Operate a fast food outlet

D1.HCA.CL3.05

Assessor Manual

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Assessor Manual

Project Base

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Acknowledgements

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

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Disclaimer

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

Instructions for Recording Competency

Specifications for Recording Competency

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

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:

  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours

  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents

- Prepare assessment location (if done in class) making it conducive to assessment

- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

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

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

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

  - You are required to complete these activities:

    a) *Using the 'X' method of assessment*

    b) *At 'X' location*

    c) *You will have 'X time period' for this assessment*

  - You are required to compile information in a format that you feel is appropriate to the assessment

  - Do you have any questions about this assessment?"

- Commence Work Project assessment:

  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

  - Participants complete work projects in the most appropriate format

  - Participants must submit Work Project evidence to the assessor before the scheduled due date

- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:

  - Enter Student name

  - Enter Assessor name

  - Enter Location

- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

  We have 60 minutes for this assessment.

  - I will give you feedback at the end of the assessment

  - Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:

  - Complete Assessment Record for the Oral Questioning by:

    a) Ticking PC or NYC, as appropriate

    b) Entering 'Remarks' as required

    c) Completing Oral Questioning within 60 minutes

- Complete Oral Questioning and provide feedback to candidate

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided

- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date

- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

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

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

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

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

  We have X time for this assessment:

  - The due date for completion of this assessment is X

  - On this date you must forward the completed questions to the assessor by X time on the date of X

  - Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

- Participants may record written answers (where possible)

- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

- Insert date/s of observations – may be single date or multiple dates

- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill

- Provide written (and verbal) feedback to candidate – as/if appropriate

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:

  - Pass Competent = Yes

  - Not Yet Competent = No

  - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

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

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

Competency Standard

UNIT TITLE: OPERATE A FAST FOOD OUTLET	NOMINAL HOURS: 45

UNIT NUMBER: D1.HCA.CL3.05

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to plan and operate production of a fast food outlet in commercial food production environments

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Plan for fast food production **1.1** Identify large and small *equipment* requirements for menu and volume **1.2** Identify *staff* requirements **1.3** Plan a *menu* to meet establishment and client requirements **1.4** Plan workflow and production *schedules* **1.5** Prepare *standard recipes* for menu items **Element 2: Prepare, cook and hold items for fast food outlet** **2.1** Use appropriate *preparation and cooking methods* **2.2** Use appropriate equipment **2.3** Follow *food safety requirements* **2.4** *Hold menu items* **2.5** *Reheat menu items*	**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 operate fast food outlets within the labour divisions of the hotel and travel industries and may include: 1. Food Production *Equipment* may include: • Electric, gas or induction stoves • Steamers, including combination oven, pressure, atmospheric, bamboo • Salamanders • Pressure cookers • Smokers • Grills, including direct, indirect, char, BBQ • Ovens, convection ovens, combination ovens

Element 3: Provide fast food service	• Wok
3.1 *Serve and present food items* in line with customer volume	• Tilt pan/bratt pan
	• Kettles
3.2 Maintain a *clean customer service area*	• Deep fry, pressure fryer
Element 4: Maintain fast food outlet	• Microwave
4.1 *Clean* fast food area in line with establishment and equipment requirements	• Food processors
	• Mixers, mincers
4.2 Undertake *stock control* and *reordering* processes	• Blenders
	• Slices, bowl choppers
4.3 Identify and report maintenance issues to *appropriate personnel*	• Hot plates
	• Rotisseries
Element 5: Store food items	• Pans and urns
5.1 *Store* fresh and/or Cryovac items correctly	• Bain-marie
5.2 Prepare and maintain correct *thawing* of food items	• Food warmers
	Staff may include:
5.3 *Store* fast food products appropriately in correct containers	• Full time, part time and casual
5.4 *Label* fast food products correctly	• Rosters, schedules
	• Position descriptions
5.5 Ensure *correct conditions* are maintained for freshness and quality	• Qualified, unqualified.
	Menu may include:
	• Hot food
	• Cold food

	- Drinks
	- Hot dogs
	- Pizza
	- Fish and chips
	- Hamburgers
	- Fried chicken
	- Sandwiches
	- Salads
	- Sushi
	- Souvlaki, doner kebabs
	- Noodles and pasta
	- Soups
	- Ice cream and shakes
	- Pies.
	Schedules may include:
	- Mise en place
	- Kitchen section
	- Quantities
	- Opening hours
	- Service periods.
	Standard recipes may relate to:
	- Presentation standards

	- Portion control/yields - Ingredients lists - Methods of preparation. Preparation and cooking methods may include - Chopping, cutting, peeling - Braising - Stewing - Poaching - Boiling, simmering - Steaming, atmospheric and/or pressure - Roasting, pot roasting - Baking - Grilling - Deep and shallow frying - Wrapped food, including vine, banana leaf, paper, bark, paper bag - Microwave - Thawing - Blanching. Food safety requirements may relate to: - Handling foods - Cross contamination - Hold temperatures and times - Storage of foods - Recording times and temperatures.

Hold menu items may relate to:

- Temperature and time controls

- Use of appropriate equipment

- Recording information.

Reheat menu items may relate to:

- Temperature and time controls

- Use of appropriate equipment

- Recording information

- Use of appropriate cooking/reheating methods for menu item.

Serve and present food items may relate to:

- Portioning

- Temperature

- Packaging

- Garnish.

Clean customer service area may relate to:

- Free of food scraps

- Free of liquid spills.

Clean may include:

- Sweeping

- Washing

- Sanitising

- Scrubbing

- Frequency of cleaning of equipment

- Signing off cleaning undertaken.

Stock control may relate to:

- Completing stock count on prescribed forms

- Noting items that require reordering.

Reordering may relate to:

- Recording products required on prescribed forms

- Contacting supplier to place order.

Appropriate personnel could include:

- Supervisor

- Duty managers

- Shift managers

- Head office.

Store may include:

- Cool room temperature

- Cool room placement

- Length of time in cool storage

- Freezer temperature

- Length of time in freezer storage

- Storage containers before assembly

- Storage containers after assembly

	• Dietary and cultural styles/flavours
	• Labelled
	• Freshness, quality and presentation
	• Temperature and humidity.
	Thawing may relate to:
	• Enterprise and local authority requirements
	• Handling and cool room placement
	• Changing containers.
	Label 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 a range of basic cooking skills for fast foods, including a selection as appropriate to the menu:
	▪ Hot plate

	▪ Reheating ▪ Microwaving ▪ Baking ▪ Roasting ▪ Boiling ▪ Char-grilling, barbeque - Ability to apply the principles and practices of personal and food hygiene - Ability to apply safe work practices as required by occupational health and safety legislation and guidelines - Demonstrate customer service and communication skills - Knowledge of the range of food offered - Knowledge of waste minimisation techniques and environmental considerations in relation to the operation of a fast food outlet. **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 - Prepare a variety of sandwiches - Prepare stock and sauces

	• Prepare soups
	• Prepare vegetables, eggs and farinaceous dishes
	• Identify and prepare various meats
	• Prepare and cook poultry and game meats
	• Prepare and cook seafood.
	Critical Aspects of Assessment
	Evidence of the following is essential:
	• Demonstrate ability to apply safe and hygienic handling of products
	• Demonstrate ability to appropriately portion control products
	• Complementary presentation and garnish
	• Terminology
	• Safe food handling
	• Demonstrate ability to store fast food items to industry and enterprise standards
	• Demonstrated ability to plan the set up of an identified fast food outlet, including:
	▪ Selection of menu items
	▪ Identification of equipment requirements
	▪ Propose staffing requirements to meet operational needs and workflows
	• Demonstrate ability to apply the correct cooking, holding and reheating methods to the menu items
	• Demonstrate ability to maintain the cleanliness and hygienic standards required of a fast food outlet
	• Demonstrate correct knife skills, use of equipment and utensils
	• Demonstrate creative and artistic skills in preparation, decoration and display of appetisers and salads.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge

- Assessment must relate to the individuals work area or area of responsibility

- Demonstration of skills on more than one occasion

- Preparation and display of various fast food items within typical workplace conditions and timeframes.

Resource Implications

Training and assessment must include access and use to a fully equipped commercial kitchen/fast food outlet, 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 other kitchen, floor service staff; read recipes, menus, instructions and orders
Planning and organising activities	3	Work within time restraints in a logical sequence; plan logical and efficient sequencing and timing of tasks; plan venue layout and workflows
Working with others and in teams	3	Work cooperatively with other team members
Using mathematical ideas and techniques	1	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
Solving problems	2	Identify and correct problems in preparing and producing products, such as ingredient quality and equipment failure
Using technology	1	Use mechanical kitchen equipment, including weighing equipment

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Assessor Manual
Operate a fast food outlet

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Operate a fast food outlet D1.HCA.CL3.05
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. List 5 major pieces of equipment that may be required for fast food manufacture.	❑	❑
2. What will staff have to be able to do to work in fast food? Name four attributes.	❑	❑

Questions	Response	
	PC	**NYC**
3. How many menu items will be required to make menu selection interesting to potential customers?	❑	❑
4. What information is required before any production schedule can be developed?	❑	❑
5. How many standard recipes will be required for fast food operation?	❑	❑

Questions	Response	
	PC	**NYC**
6. Name 3 forms of cooking that are most popular in fast food cooking.	❑	❑
7. What equipment is required to carry out these processes efficiently?	❑	❑
8. Name the food safety requirements for fast food cooking	❑	❑

Questions	Response	
	PC	NYC
9. Describe how prepared products are to be held until served to customers.	❏	❏
10. What equipment is to be used to reheat foods?	❏	❏
11. What is required to serve volume foods to customers quickly?	❏	❏

Questions	Response	
	PC	NYC
12. What processes are best utilised to keep customer service areas clean?	❏	❏
13. What is used to determine cleaning regime within fast food outlet?	❏	❏
14. What needs to be known before efficient food ordering can take place?	❏	❏

Questions	Response	
	PC	NYC
15. When should maintenance request be filled out?	❑	❑
16. Describe how to store fresh foods.	❑	❑
17. Describe process to best thaw frozen foods.	❑	❑

Questions	Response	
	PC	NYC
18. What is required when storing food into containers?	❑	❑
19. What information should be on label of food stored in fast food establishments?	❑	❑
20. How is freshness and quality maintained in fast food products?	❑	❑

Written Questions

Operate a fast food outlet – D1.HCA.CL3.05

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name six pieces of large equipment that may be required in fast food outlets.

   _____

   _____

   _____

   _____

2. Name six pieces of small equipment that might be required in fast food outlets.

   _____

   _____

   _____

   _____

3. Name three requirements of staff in a fast food outlet.

   _____

   _____

   _____

   _____

4. What needs to be considered when planning a menu for a fast food outlet?

   _____

   _____

   _____

   _____

5.   What is required to be known before a production schedule can be produced?

   _____

   _____

   _____

   _____

6.   What is a standard recipe?

   _____

   _____

   _____

   _____

7.   What does a standard recipe give you?

   _____

   _____

   _____

   _____

8.   Name 3 most convenient cooking methods that may be used in fast food outlets

   _____

   _____

   _____

   _____

9.   Name the most versatile equipment for fast food cooking.

   _____

   _____

   _____

   _____

10. Name six food safety practices required in a fast food outlet?

_____

_____

_____

_____

11. When must staff wash their hands?

_____

_____

_____

_____

12. At what temperature must ready to eat food be held?

_____

_____

_____

_____

13. How long can ready to eat foods be held outside of these temperatures?

_____

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_____

14. What temperature must food be reheated to before being offered for human consumption?

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_____

15. Name 4 quality customer expectations for staff working in fast food outlets.

_____

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16. How does an enterprise maintain a high level of cleanliness in customer service areas?

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17. How does a fast food outlet ensure that all equipment is cleaned on a regular basis?

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18. Who is responsible to ensure that the cleaning schedule is followed as required?

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19. Where does the cleaning schedule come from in order to be followed?

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How often should food be ordered for fast food outlets?

_____

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20.   What limit of food should be ordered?

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21.   List 4 maintenance issues that must be reported immediately?

_____

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22.   What temperature must vacuum sealed products is held at to ensure safety?

_____

_____

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_____

23.   What is the recommended time that food can be stored for when fresh?

_____

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_____

24.　Where is the best place to thaw frozen foods?

_____

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25.　In what condition must containers be before food is stored in them?

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26.　What type of container must be used to store foods?

_____

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_____

_____

27.　What must be on label when storing foods?

_____

_____

_____

_____

28.　To maintain freshness and quality in what conditions must food be stored?

_____

_____

_____

_____

Answers to Written Questions

Operate a fast food outlet – D1.HCA.CL3.05

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 six pieces of large equipment that may be required in fast food outlets.

Stoves, ovens, dishwasher, coolrooms, freezer, refrigerated display, hot bain-marie, microwave, food processor

2.   Name six pieces of small equipment that might be required in fast food outlets.

Knives, tongs, chinois, colander, storage trays, baking trays, frypans, spoons, pots

3.   Name three requirements of staff in a fast food outlet.

Customer skills, hygiene practices, personal presentation; product knowledge

4.   What needs to be considered when planning a menu for a fast food outlet?

- Complexity of the menu items dishes; they should be simple
- The number of menu items to be offered
- How much cooking is required for each item

5.   What is required to be known before a production schedule can be produced?

The size of the menu

6.   What is a standard recipe?

A list of all ingredients required to produce a dish

7.   What does a standard recipe give you?

A consistent product

8.   Name 3 most convenient cooking methods that may be used in fast food outlets.

Deep frying, steaming, grilling, wok cooking, baking (for pizza)

9.   Name the most versatile equipment for fast food cooking.

- Deep fryer;
- Grill;
- Steamer
- Baking oven
- Wok
- Actually none of these. They all have very specific tasks.

10. **Name six food safety practices required in a fast food outlet?**

- Keep foods at required temperatures to prevent bacterial growth
- Clean all utensils and equipment after use
- Ensure all storage containers are clean before storing foods
- All staff must practice good hygiene principles
- All staff must be trained in Food Safety Practices
- Reheat foods to 75⁰C or above
- Apply 2hour 4hour rule when working with food
- All food must be protected from contamination at all time.

11. **When must staff wash their hands?**

- When entering food production area
- After handling high protein foods
- After smoking cigarettes
- After toilet breaks
- After touching face or other parts of body
- Before handling fresh foods.

12. **At what temperature must ready to eat food be held?**

Below 5⁰C or above 60⁰C

13. **How long can ready to eat foods be held outside of these temperatures?**

No more than 4 hours

14. **What temperature must food be reheated to before being offered for human consumption?**

Above 70⁰C

15. **Name 4 quality customer expectations for staff working in fast food outlets.**

- Speed of service
- Quality of customer amenities
- Staff knowledge
- Consistency of product
- Consistency of level of service
- Options for special personalised requests.

16. **How does an enterprise maintain a high level of cleanliness in customer service areas?**

Clean clean clean

17. **How does a fast food outlet ensure that all equipment is cleaned on a regular basis?**

Follow cleaning schedule daily

18. **Who is responsible to ensure that cleaning schedule is followed as required?**

Everybody

19. **Where does the Cleaning Schedule come from in order to be followed?**

The Food Safety Plan

20. **How often should food be ordered for fast food outlet?**

Daily or as required

21. **What limit of food should be ordered?**

To par stock level

22. **List 4 maintenance issues that must be reported immediately?**

- Damaged electrical wiring
- Broken floor tiles
- Damaged toilet systems
- Spills on the floor
- Anything that may cause harm or injury to persons that may enter the premises of a fast food outlet.

23. **What temperature must vacuum sealed products is held at to ensure safety?**

Less than 5ºC

24. **What is the recommended time that food can be stored for when fresh?**

3-5 days

25. **Where is best placed to thaw frozen foods?**

In controlled environment at less than 5ºC, a cool room or refrigerator for example

26. **In what condition must containers be before food is stored in them?**

Clean and undamaged

27. What type of container must be used to store foods?

Food grade container

28. What must be on label when storing foods?

- Name of product

- Date of manufacture

- Use by date

- Name of person who stored product.

29. To maintain freshness and quality in what conditions must food be stored?

- At best temperature to maintain freshness

- Protected from contamination; covered.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Operate a fast food outlet D1.HCA.CL3.05
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	   a) Plan for fast food production
	   b) Prepare, cook and hold items for fast food outlet
	   c) Provide fast food service
	   d) Maintain fast food outlet
	   e) Store food items
	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: Plan for fast food production		
Identify large and small equipment requirements for menu and volume	❑	❑
Identify staff requirements	❑	❑
Plan a menu to meet establishment and client requirements	❑	❑
Plan workflow and production schedules	❑	❑
Prepare standard recipes for menu items	❑	❑
Element 2: Prepare, cook and hold items for fast food outlet		
Use appropriate preparation and cooking methods	❑	❑

Use appropriate equipment	❑	❑
Follow food safety requirements	❑	❑
Hold menu items	❑	❑
Reheat menu items	❑	❑
Element 3: Provide fast food service		
Serve and present food items in line with customer volume	❑	❑
Maintain a clean customer service area	❑	❑
Element 4: Maintain fast food outlet		
Clean fast food area in line with establishment and equipment requirements	❑	❑
Undertake stock control and reordering processes	❑	❑
Identify and report maintenance issues to appropriate personnel	❑	❑
Element 5: Store food items		
Store fresh and/or Cryovac items correctly	❑	❑
Prepare and maintain correct thawing of food items	❑	❑
Store fast food products appropriately in correct containers	❑	❑
Label fast food products 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:	Operate a fast food outlet D1.HCA.CL3.05		

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 staff requirements, and large and small equipment requirements for menu and volume as part of planning process	❏	❏	❏
Plans menu, workflow and standard recipes for menu items	❏	❏	❏
Uses appropriate methods/equipment when preparing/cooking food	❏	❏	❏
Follows food safety requirements when preparing, cooking, holding and reheating menu items	❏	❏	❏
Serves and presents fast-food items in line with customer volume while maintaining a clean customer service area	❏	❏	❏
Cleans fast food area in line with establishment and equipment requirements	❏	❏	❏
Undertakes stock control and reordering processes as required	❏	❏	❏
Identifies and reports maintenance issues to appropriate personnel	❏	❏	❏
Stores fresh and/or Cryovac items correctly	❏	❏	❏
Thaws frozen items safely/correctly	❏	❏	❏
Stores and labels fast food products in correct containers	❏	❏	❏
Ensures correct conditions are maintained for freshness and quality of stored food	❏	❏	❏

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	Operate a fast food outlet	D1.HCA.CL3.05
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: Plan for fast food production						
Identify large and small equipment requirements for menu and volume						
Identify staff requirements						
Plan a menu to meet establishment and client requirements						
Plan workflow and production schedules						
Prepare standard recipes for menu items						
Element 2: Prepare, cook and hold items for fast food outlet						
Use appropriate preparation and cooking methods						
Use appropriate equipment						
Follow food safety requirements						
Hold menu items						
Reheat menu items						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Provide fast food service						
Serve and present food items in line with customer volume						
Maintain a clean customer service area						
Element 4: Maintain fast food outlet						
Clean fast food area in line with establishment and equipment requirements						
Undertake stock control and reordering processes						
Identify and report maintenance issues to appropriate personnel						
Element 5: Store food items						
Store fresh and/or Cryovac items correctly						
Prepare and maintain correct thawing of food items						
Store fast food products appropriately in correct containers						
Label fast food products correctly						
Ensure correct conditions are maintained for freshness and quality						

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
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			