Identify and prepare various meats
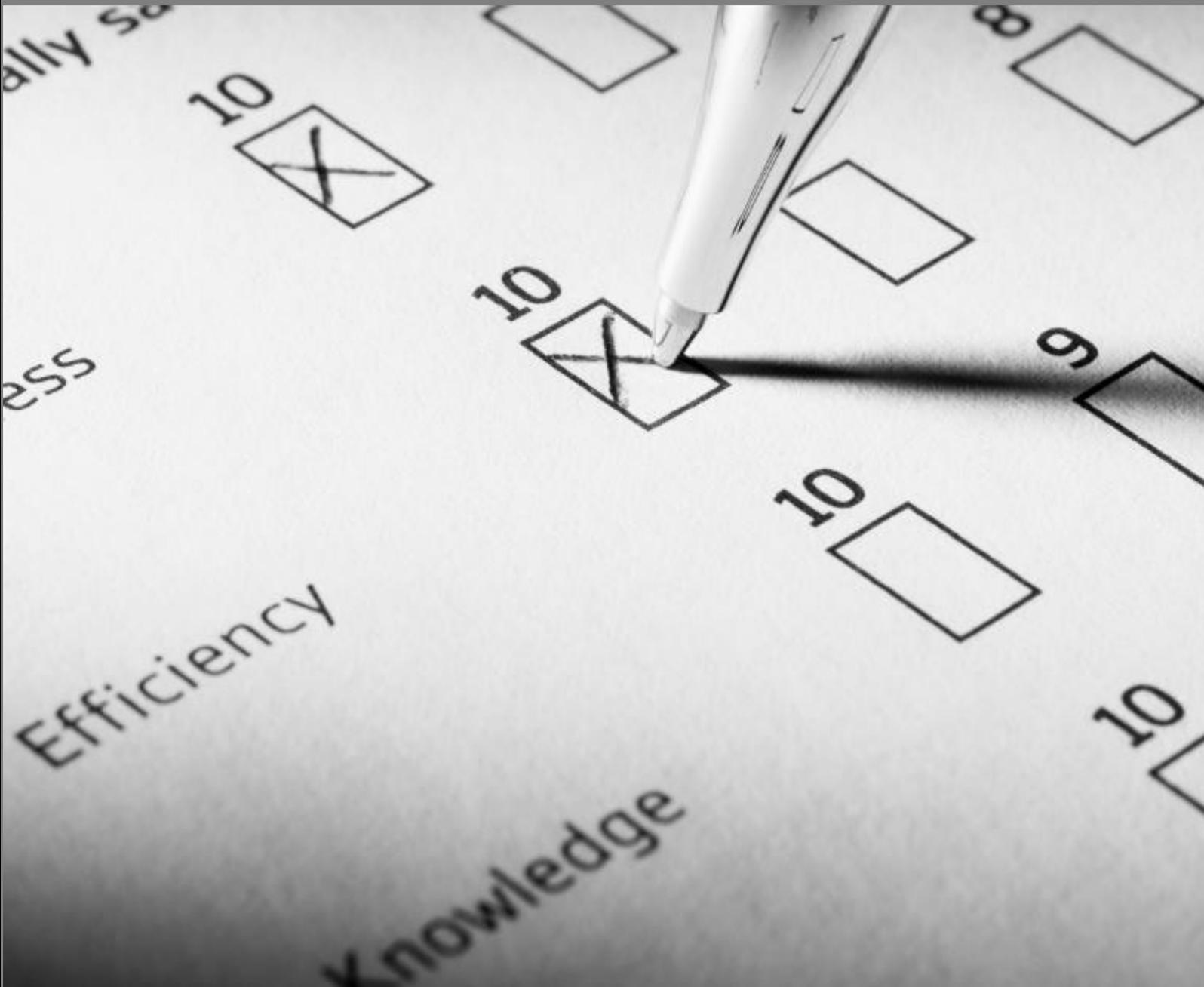
D1.HCC.CL2.03

Assessor Manual

Identify and prepare various meats

D1.HCC.CL2.03

Assessor Manual

Project Base

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Acknowledgements

Disclaimer

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?"

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- 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: IDENTIFY AND PREPARE VARIOUS MEATS	NOMINAL HOURS: 60

UNIT NUMBER: D1.HCC.CL2.03

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to identify, prepare, cook, present and store a variety of meats in commercial food production environments.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Identify and select meats **1.1** Identify the *primary* meat cuts **1.2** Identify the *secondary* meat cuts **1.3** Identify commercial *establishment cuts* and specifications **1.4** Identify *offal and fancy* meats **1.5** Identify *varieties* of meats used commercially **1.6** Identify and *select suppliers* for purchasing of products **1.7** *Minimise wastage* through freshness and correct purchasing **1.8** Identify costs through *yield testing* **1.9** Ensure *correct conditions* are maintained for freshness and quality **Element 2: Prepare and store meat** **2.1** *Prepare and portion* meat cuts, including offal and fancy meats, to enterprise requirements	**Unit Variables** 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 This unit applies to all industry sectors that identify, prepare, cook and present various meats within the labour divisions of the hotel and travel industries and may include: 1. Food Production. *Primary* may be related to: • Whole carcasses • Argentine, rump, silverside, tenderloin • Porterhouse • Rib-eye • Topside • Cutlets • Loin • Cultural cuts.

2.2 Minimise wastage through preparation and storage	*Secondary* may be related to:
2.3 Use of *trimming* and leftovers	• Shank
2.4 Identification and use of *equipment*	• Chuck
Element 3: Cook, hold and present meat	• Blade
3.1 Select appropriate *cooking method* of the meat type, including offal	• Knuckle
3.2 *Prepare* and cook following a standard recipe within a commercial environment	• Neck
3.3 *Hold* prepared products as required prior to presenting	• Ribs
3.4 *Present* meats and offal dishes	• Leg
3.5 Prepare *garnishes, sauce and accompaniments* for meat dishes, including offal	• Cultural cuts.
	Establishment cuts may be related to:
Element 4: Store meat and offal products	• Menu needs
4.1 Store fresh and/or Cryovac items correctly	• Service styles
4.2 Prepare and maintain correct *thawing* of meat and offal	• Cookery methods
4.3 Store meat and offal appropriately in correct containers	• Portion control
4.4 Label meat and offal correctly	• Trimmings and usage.
4.5 Ensure *correct conditions* are maintained for freshness and quality	*Offal and fancy* may be related to:
	• Brains
	• Liver
	• Kidneys
	• Stomach
	• Heart
	• Lungs
	• Cultural cuts.

Varieties may be related to:

- Beef

- Lamb

- Veal

- Goat

- Buffalo

- Pork

- Cultural animals.

Select suppliers may be related to:

- Local, regional and international supply

- Delivery requirements

- Cost, trading terms

- Relationship

- Product range/variety

- Availability/cultural festivals.

Minimise wastage should include:

- Storage space

- Volume requirements to suit a la carte, functions, specials

- First in, first out

- Receiving times, as needed

- Quality, including appearance, age, size.

	Yield testing may include:
	• Trimming and filleting
	• Portion weights
	• Off cut usage
	• Staff skills.
	Correct conditions should include:
	• Temperature and humidity
	• Stock rotation
	• Reporting faults
	• Changing containers
	• Cross contamination, e.g. Safe handling.
	Prepare and portion may relate to:
	• Cleaning, skinning, boning, trimming, denuding
	• Slice, dice, skewer, smoke, marinate, pickle, souse, truss
	• Cuts, including whole, medallion, cutlet, butterfly, schnitzel.
	• Portioning, wastage, timing
	Trimmings may relate to:
	• Off cuts usage
	• Saleable dishes
	• Menu varieties.

Equipment may include:

- Knives, cleaver, saw, band saw, slicers, mallet

- Electric, gas or induction stoves

- Steamers, including pressure, atmospheric, such as bamboo

- Salamanders

- Smokers

- Grills, including flat top, char, BBQ

- Ovens, including convection/combination ovens

- Deep fry, e.g. Pressure fryer

- Microwave

- Food processors, mixers, mincers, silent cutter.

Cooking method may relate to:

- Poaching

- Steaming

- Boiling

- Grilling

- Baking

- Roasting

- Braising

- Stewing

- Deep and shallow frying

- Cultural style.

	Prepare should relate to:
	• Cleaning, skinning, trimming
	• Cutting of ingredients/flavourings
	• Portioning, wastage, timing
	• Recipe conversions.
	Hold may relate to:
	• Resting, portioning, cutting
	• Holding equipment
	• Cooling procedures
	• Hygiene practice.
	Present should include:
	• Colour
	• Height
	• Texture
	• Service and storage temperature
	• Ceramics
	• Glass
	• Crystal
	• Mirrors
	• Trays
	• Classical and cultural aspect
	• Neatly and attractively
	• Ease of service.

Garnishes, sauces and accompaniments may include:

- Glazing

- Coating

- Colour and flavour blends

- Cultural flavours

- Flowers and leaves

- Pastry

- Sauces, including sweet/savoury

- Dietary and cultural styles/flavours.

Store may include:

- Cool room temperature

- Cool room placement

- Length of time in cool storage

- Freezer temperature

- Length of time in freezer storage

- Appropriate process followed, including Cryovac, ice packed

- Storage containers before assembly

- Storage containers after assembly

- Labelled

- Freshness, quality and presentation

- Temperature and humidity.

	Thawing may relate to:
	• Enterprise and local authority requirements
	• Handling and cool room placement
	• Changing containers.
	Labelled must include:
	• Date
	• Item name
	• Handler name
	• Time, temperature, storage.
	Correct conditions should include:
	• Temperature and humidity
	• Stock rotation
	• Reporting faults
	• Changing containers.
	Assessment Guide
	The following skills and knowledge must be assessed as part of this unit:
	• Knowledge of the quality characteristics of various meats and meat cuts, including offal, classical, modern/contemporary and culturally specific
	• Knowledge of the appropriate quality indicators, including taste, texture, structure, shape and size consistent with industry and/or enterprise standards
	• Knowledge of the principles of the production of meat products
	• Ability to identify meat products by sight
	• Ability to match ingredient quality to intended final product/use

	• Ability to maintain hygiene, food safety requirements, food handling and food storage
	• Knowledge of commodities
	• Knowledge of the historical and cultural aspects of various meats and meat cuts, including the role of offal on the menu and in the industry
	• Ability to demonstrate safe knife handling skills, including the ability to trim and cut to industry and enterprise standards.
	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 storage
	• 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 meat and offal and the terminology used
	• Demonstrate safe and hygienic handling of products
	• Appropriate portion control and wastage
	• Demonstrate complementary presentation, garnishing and techniques
	• Demonstrate safe knife skills and other associated equipment
	• Demonstrate commodity knowledge, including quality aspects

	• Knowledge of specific terminology related to various meats and meat cuts, including offal
	• Demonstrate the ability to prepare various meats and meat cuts, including offal, from at least six different recipes and cultural backgrounds
	• Demonstrate the ability to store various meats and meat cuts, including offal, to industry and enterprise standards
	• Knowledge of appropriate portion control and wastage.
	Context of Assessment
	This unit may be assessed on or off the job
	• Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
	• Assessment must relate to the individuals work area or area of responsibility
	• Demonstration of skills on more than one occasion
	• Preparation of various meats and meat cuts including offal within typical workplace conditions and timeframes.
	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 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 kitchen, floor service and other staff; read recipes, menus, 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	1	Work co-operatively with other team members
Using mathematical ideas and techniques	1	Calculate portions, weigh and measure quantities of meat and meat portions against standard recipes and/or menu requirements
Solving problems	1	Identify and correct problems in the preparing and producing of products, such as ingredient quality tough meat, too much fat and equipment failure
Using technology	1	Use mechanical kitchen equipment, including weighing equipment and slicers

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Identify and prepare various meats D1.HCC.CL2.03
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 Net Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Name the primary meat cuts.	❏	❏
2. What are the secondary meat cuts and why are they called 'secondary'?	❏	❏

Questions	Response	
	PC	**NYC**
3. Which 'establishment meat cuts' are used in your workplace? What dishes are they used in?	❑	❑
4. Identify the different offal and fancy meats products available for use in commercial cooking.	❑	❑
5. In addition to beef and lamb, what other varieties of meats are commonly used in commercial cooking situations?	❑	❑

Questions	Response	
	PC	NYC
6. How do you determine which suppliers to buy meat from?	❏	❏
7. How can you minimise wastage through correct purchasing of meat?	❏	❏
8. Identify a cut/variety of meat and describe how you would conduct yield testing on it.	❏	❏

Questions	Response	
	PC	NYC
9. Describe the optimum storage conditions for fresh meat in a commercial environment.	❑	❑
10. Give two examples of enterprise standards that apply/may apply to the preparing and portioning of meat in the workplace.	❑	❑
11. What techniques can be used to minimise wastage when preparing and portioning meat?	❑	❑

Questions	Response	
	PC	NYC
12. Identify two cuts and varieties of meat and explain how you might use the trimmings and leftovers from these meats.	❑	❑
13. What equipment and/or utensils could be used to trim, cut, portion and otherwise prepare meat for cooking?	❑	❑
14. Identify five cuts of meat and/or offal products and for each name two acceptable cooking methods and two unacceptable cooking methods.	❑	❑

Questions	Response	
	PC	NYC
15. Pick one standard meat-based (or offal-based) recipe used in your workplace and describe the process for producing that menu item.	❑	❑
16. Describe the correct and safe food handling practices for holding hot meat-based dishes for service/display.	❑	❑
17. Identify three meat-based and/or offal-based dishes and explain how they are plated for service to optimise appeal and presentation.	❑	❑

Questions	Response	
	PC	**NYC**
18. Identify three meat-based and/or offal-based dishes and for each describe the garnishes, sauces or accompaniments which may be served with each dish.	❏	❏
19. What are the storage protocols in your workplace for the storage of vacuum packed meat delivered from suppliers?	❏	❏
20. How should frozen raw meat be safely de-frosted ready for preparation for cooking?	❏	❏

Questions	Response	
	PC	NYC
21. Why is it important to separate the storage of raw meat/offal and cooked/ready-to-eat meat or offal?	❑	❑
22. Why is it important to label meat and offal while in storage? What information should be on the label?	❑	❑
23. Describe the standard stock rotation practice for the storage and use of raw meat and offal – what is it called and how is it implemented?	❑	❑

Written Questions

Identify and prepare various meats – D1.HCC.CL2.03

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name 5 red meats.

    _____

    _____

2. What are the 3 primary cuts of lamb?

    _____

    _____

3. What are beef and pork primary cuts called?

    _____

    _____

4. Define meat flesh.

    _____

    _____

5. What is offal?

    _____

    _____

6. Name 3 secondary cuts from lamb leg.

    _____

    _____

7. Hindquarter of pork contains the loin. Name 3 cuts from loin of lork.

    _____

    _____

8. Where is fillet steak obtained from on the beef carcass?

   _____

   _____

9. Where is the knuckle of meat on the carcass?

   _____

   _____

10. Name 4 pieces of lamb offal.

    _____

    _____

11. What is the colour of edible tripe?

    _____

12. Define the colour of pork meat and beef meat.

    _____

    _____

13. What type of supplier do you need to supply your meat?

    _____

    _____

14. What is the best way to minimize wastage in your establishment?

    _____

    _____

15. When working out yield, what do you need to take into consideration?

    _____

    _____

16. If you require 18 sirloin steaks each weighing 120 grams, how much striploin do you need to purchase to guarantee achieving the required number of steaks?

    _____

    _____

    _____

    _____

17.   What are 2 factors to consider when maintaining freshness in meat?

    _____

    _____

18.   What is the term used to describe the last stage of preparation of meat before cooking?

    _____

    _____

19.   What are 4 factors to consider when storing fresh meat?

    _____

    _____

    _____

    _____

20.   What does 'value adding' achieve?

    _____

    _____

21.   Name 2 main pieces of equipment you need to prepare and cook meat.

    _____

    _____

22.   What are the 2 methods of cooking tough cuts of meats?

    _____

    _____

23.   How do you get every cook to make the same dish, every time, in a kitchen?

    _____

    _____

24.   What is the name of equipment used to hold hot food before presenting?

    _____

    _____

25. On what is hot food best presented to customers

_____

_____

26. What do sauces and garnishes add to the dish?

_____

_____

27. What is the recommended temperature for storing vacuum packed meats?

_____

_____

28. Where do you thaw vacuum packed meats?

_____

_____

29. What is the best type of container in which to store meats and offal?

_____

_____

30. Name 4 things that should be on the label of meat from an outside supplier?

_____

_____

31. How do you ensure good conditions are maintained when storing meats and offal?

_____

_____

Answers to Written Questions

Identify and prepare various meats – D1.HCC.CL2.03

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. **Name 5 red meats**

    - Goat
    - Beef
    - Lamb
    - Camel
    - Buffalo.

2. **What are the 3 primary cuts of lamb?**

    - Leg
    - Loin
    - Shoulder.

3. **What are beef and pork primary cuts called?**

    - Hindquarter
    - Forequarter.

4. **Define meat flesh.**

    Muscle from animals for human consumption.

5. **What is Offal?**

    Edible organs of animals.

6. **Name 3 secondary cuts from lamb leg**

    - Topside
    - Round
    - Silverside.

7. **Hindquarter of pork contain the loin. Name 3 cuts form loin of pork.**

    - Rib loin
    - Mid loin
    - Tenderloin.

8. Where is fillet steak obtained from in beef carcass?

From the tenderloin on the inside of ribcage towards the back leg.

9. Where is the Knuckle of beef on the carcass

Part of the rear leg.

10. Name 4 pieces of Lamb offal

- Brains
- Sweetbread
- Tongue
- Liver
- Heart
- Head.

11. What is colour of edible tripe?

White.

12. Define colour of pork and beef meat

- White: pork
- Red: beef.

13. What type of supplier do you need to supply your meat

A reputable supplier.

14. What is the best way to minimize wastage in your establishment

Purchasing only the variety cut and number or amount of each you require will minimise excessive stock.

15. When working out yield, what do you need to take into consideration?

Weight lose through trimming.

16. If you require 18 sirloin steaks each weighing 120gm. How much striploin do you need to purchase to guarantee achieving the required number

- 18 x 120gm = 2.160kg + 720gm required 2.88kg round up to 3kg
- You must allow for variation in cutting. 120gm will be minimum weight
- Remember: 25% loss when trimming meat: take required divide by 3 then multiply by 4.

17. What are 2 factors to consider when maintaining freshness in meat

- Temperature
- Humidity.

18. What is the term used to describe the last stage of preparation of meat before cooking?

Trimming.

19. What are 4 factors to consider when storing fresh meat?

- Store meat in single layers
- Cover all meats with plastic wrap
- Raw and cooked meats NEVER stored on same tray
- Change trays daily.

20. What dose 'value adding' achieve?

Maximises profitability in the kitchen.

21. Name 2 main pieces of equipment you need to prepare and cook meat.

- Sharp knives
- Good heat from stoves.

22. What are the 2 methods of cooking tough cuts of meat?

Braise or stew.

23. How do you get every cook to make the same dish in a restaurant?

Use standard recipes.

24. What is the name of equipment used to hold hot food before presenting?

Bain-marie.

25. On what is hot food best presented to customers?

Clean warm sanitized crockery.

26. What do sauces and garnishes add to the dish?

Add finishing touch.

27. What is recommended temperature for storing vacuum packed meats?

-1 – 0ºC (minus 1 to zero degrees Celsius).

28. **Where do you thaw vacuum packed meats?**

Coolroom.

29. **What is the best type of container in which to store meat and offal?**

Stainless steel.

30. **Name 4 things that should be on the label of meat from an outside supplier?**

Name, address, when product was packed, use by date, storage temperature.

31. **How do you ensure good conditions are maintained when storing meats and offal?**

Clean on daily basis.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Identify and prepare various meats D1.HCC.CL2.03
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Identify and select meats
	
	   b) Prepare and store meat
	
	   c) Cook, hold and present meat
	
	   d) Store meat and offal products
	
	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: Identify and select meats		
Identify the primary meat cuts	❑	❑
Identify the secondary meat cuts	❑	❑
Identify commercial establishment cuts and specifications	❑	❑
Identify offal and fancy meats	❑	❑
Identify varieties of meats used commercially	❑	❑
Identify and select suppliers for purchasing of products	❑	❑
Minimise wastage through freshness and correct purchasing	❑	❑

Identify costs through yield testing	❏	❏
Ensure correct conditions are maintained for freshness and quality	❏	❏
Element 2: Prepare and store meat		
Prepare and portion meat cuts, including offal and fancy meats, to enterprise requirements	❏	❏
Minimise wastage through preparation and storage	❏	❏
Use of trimming and leftovers	❏	❏
Identification and use of equipment	❏	❏
Element 3: Cook, hold and present meat		
Select appropriate cooking method of the meat type, including offal	❏	❏
Prepare and cook following a standard recipe within a commercial environment	❏	❏
Hold prepared products as required prior to presenting	❏	❏
Present meats and offal dishes	❏	❏
Prepare garnishes, sauce and accompaniments for meat dishes, including offal	❏	❏
Element 4: Store meat and offal products		
Store fresh and/or vacuum packed items correctly	❏	❏
Prepare and maintain correct thawing of meat and offal	❏	❏
Store meat and offal appropriately in correct containers	❏	❏
Label meat and offal correctly	❏	❏
Ensure correct conditions are maintained for freshness and quality	❏	❏
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:	Identify and prepare various meats D1.HCC.CL2.03		

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 primary and secondary meat cuts	❑	❑	❑
Identifies meat cuts used by the venue including offal, fancy meats and varieties	❑	❑	❑
Purchases meat from appropriate suppliers minimising cost and waste	❑	❑	❑
Undertakes yield testing for meats	❑	❑	❑
Ensures correct storage conditions to optimise freshness and quality for fresh and vacuum packed meats including labelling of meats and offal	❑	❑	❑
Prepares, trims and stores meat using correct utensils and equipment	❑	❑	❑
Minimises waste and uses leftovers	❑	❑	❑
Selects, prepares, thaws, cooks and holds meat dishes	❑	❑	❑
Prepares garnishes, sauces and accompaniments for meat dishes, including offal	❑	❑	❑
Presents meals and offal dishes according to house standards and requirements	❑	❑	❑

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	Identify and prepare various meats	D1.HCC.CL2.03
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: Identify and select meats						
Identify the primary meat cuts						
Identify the secondary meat cuts						
Identify commercial establishment cuts and specifications						
Identify offal and fancy meats						
Identify varieties of meats used commercially						
Identify and select suppliers for purchasing of products						
Minimise wastage through freshness and correct purchasing						
Identify costs through yield testing						
Ensure correct conditions are maintained for freshness and quality						
Element 2: Prepare and store meat						
Prepare and portion meat cuts, including offal and fancy meats, to enterprise requirements						
Minimise wastage through preparation and storage						

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
Use of trimming and leftovers						
Identification and use of equipment						
Element 3: Cook, hold and present meat						
Select appropriate cooking method of the meat type, including offal						
Prepare and cook following a standard recipe within a commercial environment						
Hold prepared products as required prior to presenting						
Present meats and offal dishes						
Prepare garnishes, sauce and accompaniments for meat dishes, including offal						
Element 4: Store meat and offal products						
Store fresh and/or vacuum packed items correctly						
Prepare and maintain correct thawing of meat and offal						
Store meat and offal appropriately in correct containers						
Label meat and offal correctly						

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
Ensure correct conditions are maintained for freshness and quality						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			