimum quality of end products						
Prepare and present food in an appetising and attractive manner to meet basic nutritional needs						
Use appropriate equipment and cooking techniques for specific diets and cultural needs						
Prepare and serve food						
Candidate signature			**Date**			
Assessor signature			**Date**			