Organise and prepare food products and services

D1.HRS.CL1.10

Assessor Manual

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Assessor Manual

Project Base

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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: ORGANISE AND PREPARE FOOD PRODUCTS AND SERVICES	NOMINAL HOURS: 35

UNIT NUMBER: D1.HRS.CL1.10	

UNIT DESCRIPTOR: This unit deals with skills and knowledge required to undertake mise-en-place duties to support the production of finished menu items in a kitchen	

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Organise and prepare equipment and utensils for use **1.1** Identify *equipment and utensils* that may be used in *mise-en-place tasks* **1.2** *Select and assemble* the equipment and utensils for required mise-en-place tasks **1.3** Use equipment and utensils to perform mise-en-place tasks **Element 2: Organise and prepare ingredients for mise-en-place tasks** **2.1** Identify *ingredients* that may be used for mise-en-place tasks **2.2** *Select and assemble the ingredients* for required mise-en-place tasks **2.3** *Prepare ingredients* in accordance with identified need	**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 organise and prepare food products for service within the labour divisions of the hotel and travel industries and may include: 1. Food and Beverage Service 2. Food Production. Equipment and utensils may include: • Weighing scales and portion-control utensils • Knives, cleavers and hand-held utensils • Food processors, slicers, mixers and blenders • Pots, bowls, pans and small kitchen equipment • Grillers, salamanders and fryers • Items unique to the host enterprise or host country required to prepare specialist cuisine • Holding equipment, including refrigeration and freezer units, bain-marie s.

Element 3: Prepare meat, seafood and poultry **3.1** Perform mise-en-place tasks with *meat* **3.2** Perform mise-en-place tasks with *seafood* **3.3** Perform mise-en-place tasks with *poultry* **3.4** Perform mise-en-place tasks with *game*	*Mise-en-place tasks* may include: • Preparing, cleaning, washing and sanitising of raw materials • Opening of containers, such as jars, tins, cartons, packages and removal of items ready for use • Trimming, peeling, juicing, cutting, slicing, filleting, boning, mincing, shredding, chopping, dicing, crushing and skinning • Weighing and portioning of ingredients • Sifting, combining and mixing • Preparing and applying crumbs and batters • Preparing basic items, including croutons, garnishes, compound butters and simple sauces • De-frosting of frozen product • Pre-cooking and par-cooking items for later completion • Storing prepared items ready for use. *Select and assemble* equipment and utensils must include: • Cleanliness of items • Choice of correct type(s) and size(s) of equipment and utensils • Collecting equipment and utensils in the necessary numbers • Ensuring safety of equipment and utensils • Ensuring selection of equipment and utensils matches designated mise-en-place tasks • Physically assemble equipment that requires assembly • Ensuring full operational effectiveness of equipment and utensils.

Ingredients may include raw and pre-prepared/convenience and must include:

- Dairy products and eggs, including alternatives such as soy

- Meat, fish/seafood and poultry, fresh, frozen and processed

- Dry goods, including herbs, spices, flours, sugar, rice, pasta, bread products and boosters

- Fruit and vegetables

- Smallgoods

- Items unique to the host enterprise or host country required to prepare specialist cuisine

- Liquid ingredients, including juices, milk, cream, alcohol, vinegar and oils.

Select and assemble the ingredients should include:

- Reference to menus being presented, bookings received and service style being offered

- Establishment requirements in relation to standard recipes, house preferences, signature dishes and recipe cards

- Matching type and quality of ingredient selected to intended use of the item

- Ensuring the safety of all foodstuffs selected

- Ensuring quantity of ingredients assembled matches identified/expected trading demand

- Protecting the integrity and food safety of items selected until mise-en-place tasks commence

- Safely transporting, and storing, foods to the mise-en-place area

- Completing necessary internal documentation to reflect stock use.

Prepare ingredients must reflect the tasks identified in *mise-en-place tasks* (above) and include:

- Preparing items that conform with identified need

- Safe food handling practices

- Techniques unique to the host enterprise or host country required to prepare specialist cuisine

- Timely preparation to meet workflow requirements of the enterprise and support operational cooking and food preparation demands

- Waste minimisation.

Meat may include:

- Beef, lamb, pork, venison, veal, mutton, goat, offal, exotic meats, which may include but is not limited to camel, crocodile, ostrich, kangaroo and wild boar

- All cuts, including bone-in, boneless, full carcasses, sides and quarters, skin-on and skin-off products

- Fresh and frozen products.

Seafood may include:

- Fish, including whole and fillets; flat and round

- Fish types may include, but are not limited to, anchovy, bass, bream, cod, eel, flounder, haddock, halibut, kingfish, mackerel, mahi mahi, sanddab, salmon, snapper, sole, trout, tuna, turbot, whiting

- Roe, including caviar, ikura, kazunoko, lumpfish, masago, shad roe, tobiko

- Mollusks, including abalone, clam, cockles, conch, cuttlefish, mussels, octopus, oyster, periwinkle, squid, scallop

- Crustaceans, including crab, crayfish, lobster, shrimps/prawns, bugs

- Fresh and frozen products.

Poultry may include:

- Chicken, duck, turkey, goose, quail, squab, peacock

- All cuts, including whole birds

- Dressed and un-dressed birds

- Fresh and frozen products.

Game may include:

- Rabbits, hare, swine

- Processed, fresh and frozen products.

Assessment Guide

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

- Ability to identify food products by sight

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

- Knowledge of safe food handling practices and procedures

- Knowledge of safe knife handling skills, including the ability to produce a range of vegetables cuts

- Knowledge of safe equipment/utensil utilisation and operational skills

- Ability to interpret and adhere to internal recipes

- Ability to perform nominated mise-en-place tasks for each of the following:

  - Entrees
  - Compound butters
  - Batters
  - Garnishes

- ▪ Main courses
- ▪ Desserts

which must include use of dry goods, meat, seafood and poultry in-keeping with the needs of the host enterprise and/or host country

- Knowledge of waste minimisation, including suitable alternative uses, where appropriate, such as for trimmings.

Linkages To Other Units

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food in a safe and hygienic manner
- Apply basic techniques of commercial cookery
- Prepare a variety of sandwiches
- Prepare and cook poultry and game meats
- Prepare and cook seafood
- Prepare appetisers and salads
- Prepare hot and cold dessert dishes
- Prepare soups
- Prepare stock and sauces
- Prepare vegetables, eggs and farinaceous dishes
- Select, prepare and serve special cuisines.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of why correct food handling procedures must be followed

• Demonstrated ability to apply mise-en-place skills • Demonstrated ability to adhere to correct personal hygiene practices • Demonstrated ability to produce end-products that match identified need in a timely fashion. **Context of Assessment** This unit may be assessed on or off the job: • Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment *must* relate to the individual's work area or area of responsibility. **Resource Implications** Training and assessment to include access to a real or simulated workplace and the use of real equipment, utensils and foodstuffs; 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: • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work.

Key Competencies in this Unit		
Level 1 = competence to undertake tasks effectively		
Level 2 = competence to manage tasks		
Level 3 = competence to use concepts for evaluating		
Key Competencies	**Level**	**Examples**
Collecting, organising and analysing information	2	Select and assemble ingredients, equipment and utensils; interpret recipes
Communicating ideas and information	1	Liaise with kitchen staff to identify their needs, preferences, timelines and priorities
Planning and organising activities	2	Schedule personal workload to meet designated timelines and the needs of others
Working with others and in teams	1	Support the efforts of other kitchen staff
Using mathematical ideas and techniques	2	Calculate ingredients, portions, preparation times and temperatures
Solving problems	1	Overcome or work around shortages of raw materials, equipment malfunctions and/or breakdowns
Using technology	1	Operate kitchen equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Organise and prepare food products and services D1.HRS.CL1.10
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Net Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	**NYC**
1. Name three pieces of equipment that may be used in mise-en-place tasks.	❑	❑
2. Identify one piece of equipment used in mise-en-place tasks that requires assembling and describe how to assemble it for use.	❑	❑

Questions	Response	
	PC	NYC
3. Identify one piece of equipment used in mise-en-place tasks and describe how it may be used.	❑	❑
4. List five ingredients that may be used in mise-en-place tasks and describe how they may be prepared.	❑	❑
5. What is involved in assembling mise-en-place ingredients?	❑	❑

Questions	Response	
	PC	**NYC**
6. Give two examples of preparing ingredients for use in cooking.	❏	❏
7. Describe two mise-en-place tasks involving meat.	❏	❏
8. Describe two mise-en-place tasks involving seafood.	❏	❏

Questions	Response	
	PC	NYC
9. Describe two mise-en-place tasks involving poultry.	❑	❑
10. Describe two mise-en-place tasks involving game.	❑	❑

Written Questions

Organise and prepare food products and services – D1.HRS.CL1.10

Student Name: _____

Answer all the following questions and submit to your Trainer.

1.   What is mise en place?

        _____

        _____

        _____

2.   What does it mean?

        _____

        _____

        _____

3.   Name ten pieces of small equipment that may be used in the kitchen for mise en
        place.

        _____

        _____

        _____

4.   What is the most important thing to check when selecting equipment to use in kitchen?

        _____

        _____

        _____

5.   When should the equipment be checked that it is clean and fully assembled?

        _____

        _____

        _____

6. Who is responsible for proper assembly of equipment before using?

_____

_____

_____

7. Who is responsible for cleanliness of machinery before using?

_____

_____

_____

8. What is the correct way to use a knife?

_____

_____

_____

9. What is the best way to clean knives?

_____

_____

_____

10. Where do you find what is required for mise en place task?

_____

_____

_____

11. Name 5 classifications of food that can be used in mise en place.

_____

_____

_____

12. What is a standard recipe sheet?

_____

_____

_____

13. Name five things you will find on a Standard recipe sheet.

_____

_____

_____

14. Why do we use Standard recipes sheets?

_____

_____

_____

15. What is the first step in preparing vegetables for mise en place?

_____

_____

_____

16. Name four types of meat that may be used.

_____

_____

_____

17. How many fillets form a round fish?

_____

_____

_____

18. What is a crumbing set used for?

_____

_____

_____

19. Name three shapes vegetables are cut into during mise en place

_____

_____

_____

20. What needs to be checked with meat before portioning?

_____

_____

_____

21. What part of the animal is used for the rack?

_____

_____

_____

22. What is the temperature to store meats?

_____

_____

_____

23. What must be done with meat to ensure it does not dry out during storage?

_____

_____

_____

24. How many fillets are derived from a flat fish?

_____

_____

_____

25. How do you remove the skin from fish?

_____

_____

_____

26. How many days can poultry be stored at 2 degrees Celsius?

_____

_____

_____

27. Name 5 portion cuts for chicken

_____

_____

_____

28. How is game meat to be stored?

_____

_____

_____

29. What are the two classifications of game meats?

_____

_____

_____

30. What meat is neither of the above?

_____

_____

_____

Answers to Written Questions

Organise and prepare food products and services – D1.HRS.CL1.10

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

1.   What is mise en place?

French term that means 'everything in place'

2.   What does it mean?

It means everything is prepared for making a dish or for service.

3.   Name ten pieces of small equipment that may be used in the kitchen for mise en place.

Grater; Peeler; Paring knife; Colander; Chef's Knife; Sharpening Stone; Cutting Board; Storage tray; Stainless Steel bowls; Whisk; Coolroom; Food Processor; Chinois; Trivet; Scales for weighing product; Measuring cups; Measuring spoons.

4.   What is the most important thing to check when selecting equipment to use in kitchen?

That it is clean

5.   When should the equipment be checked that it is clean and fully assembled?

Every time; before it is used and after it has been cleaned and re-assembled.

6.   Who is responsible for proper assemble of equipment before using?

The person who is going to operate the machinery

7.   Who is responsible for cleanliness of machinery before using?

The person who is going to operate machinery

8.   What is the correct way to use a knife?

- Hold knife firmly by the handle with fingers together
- Fingers of the other hand should grasp the food, and be tucked in while the thumb sits behind the item being cut
- Only knuckles should be visible from above
- As you cut, use the knuckles as a guide for the knife
- Keep the point of the knife on the board
- Use the correct knife for the activity.

9. What is the best way to clean knives?

- Always wash and wipe the knife dry before use
- Never leave knives in a sink with water
- Never put wooden-handled knives through a dishwasher
- Dry thoroughly with the blade pointing away from your hand
- Place clean knives in a wrap protector and or toolbox.

10. Where do you find what is required for mise en place task?

The recipes of the dishes to be produced

11. Name 5 classifications of food that can be used in mise en place.

- Dairy products and eggs, including alternatives such as soy
- Meat, fish or seafood and poultry, fresh, frozen and processed
- Dry goods, including herbs, spices, flours, sugar, rice, pasta, bread products and boosters
- Fruit and vegetables
- Smallgoods
- Liquid ingredients, including juices, milk, cream, alcohol, vinegar and oils.

12. What is a standard recipe sheet?

A standard recipe is a precise record of ingredients, method, serving instructions and cost of any food item on a menu.

13. Name five things you will find on a Standard recipe sheet.

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

14. Why do we use Standard recipes sheets?

- Standardise recipes -regardless of who makes them
- Consistent quality - look, cost and taste the same
- Customer satisfaction - always the same quality.

15. What is the first step in preparing vegetables for mise en place?

Washing them

16. Name four types of meat that may be used.

- Beef; Pork; Lamb or Mutton; Goat
- Chicken; Camel; Kangaroo; Venison.

17. How many fillets form a round fish?

Two Fillets

18. What is a crumbing set used for?

Apply a dry coating to food before frying.

19. Name three shape cuts of vegetables are cut into during mise en place

Julienne; Brunoise; Paysanne; Macedoine; Jardinière.

20. What needs to be checked with meat before portioning?

That it is suitable for consumption.

21. What part of the animal is used for the rack?

Rib loin

22. What is the temperature to store meats?

One to three degrees Celcius

23. What must be done with meat to ensure it does not dry out during storage?

- Cover it with plastic wrap.

24. How many fillets are derived from a flat fish?

Four

25. How do you remove the skin from fish?

Carefully make an incision between the skin and the fillet, taking care not to cut through the skin, the knife should be parallel to the board to prevent this.

Carefully work the blade of your knife back and forth between the skin and fillet, pushing and cutting towards the head end of the fillet, and pulling the skin towards yourself.

26. How many days can poultry be stored at 2 degrees Celsius?

3 days if it is covered.

27. Name 5 portion cuts for chicken

- Leg
- Thigh
- Drumstick
- Breast
- Supreme
- Wings
- Tenderloins.

28. How is game meat to be stored?

Same as other meats

29. What are the two classifications of game meats?

- Game birds
- Game animals with fur.

30. What meat is neither of the above?

Crocodile

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Organise and prepare food products and services D1.HRS.CL1.10
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	    a) Organise and prepare equipment and utensils for use
	
	    b) Organise and prepare ingredients for mise-en-place tasks
	
	    c) Prepare meat, seafood and poultry
	
	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: Organise and prepare equipment and utensils for use		
Identify equipment and utensils that may be used in mise-en-place tasks	❑	❑
Select and assemble the equipment and utensils for required mise-en-place tasks	❑	❑
Use equipment and utensils to perform mise-en-place tasks	❑	❑
Element 2: Organise and prepare ingredients for mise-en-place tasks		
Identify ingredients that may be used for mise-en-place tasks	❑	❑
Select and assemble the ingredients for required mise-en-place tasks	❑	❑
Prepare ingredients in accordance with identified need	❑	❑

Element 3: Prepare meat, seafood and poultry		
Perform mise-en-place tasks with meat	❑	❑
Perform mise-en-place tasks with seafood	❑	❑
Perform mise-en-place tasks with poultry	❑	❑
Perform mise-en-place tasks with game	❑	❑
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:	Organise and prepare food products and services D1.HRS.CL1.10		

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, selects, assembles and uses equipment and utensils that may be used in mise-en-place tasks	❑	❑	❑
Identifies, selects and assembles ingredients that may be used for mise-en-place tasks	❑	❑	❑
Prepares ingredients in accordance with identified need	❑	❑	❑
Performs mise-en-place tasks with meat, seafood, poultry and game	❑	❑	❑

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	Organise and prepare food products and services	D1.HRS.CL1.10
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: Organise and prepare equipment and utensils for use						
Identify equipment and utensils that may be used in mise-en-place tasks						
Select and assemble the equipment and utensils for required mise-en-place tasks						
Use equipment and utensils to perform mise-en-place tasks						
Element 2: Organise and prepare ingredients for mise-en-place tasks						
Identify ingredients that may be used for mise-en-place tasks						
Select and assemble the ingredients for required mise-en-place tasks						
Prepare ingredients in accordance with identified need						
Element 3: Prepare meat, seafood and poultry						
Perform mise-en-place tasks with meat						
Perform mise-en-place tasks with seafood						

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
Perform mise-en-place tasks with poultry						
Perform mise-en-place tasks with game						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			