



# Manage and operate a coffee shop

D1.HPA.CL4.01

Assessor Manual





# **Manage and operate a coffee shop**

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**Assessor Manual**



**William  
Angliss  
Institute**

Specialist centre  
for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An Introduction for Assessors

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

## **Suggested Assessment Methods**

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

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

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

## **Alternative Assessment Methods**

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

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

Alternate assessment methods include:

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

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

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

## Selection of Assessment Methods

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

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

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

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

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

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

## Assessing Competency

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

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

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

### ***Pass Competent (PC)***

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

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

### ***Not Yet Competent' (NYC)***

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

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

The participant may be required to:

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

## Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

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

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

## Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

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

## Code of Practice for Assessors

This Code of Practice provides:

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

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

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

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

## **Instructions and Checklist for Assessors**

### ***Instructions***

General instructions for the assessment:

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

### ***Preparation***

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

### ***Briefing checklist***

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

## Checklist for Assessors

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

## Instructions for Recording Competency

### *Specifications for Recording Competency*

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

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

## Instructions for Different Assessment Methods

### *Specifications for Work Project Assessment*

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):  
 "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.  
 These work projects are part of the formal assessment for the unit of competency titled X:
- You are required to complete these activities:
  - a) *Using the 'X' method of assessment*
  - b) *At 'X' location*
  - c) *You will have 'X time period' for this assessment*
- You are required to compile information in a format that you feel is appropriate to the assessment
- Do you have any questions about this assessment?"
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Oral Question Assessment***

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

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

### **Specifications for Written Question Assessment**

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

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

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

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

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

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

*We have X time for this assessment:*

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

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

### ***Specifications for Observation Checklist***

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

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

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

To complete the Observation Checklist the Assessor must:

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

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

### ***Specifications for Third Party Statement***

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

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

The Third Party must:

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

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

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

## Competency Standard

<b>UNIT TITLE:</b> MANAGE AND OPERATE A COFFEE SHOP		<b>NOMINAL HOURS:</b> 85
<b>UNIT NUMBER:</b> D1.HPA.CL4.01		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required in the planning, operating and managing of coffee shops, which serve patisserie items. It deals with the display and service of patisserie products and suitable beverages. It is appropriate for cooks, chefs and patissiers wishing to open or operate a coffee shop. It should be linked to other appropriate business management units, as this unit does not cover aspects such as business planning, marketing and financial management or coffee making skills		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Plan coffee shop facilities</b></p> <p><b>1.1</b> Plan coffee shop operations according to <i>available facilities</i> and customer expectations</p> <p><b>1.2</b> Develop floor plan of <i>production and service areas</i></p> <p><b>1.3</b> Develop floor plan of <i>customer area</i></p> <p><b>1.4</b> Identify <i>fixture, fittings, décor and equipment</i> according to business plan, floor plan and budget</p> <p><b>Element 2: Plan the product and service elements of coffee shop operation</b></p> <p><b>2.1</b> Plan and design the menu incorporating a range of <i>suitable food and beverage items</i> taking into account available facilities</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that are responsible for managing and operating a coffee shop within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Available facilities</i> may relate to:</p> <ul style="list-style-type: none"> <li>• Floor space</li> <li>• Staff</li> <li>• Amenities</li> <li>• Storage facilities</li> <li>• Local regulations</li> <li>• Business plan</li> </ul>	

2.2 Identify *suppliers* for menu items

2.3 Prepare work schedules in line with *coffee shop operations*

**Element 3: Prepare food item display and serve coffee shop items**

3.1 Plan the *display of food items*

3.2 Prepare and *serve* beverages and food items

**Element 4: Organise the storage of coffee shop produce**

4.1 Food items are *stored at correct temperature and conditions*

4.2 Maintain maximum eating quality, appearance and freshness

*Production and service areas* should include:

- Hot and cold display cabinets
- Preparation and service areas
- Coffee machine
- Fridge/freezer
- Dry storage.

*Customer area* may include:

- Tables
- Chairs
- Crockery
- Cutlery
- Glass ware
- Napery, etc.

*Fixture, fittings, décor and equipment* may include:

- Front of house, including tables, chairs, benches
- Lighting, heating, cooling, ventilation
- Kitchen equipment, including cooking, holding, display and service
- Crockery, cutlery
- Wall hangings, including pictures, prints
- Floor coverings, such as paint, carpet, tiles.

*Suitable food and beverage items* may include:

- Savoury and sweet items

- Pastries and cakes
- Savoury items such as quiche, ham and cheese croissant
- Beverages such as:
  - Coffee
  - Tea
  - Cold carbonated drinks
  - Fresh juices
  - Milk
  - Soy-based drinks
  - Ice cream.

*Suppliers* may include:

- Fruit and vegetables
- Meat
- Seafood
- Dairy
- Dry goods.

*Coffee shop operations* may relate to:

- Opening days, times
- Customer numbers
- equipment
- Deliveries.

*Display of food items* may include:

- Space
- Style/theme of coffee shop
- Storage requirements
- Hot/cold displays
- Visual appeal
- Covering menu items on display
- Maintaining appropriate temperatures for different menu items
- Food handling practices
- Appropriate plates, platters and trays.

*Serve* may relate to:

- Garnishes
- Cutting
- Portion control
- Yield testing
- Costing
- Value adding.

*Stored at correct temperature and conditions* relates to:

- Cool room temperature
- Cool room placement
- Length of time in cool storage
- Freezer temperature

- Length of time in freezer storage
- Labelled
- Freshness, quality and presentation
- Temperature and humidity.

**Assessment Guide**

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

- Knowledge of the appropriate quality indicators of products, including taste, texture, structure, shape and size to industry and/or enterprise standards
- Knowledge of varieties and characteristics of menu items offered, including knowledge of commodities
- Knowledge and understanding of the principles and requirements of the relevant legislation relating to:
  - Occupational health and safety
  - Hygiene and food safety
  - Licensing regulations
  - Local health regulations
- knowledge and understanding of:
  - Organisational skills and teamwork
  - Appropriate technical and culinary terms for coffee shop operations
  - Preparation of pastries, cakes and savoury products
  - Cutting and serving of pastries, cakes and savoury products
  - Costing, yield testing and portion control
  - Table set ups

- Coffee and tea preparation and beverage service
- Coffee shop equipment, its function and routine maintenance
- Defining and applying quality control
- Storage conditions for menu items and optimising shelf-life, freshness and eating qualities
- Time management skills
- Communication skills
- Safe work practices.

**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
- Manage financial performance within a budget
- Prepare and monitor budgets
- Provide a link between kitchen and service area
- Provide advice to patrons on food and beverage services
- Comply with workplace hygiene procedures
- Promote hospitality products and services
- Receive and resolve customer complaints

- Maintain quality customer/guest service
- Develop and update local knowledge
- Develop and maintain food & beverage product knowledge
- Prepare business documents
- Manage and implement small projects
- Plan, manage and conduct meetings
- Use common business tools and technology
- Monitor catering revenue and costs
- Manage the effective use of human resources
- Manage legal requirements for business compliance
- Create promotional display stand
- Manage operational risk
- Manage contractual agreements/commitments.

#### **Critical Aspects of Assessment**

Evidence of the following is essential:

- Ability to plan the layout and storage aspects of a coffee shop operation
- Knowledge of key hygiene and food safety issues relating to coffee shops
- Knowledge of a range of coffee shop products
- Ability to source coffee shop products and stock
- Ability to prepare work schedules
- Ability to display coffee shop menu items
- Demonstrated ability to serve coffee shop food and beverage items
- Demonstrated ability to safely store coffee shop food and beverage items.

	<p><b>Context of Assessment</b></p> <p>This unit may be assessed on or off the job:</p> <ul style="list-style-type: none"> <li>• Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge</li> <li>• Assessment must relate to the individuals work area or area of responsibility.</li> </ul> <p><b>Resource Implications</b></p> <p>Training and assessment must include access to relevant documents, plans and relevant product and equipment information; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p><b>Assessment Methods</b></p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• Observation of candidate performance</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work.</li> </ul> <p><b>Key Competencies in this Unit</b></p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	Collecting, organising and analysing information	2	Select and analyse information about potential layout, menu and equipment options

	Communicating ideas and information	2	Develop accurate specifications for coffee shop fixtures and fittings
	Planning and organising activities	2	Plan venue layout and workflows
	Working with others and in teams	3	Negotiate with equipment and product suppliers on requirements
	Using mathematical ideas and techniques	1	Cost products and equipment
	Solving problems	2	Develop a design within very tight space restrictions
	Using technology	2	Use the point of sale system



## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Manage and operate a coffee shop D1.HPA.CL4.01
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. What factors do you take into consideration when planning coffee shop operations at the start of the day/start of a session?	<input type="checkbox"/>	<input type="checkbox"/>
2. What factors do you take into account when developing a floor plan for the service/production area of the coffee shop?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. How do you set-up the customer area of the coffee shop prior to service?	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify the fixtures, fittings and equipment you would need to set-up and operate a coffee shop?	<input type="checkbox"/>	<input type="checkbox"/>
5. Explain how you would determine the food and beverage items to be listed on the menu in a coffee shop.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. How would you identify suppliers of food and beverage commodities for a coffee shop?	<input type="checkbox"/>	<input type="checkbox"/>
7. What is a work schedule and what factors would/should you consider when developing them?	<input type="checkbox"/>	<input type="checkbox"/>
8. How would you display pre-prepared cold food items in a coffee shop?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Identify one food item and one beverage items sold in a coffee shop and explain how you would prepare and serve each one.	<input type="checkbox"/>	<input type="checkbox"/>
10. What are the correct storage conditions for milk?	<input type="checkbox"/>	<input type="checkbox"/>
11. How would you store pre-prepared filled sandwiches/rolls to maintain maximum eating quality, appearance and freshness?	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Manage and operate a coffee shop – D1.HPA.CL4.01

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

Answer all the following questions and submit to your Trainer.

1. Name two methods of acquiring a coffee shop.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. Building a business from the beginning may require permissions from local or national Government Authorities. Name four of these.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Name three areas of the shop floor space that will need individual planning.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. What is the recommended guide to use for table space sizes?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Name the section of the business that will earn income.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Name three skills required by front of house staff.

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7. Name three skills required by Kitchen staff.

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8. What amenities are required for customer comfort?

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9. What staff amenities may be required?

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10. Name the two production areas that need to be planned when setting up a coffee shop.

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11. When designing the production area name two things that have to be considered.

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12. How many work areas are to be included in kitchen area?

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13. What is most important when planning the customer seating area?

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14. Define a fixture.

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15. Name 6 fixtures that may be in a coffee shop.

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16. What is meant by the spending power of the customers?

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17. What else will determine how much can be charged for food and coffee when a business starts to trade?

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18. How is a supplier deemed to be suitable for the enterprise?

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19. Name the three stages of the day when staff are needed.

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20. What stimulates the customer to purchase products?

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21. Are customers allowed to handle food with their bare hands?

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22. What needs to be constantly maintained throughout the day?

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23. How does one maintain the image of the establishment?

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24. How is smooth workflow ensured in quality establishments?

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25. What do customers expect as good service?

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26. Name 3 styles of coffee making.

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27. What is decaffeinated coffee?

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28. Name 4 types of espresso style coffee.

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29. Name three 'other' types of drink that may be served in coffee shops besides coffee.

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30. What determines the temperature that food is to be stored at?

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31. Name 4 high risk foods.

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32. How is quality and freshness maintained?

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# Answers to Written Questions

## Manage and operate a coffee shop – D1.HPA.CL4.01

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

- 1. Name two methods of acquiring a coffee shop business.**
  - Buy an existing business already in operation
  - Build your own from beginning.
  
- 2. Building a business from beginning may require permissions from Local or National Government Authorities. Name four of these.**
  - Local health Authority for Food Safety Plan
  - Local Government Permission to operate a business
  - Local Government Authority to make building operations
  - Permission to play copyright music, to customers in your coffee shop.
  
- 3. Name three areas of the shop floor space that will need individual planning.**
  - Front of house preparation area
  - Back of house preparation area
  - Customer service area
  - Commodity storage areas
  - Chemical storage areas
  
- 4. What is the recommended guide to use for table space sizes?**

1 metre from edge to edge.
  
- 5. Name the section of the business that will earn income.**

Customer service section.
  
- 6. Name three skills required by front of house staff.**
  - Good customer skills
  - Good time management skills
  - Occupational Health and Safety skills
  - Food Safety Skills and Knowledge
  - Good coffee making skills.

**7. Name three skills required by Kitchen staff.**

- Food preparation skills
- Good time management skills
- Occupational Health and Safety skills
- Food Safety Skills and Knowledge
- Plate design skills.

**8. What amenities are required for customer comfort?**

- Toilet facilities
- Washing facilities.

**9. What staff amenities may be required?**

- Toilets
- Change room facilities
- Washing facilities.

**10. Name the two production areas that need to be planned when setting up a coffee shop.**

- Front of House
- Kitchen preparation area.

**11. When designing production area name two things that have to be considered.**

- Can all equipment be included in floor plan?
- Has everything been included?

**12. How many work areas are to be included in kitchen area?**

- Food production
- Cleaning and dishwashing
- Storage.

**13. What is most important when planning the customer seating area?**

- Efficient use of space.
- Maximising earning potential in peak times.

**14. Define a fixture.**

A fixture is something that cannot be moved after it has been installed.

**15. Name 6 fixtures that may be in a coffee shop.**

- Coffee machine
- Dishwasher
- Refrigeration
- Ovens
- Display cabinets
- Lighting
- Air conditioning
- Dishwashing sinks.

**16. What is meant by the spending power of the customers?**

What each person is likely to spend when shopping.

**17. What else will determine how much can be charged for food and coffee when a business starts to trade?**

How much the other businesses are charging in the area.

**18. How is a supplier deemed to be suitable for the enterprise?**

- Can they supply what is required?
- Is the price suitable?

**19. Name the three stages of the day when staff are needed**

- Opening period
- Peak period
- Shut down period.

**20. What stimulates the customer to purchase products?**

Bright Colours.

**21. Are customers allowed to handle food with their bare hands?**

No.

**22. What needs to be constantly maintained throughout the day?**

Image of the establishment.

**23. How does one maintain the image of the establishment?**

Constantly cleaning throughout the day.

**24. How is smooth workflow ensured in quality establishments?**

Mise en place - Everything in place

**25. What do customers expect as good service?**

- To feel welcome and respected
- To be dealt with in a friendly, efficient and courteous manner
- To receive help and assistance when needed
- To be in clean, comfortable surroundings
- To feel recognised and remembered
- To be listened to and understood.

**26. Name 3 styles of coffee making**

- Cook-in Greek and Turkish style
- Filter coffee which is drip
- Plunger coffee
- Espresso.

**27. What is decaffeinated coffee?**

Caffeine has been removed

**28. Name 4 types of espresso style coffee.**

- Cafe Latte
- Espresso or short black
- Cappuccino
- Doppio
- Macchiato.

**29. Name three 'other' types of drink that may be served in coffee shops besides coffee.**

- Teas, both hot and cold
- Carbonated drinks
- Fruit juices
- Milk drinks
- Iced slushies.

**30. What determines the temperature that food is to be stored?**

Its classification.

**31. Name 4 high risk foods.**

- Fresh and cooked meats
- Fresh and cooked fish
- Dairy products
- Freshly cut fruits
- Cooked rice
- Cooked pasta.

**32. How is quality and freshness maintained?**

- Maximum freshness is delivered by producing only what is required for the day
- Using the best quality ingredients available
- Good cooking skills being applied to those products
- Applying good presentation skills to the finished product.



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Manage and operate a coffee shop D1.HPA.CL4.01
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Plan coffee shop facilities</li> <li>b) Plan the product and service elements of coffee shop operation</li> <li>c) Prepare food item display and serve coffee shop items</li> <li>d) Organise the storage of coffee shop produce</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Plan coffee shop facilities</b>		
Plan coffee shop operations according to available facilities and customer expectations	<input type="checkbox"/>	<input type="checkbox"/>
Develop floor plan of production and service areas	<input type="checkbox"/>	<input type="checkbox"/>
Develop floor plan of customer area	<input type="checkbox"/>	<input type="checkbox"/>
Identify fixture, fittings, décor and equipment according to business plan, floor plan and budget	<input type="checkbox"/>	<input type="checkbox"/>

<b>Element 2: Plan the product and service elements of coffee shop operation</b>		
Plan and design the menu incorporating a range of suitable food and beverage items taking into account available facilities	<input type="checkbox"/>	<input type="checkbox"/>
Identify suppliers for menu items	<input type="checkbox"/>	<input type="checkbox"/>
Prepare work schedules in line with coffee shop operations	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Prepare food item display and serve coffee shop items</b>		
Plan the display of food items	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and serve beverages and food items	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Organise the storage of coffee shop produce</b>		
Food items are stored at correct temperature and conditions	<input type="checkbox"/>	<input type="checkbox"/>
Maintain maximum eating quality, appearance and freshness	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Feedback to student and trainer/assessor</b>			
<b>Strengths:</b>			
<b>Improvements needed:</b>			
<b>General comments:</b>			
<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Manage and operate a coffee shop D1.HPA.CL4.01		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Plans coffee shop operations according to available facilities and customer expectations including development of floor plan for service and customer areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies fixture, fittings, décor and equipment according to business plan, floor plan and budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans and designs menu incorporating a range of suitable food and beverage items taking into account available facilities, identifying suppliers and preparing work schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans display of food items and prepares and serves beverages and food items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores food items at correct temperature and conditions to maintain maximum eating quality, appearance and freshness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Manage and operate a coffee shop	D1.HPA.CL4.01
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Plan coffee shop facilities</b>						
Plan coffee shop operations according to available facilities and customer expectations						
Develop floor plan of production and service areas						
Develop floor plan of customer area						
Identify fixture, fittings, décor and equipment according to business plan, floor plan and budget						
<b>Element 2: Plan the product and service elements of coffee shop operation</b>						
Plan and design the menu incorporating a range of suitable food and beverage items taking into account available facilities						
Identify suppliers for menu items						
Prepare work schedules in line with coffee shop operations						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 3: Prepare food item display and serve coffee shop items</b>						
Plan the display of food items						
Prepare and serve beverages and food items						
<b>Element 4: Organise the storage of coffee shop produce</b>						
Food items are stored at correct temperature and conditions						
Maintain maximum eating quality, appearance and freshness						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			





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**Angliss**  
Institute

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for foods, tourism  
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