



# Organise food service operations

D1.HCC.CL2.05

Assessor Manual





# **Organise food service operations**

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**Assessor Manual**



**William  
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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> ORGANISE FOOD SERVICE OPERATIONS		<b>NOMINAL HOURS:</b> 50
<b>UNIT NUMBER:</b> D1.HCC.CL2.05		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks and chefs to plan and organise food service operations in commercial food production environments		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Plan for food service production</b></p> <p>1.1 Plan menu for <i>specific event/occasion</i> including resources</p> <p>1.2 Determine <i>quantities</i> required for food items as per <i>standard recipes</i></p> <p>1.3 <i>Order</i> products required from suppliers with specifications for products</p> <p>1.4 Prepare production sheets/work <i>schedules</i></p> <p><b>Element 2: Prepare and produce food items for food service</b></p> <p>2.1 Identify and plan <i>work flow</i></p> <p>2.2 <i>Communicate with</i> production team</p> <p><b>Element 3: Set up kitchen for food service</b></p> <p>3.1 Place <i>personnel</i> ready for service</p> <p>3.2 Allocate <i>equipment</i></p> <p>3.3 Determine <i>service style</i> to suit operation</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 organise food service within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Food Production.</li> </ol> <p>Specific event/occasion may be related to:</p> <ul style="list-style-type: none"> <li>• Festival</li> <li>• Cultural event</li> <li>• Religious event</li> <li>• Ceremonial occasion</li> <li>• Contemporary</li> <li>• Modern.</li> </ul> <p><i>Quantities</i> may include:</p> <ul style="list-style-type: none"> <li>• Standard recipes</li> </ul>	

**3.4** Determine *service flow* for service style**Element 4: Hold and store products for food service**

4.1 Use appropriate *preparation and cooking methods*

4.2 Use appropriate equipment

4.3 Follow *food safety requirements*

4.4 *Hold menu items*

4.5 *Reheat menu items*

4.6 *Serve and present food items* in line with customer volume

**Element 5: Store products after food service to maintain quality**

5.1 *Store fresh and/or Cryovac items correctly*

5.2 Change *storage* containers and trays to enterprise standards

5.3 *Label* items correctly

5.4 Store products in *correct conditions* to maintain freshness and quality and minimise wastage

- Yield percentages
- Portion numbers
- Stock on hand.

Standard recipes may relate to:

- Presentation standards
- Portion control/yields
- Ingredients lists
- Methods of preparation.

*Order* may be related to:

- Quantities
- Supplier of meat, poultry, fruit and vegetables
- Purchasing specifications
- Delivery times
- Availability
- Seasonality.

*Schedules* may include:

- Mise en place
- Kitchen section
- Quantities.

*Work flow* may be related to:

- Production days
- Prioritised preparation
- Storage
- Standard recipes.

*Communicate with* may relate to:

- Debriefing
- Allocated tasks
- Time limits
- Dish numbers
- Service times
- Special items
- Service styles.

*Personnel* may be related to:

- Dish, including plate, garnish, clean
- Sequence, plating arrangement.

*Equipment* may relate to:

- Tables, bench space
- Ladles, spoons, tongs
- Pallet knife, lifters
- Chopping boards
- Trays, wires
- Heat cloths.

*Service style* should related to:

- Function
- A la carte
- Buffet
- Plated, bowl, tray.

*Service flow* may include:

- Production line
- Individual
- 50 / 50.

*Preparation and cooking methods* may include

- Chopping, cutting, peeling
- Braising
- Stewing
- Poaching
- Boiling, simmering
- Steaming, including atmospheric and/or pressure
- Roasting, pot roasting
- Baking
- Grilling
- Deep and shallow frying
- Wrapped food, including paper bag, vine, banana leaf, paper, bark
- Microwave.

*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.

*Store* may include:

- Cool room temperature
- Cool room placement
- Length of time in cool storage
- Freezer temperature
- Length of time in freezer storage
- Appropriate process followed, such as Cryovac, ice packed.

*Storage* must include:

- Storage containers before assembly
- Storage containers after assembly
- Dietary and cultural styles/flavours
- Labelled
- Freshness, quality and presentation
- Temperature and humidity.

*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 correct method is demonstrated for organising food service
- Ability to identify food products by sight
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Ability to demonstrate safe practical skills using equipment/utensils
- Ability to interpret and adhere to enterprise recipes
- Ability to communicate effectively whilst under pressure
- Ability to organise a range of activities/tasks to work sequentially/concurrently.

**Linkages To Other Units**

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food
- Work effectively with colleagues and customers
- Maintain strategies for safe food storage
- Present and display food products
- Apply basic techniques of commercial cookery.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of organising food service and the terminology used
- Demonstrate safe and hygienic handling of products
- Demonstrate ability to hold and store products for a particular occasion
- Demonstrate ability to store various buffet items to industry and enterprise standards
- Knowledge of appropriate portion control and wastage
- Demonstrate complementary presentation, garnishing and techniques
- Demonstrate creative and artistic skills in preparation, decoration of food items
- Demonstrate ability to organise the food service operations for a specified occasion/event including:
  - Planning the menu
  - Determining quantities of food items
  - Planning the work flow prior to and during the occasion/event
  - Communicating with the front of house and back of house work teams
  - Identifying the service style for the event/occasion.

**Context of Assessment**

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Demonstration of skills on more than one occasion.

	<p><b>Resource Implications</b></p> <p>Training and assessment must include access and use to a fully equipped commercial kitchen, use of real ingredients and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</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 practical candidate performance</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work</li> <li>• Sampling of dishes prepared by the student.</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>		
	<p><b>Key Competencies</b></p>	<p><b>Level</b></p>	<p><b>Examples</b></p>
	<p>Collecting, organising and analysing information</p>	<p>2</p>	<p>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</p>
	<p>Communicating ideas and information</p>	<p>2</p>	<p>Share information with kitchen, floor service staff; read recipes, menus, instructions and orders</p>

	Planning and organising activities	3	Work within time constraints in a logical sequence; plan logical and efficient sequencing and timing of tasks
	Working with others and in teams	2	Work cooperatively with other team members
	Using mathematical ideas and techniques	2	Calculating portions, weighing and measuring quantities against standard recipes and/or menu requirements
	Solving problems	2	Identify and correct problems in the preparation and production of products, such as ingredient quality and equipment failure
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment

## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Organise food service operations D1.HCC.CL2.05
<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. Describe a special event or occasion menu you have planned: What was the occasion? What factors influenced your choice of dishes?	<input type="checkbox"/>	<input type="checkbox"/>
2. What factors do you consider when determining food quantities required for a given menu or special occasion?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. When ordering food from a supplier, what information and directions do you give to the supplier?	<input type="checkbox"/>	<input type="checkbox"/>
4. What factors do you consider when preparing production sheets/work schedules for a given special occasion menu?	<input type="checkbox"/>	<input type="checkbox"/>
5. What do you think is meant by 'work flow' in the kitchen and how do you determine what it will be for a given menu or occasion?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. When you communicate with the production team at a briefing prior to a session, what issues do you address?	<input type="checkbox"/>	<input type="checkbox"/>
7. How do you determine the placement and roles of personnel for a service session?	<input type="checkbox"/>	<input type="checkbox"/>
8. What equipment is allocated as part of the set up for a kitchen service session?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. How do you determine the service style for a given menu or occasion or service session?	<input type="checkbox"/>	<input type="checkbox"/>
10. How do you determine the service flow for a given menu or occasion or service session?	<input type="checkbox"/>	<input type="checkbox"/>
11. Identify one meat dish, one chicken dish and one seafood dish and describe one suitable cooking method for each, explaining the preparation required for each menu item.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. For the three dishes identified in the answer to the previous question what equipment would be required to prepare each dish?	<input type="checkbox"/>	<input type="checkbox"/>
13. List what you believe to be the three most important food safety practices that need to be implemented and adhered to in a commercial kitchen when holding hot food for service.	<input type="checkbox"/>	<input type="checkbox"/>
14. How do you hold cold, cooked high-risk food for service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Explain how you would re-heat a wet meat dish that was cooked yesterday and held under refrigeration overnight?	<input type="checkbox"/>	<input type="checkbox"/>
16. How might you adjust service and presentation of food to match varying customer volume?	<input type="checkbox"/>	<input type="checkbox"/>
17. Describe how you would store raw, fresh beef and how you would store Cryovac beef.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What enterprise standards apply to the changing of storage containers and trays used to store raw and or cooked food stored under refrigeration?	<input type="checkbox"/>	<input type="checkbox"/>
19. Cooked food stored under refrigeration should be labelled: what information should be written on this label?	<input type="checkbox"/>	<input type="checkbox"/>
20. How do you store raw fruit and cooked vegetables after service to optimise quality and minimise wastage?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Organise food service operations – D1.HCC.CL2.05

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

Answer all the following questions and submit to your Trainer.

1. Give five reasons why it is important to plan menus for every food service event or occasion'.

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2. Identify five people you may involve from time-to-time when planning menus.

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3. What is a 'cyclical' menu?

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4. Give two advantages of using standard recipes.

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5. List four actions you can take to help determine expected demand for a service session as the basis for calculating quantities required for food items.

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6. Explain the term 'adjusting the recipe'.

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7. In addition to the use of 'standing orders' list five possible options available for ordering food.

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8. What is a 'standing order'?

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9. Give four examples of information that should be contained in production sheets/work schedules.

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10. List three reasons kitchens use production sheets/work schedules.

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11. What is a 'work flow sheet/work plan'?

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12. Identify four reasons to use work flow sheets/work plans.

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13. In relation to food preparation and production define the term 'production team'.

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14. What are three examples of regular communication opportunities available in a kitchen?

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15. List three important points/aspects of communication in a kitchen.

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16. In relation to food service define 'plating'.

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17. Identify four points which must be addressed when considering the allocation of staff ready for service.

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18. List five reasons it is important to produce a consistent appearance of menu items when plating meals/food.

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19. Identify five utensils/items which may be used to serve food.

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20. In relation to food service define 'service platform' identifying the two most common items used.

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21. Give four examples of display service platforms for large scale/buffet food service.

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22. List six factors will impact on or determine selection of service style.

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23. Describe the 'function service' style of food service.

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24. What is 'finger food' and in what service style is it used?

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25. What style of service features wait staff using a spoon and fork to serve food from salvers/platters to guest plates at the table?

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26. In relation to food service what is 'service flow'?

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27. Identify four factors must be taken into account when determining service flow for a session.

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28. Give three examples of mise en place activities.

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29. Define/differentiate between 'peelings' and 'trimmings'.

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30. What is a 'mirepoix'?

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31. Define 'Chiffonade'.

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32. What are the dimensions of a 'Macedoine' cut?

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33. Give the name of the cooking process where food is completely submerged in liquid just below boiling point.

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34. Describe the cooking method called 'En Papillote'.

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35. What is a 'bowl cutter' used for in terms of food preparation?

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36. What is a 'brat pan' and what is it used for?

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37. In relation to food safety what is the 'Temperature Danger Zone' and why is it important to know about it?

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38. In relation to food safety what is the '2/4 Rule'?

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42. Answer True or False to the following statement: "Previously cooked food, coming from the cool room or a refrigerator, that is going to be reheated, must be raised to 70°C (for 2 minutes) as soon as possible and then kept at a minimum of 60°C."

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43. List five issues warranting attention in relation to the service and presentation of food.

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44. In relation to the service of food what is a 'single-use item'?

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45. In relation to food safety can food that has been de-frosted be re-frozen?

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46. What is the maximum number of days potentially hazardous foods can be kept in a coolroom operating at 5°C?

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47. What temperature range should food freezers operate at?

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48. Give five examples of food grade storage containers which may be used in a kitchen.

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49. Identify four possible enterprise standards relating to the use of storage containers/trays.

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50. Give five reasons it is important to label stored foods.

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51. Identify the information which should be contained on the label of prepared/left-over foods that you placed into storage.

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52. What are the recommended storage requirements for cooked vegetables?

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# Answers to Written Questions

## Organise food service operations – D1.HCC.CL2.05

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. Give five reasons why it is important to plan menus for every food service event or occasion'

- Meet customer expectations
- Provide a basis for placing orders with suppliers
- Check the required ingredients are available
- Verify the venue has sufficient and necessary equipment (physical resources) to produce the menu items
- Confirm the dishes can be effectively and efficiently served to customers
- Ensure staff (human resources) can produce the required menu items
- Generate standard recipes for all identified dishes
- Make sure the food cost for the menu is acceptable
- Include local ingredients
- Balance the menu.

### 2. Identify five people you may involve from time-to-time when planning menus

- Management
- Clients
- The Marketing department of the venue
- Other kitchen staff
- Food service supervisor
- Nominated specialist consultants – these may include:
  - Dieticians
  - Health and medical practitioners
  - Religious personnel.

### 3. What is a 'cyclical' menu?

A cyclical menu is one where the menu repeats on a cyclical basis, say every week or two weeks.

They are frequently used in hospitals.

They are set menus where (for example) the menu is different for every day of the week but at the end of the cycle, the same menu is repeated.

**4. Give two advantages of using standard recipes**

- They are a form of communication from management to staff – ensuring the required standard in food production is maintained regardless of who is responsible
- Ensuring the food produced by anyone at anytime is consistent and uniform in terms of taste and appearance – thereby building customer confidence in your establishment and its food
- They avoid unnecessary costs – enabling all menu items to be produced within calculated costs and to required quality standards commensurate with that cost.

**5. List four actions you can take to help determine expected demand for a service session as the basis for calculating quantities required for food items**

- Review previous trade figures for same/similar events/service sessions
- Talk to the client
- Read any relevant contracted requirements
- Check the bookings
- Know specific session information and venue requirements/preferences
- Understand operational protocols for the food outlet.

**6. Explain the term ‘adjusting the recipe’**

Adjusting a recipe means altering the quantities of ingredients to allow you to produce more or less of a dish but retain the required flavour, appearance and profit.

**7. In addition to the use of ‘standing orders’ list five possible options available for ordering food**

- Electronic ordering systems
- Telephone orders
- Purchase orders
- Face-to face orders placed with sales reps
- On-line ordering
- Faxes.

**8. What is a ‘standing order’?**

In some cases (such as with the bakery and dairy supplier) it is possible to arrange for standing orders to be implemented.

A standing order is one that is activated on a regular basis as arranged.

For instance, you may have a standing order with the bakery to deliver 6 dozen bread rolls every weekday. You may have a standing order with the dairy to deliver 20 litres of milk every Monday, Wednesday and Friday.

These standing orders are automatically delivered as arranged without the need to actually place an order. They may be increased or decreased as trade requires, and they may even be cancelled where necessary by making a phone call to the supplier.

**9. Give four examples of information that should be contained in production sheets/work schedules**

- Menu items (by name) which have to be prepared – identification may address (depending on the format of the sheet/ schedule):
  - Mise en place requirements
  - Finished products.

Every menu item listed should have a corresponding standard recipe.

Some operators will attach a copy of these standard recipes to the production sheet/work schedule when distributing them to staff.

- Quantity to be produced
- The kitchen section responsible for the work to be done
- Start time for preparation/production
- Time each menu item is required.

**10. List three reasons kitchens use production sheets/work schedules**

- Force management/chefs to plan the production of food – so attention is paid to ensuring all identified requirements are met
- Provide a basis for ordering food required – ensuring food orders only reflect identified need thereby avoiding over-ordering of unnecessary ingredients
- Assist the communication between management/chefs and other kitchen staff – by providing certainty about what is required through the use of paper-based directions.
- The production sheet/work schedule is distributed and discussed at the staff briefing at the start of each shift/session.
- Form a vital element of developing work flow sheets for each food production sessions
- Guide and control the production of food:
  - For immediate service/consumption
  - Which is to be refrigerated or frozen for later use/re-thermalisation.

**11. What is a ‘work flow sheet/work plan’?**

A work flow sheet/work plan is an action plan for the session and is:

- A sequential list of all the tasks which need to be done for a specific food production/service session
- A series of timelines identifying when activities should start and the time they need to be completed in order to achieve the required outcomes for the session
- An allocation of tasks/work to individual staff and/or sections.

**12. Identify four reasons to use work flow sheets/work plans**

- Help ensure all necessary food preparation and production work for a service session can be completed as required to enable timely food service
- Integrate the wide variety of kitchen activities into a cohesive whole
- Allocate work to nominated kitchen sections and/or employees
- Optimise efficiency and productivity
- Schedule and prioritise work necessary to achieve the required outcomes for the session
- Verify the required work can be completed in the time available
- Identify potential problems with timing and sequencing of food preparation and production activities and requirements.

**13. In relation to food preparation and production define the term ‘production team’**

The ‘Production team’ is anyone involved in preparing, producing and plating food as well as those who support those activities such as staff engaged in:

- Purchasing, receiving, storing and issuing food
- Cleaning food areas and equipment
- Washing crockery, cutlery, pots and pans.

**14. What are three examples of regular communication opportunities available in a kitchen?**

- Briefings with staff – before work/shifts commence
- De-briefings with staff – after the service/production session
- Staff meetings – weekly/monthly ‘all of staff’ sessions.

**15. List three important points/aspects of communication in a kitchen**

- Communication is a two-way process – ‘feedback’ is the critical element that completes the communication process by turning a monologue into a dialogue
- There is a need to create a working environment where there is free, open, honest and timely communication – this is the single biggest challenge facing all kitchens.

Many staff need to be encouraged to communicate because they are unfamiliar and/or uncomfortable with a work situation where their opinion is valued or actively sought

- Many kitchens employ workers from different language backgrounds and with varying levels of language skills – not all staff will necessarily speak your language or the same language.

Written communication may need to be provided in more than one language.

Verbal communication may need to be given in different languages for it to have optimal effectiveness

- There are often barriers to communication (other than language) in the kitchen and these must be accommodated – examples include noise, distraction of work, need to concentrate on tasks, workers blocking views.

**16. In relation to food service define 'plating'**

Plating is the act of putting food onto service platforms (mainly plates and bowls) ready for:

- Collection by service staff
- Service to customers.

**17. Identify four points which must be addressed when considering the allocation of staff ready for service**

- Staff must have been trained in how to correctly plate dishes in accordance with house requirements – it is important the overall appearance of menu items (and the image and reputation of the venue) is not damaged by poor/sloppy presentation
- Staff must be allocated specific duties – they must be advised (for example and as appropriate to the menu and service style):
  - Of the menu items they have responsibility for
  - About the individual food items they have responsibility for – that is, some staff will/may have responsibility for putting meat on the plate, some will/may have responsibility for plating vegetables and others will/may have responsibility for adding the sauce and garnish
- Staff must be physically located in positions which will best facilitate the optimum service of food for each session
- Staff who are allocated plating duties should be relieved of other duties for the duration of the plating work
- Sufficient staff must be allocated
- Staff must be allocated to support the staff who are plating the meals – attention must be paid to ensuring staff are available to:
  - Fetch and carry – food and other requirements to the plating area
  - Clean dirty/used plates returning from the dining area – to ensure an on-going supply of clean plates for service
  - Prepare additional items as required during service – such as those which have run out during service (garnishes, sauces, butters, vegetables, salads) and/or to meet special customer requests.

**18. List five reasons it is important to produce a consistent appearance of menu items when plating meals/food**

- So dishes of the same type look the same – so customers do not think their meal is different to that of others
- To meet advertised descriptions of the dish – which may be described on menus or by photographs
- To ensure customers receive what they pay for
- To underpin the value-for-money represented by the dish
- To support portion control guidelines
- To create and meet guest expectations.

**19. Identify five utensils/items which may be used to serve food**

- Tongs
- Spoodle
- Palette knife
- Spatula
- Ladle
- Egg slide/lifter
- Squeeze bottle
- Chopping board
- Carving knife and fork.

**20. In relation to food service define 'service platform' identifying the two most common items used**

- Service platforms are items used as a base for food presentation
- Plates and bowls.

**21. Give four examples of display service platforms for large scale/buffet food service**

- Oval platter
- Round salver
- Rectangular platter
- Cake stand
- 3-tier stand
- Decorative tier stand.

**22. List six factors will impact on or determine selection of service style**

- Time of day
- Occasion
- Service period (breakfast, lunch, dinner, supper)
- Number of courses
- Time constraints
- Customer, client or host preferences
- Number of guests dining together
- Desired cuisine style
- Menu style.

**23. Describe the 'function service' style of food service**

In function service, customers have a limited menu choice.

This style of service is usually delivered for large functions, such as weddings and birthday parties, where the guests are usually seated and the group is served the same course at the same time.

There are normally only three or four courses served on a banquet menu – appetiser, entrée, main course and dessert.

There are usually only two or three menu choices for each course.

Service set up for banqueting usually involves menu components being precooked (hot meals) trayed up, re-thermalised and stored in heated units sometimes referred to as 'hot boxes'.

Service staff form a 'line' and each person is responsible for placing one or two food components on the plate as it is passed along a plating table. This repetitive style of plating usually ensures consistency of plating and presentation.

A senior Chef will usually service the end of the line for final inspection, quality control and cleaning drips or spills.

Meals not meeting the required uniform standard of presentation are rejected.

**24. What is 'finger food' and in what service style is it used?**

Finger food is small/bite-size food which can be eaten using the fingers instead of traditionally cutlery.

Usually served at stand-up catering/functions.

**25. What style of service features wait staff using a spoon and fork to serve food from salvers/platters to guest plates at the table?**

Silver service.

**26. In relation to food service what is 'service flow'?**

'Service flow' refers to:

- The activities required to enable or support the process of plating and/or otherwise serving food
- Planning and sequencing those activities so they can be conducted in the most effective and efficient manner.

**27. Identify four factors must be taken into account when determining service flow for a session**

- The service style required for the menu and individual service session
- Need to allocate sufficient space for plating and service activities
- Need to allocate sufficient physical resources and equipment
- Need to allocate sufficient staff to undertake required plating and service activities
- Need to allocate specific plating and service duties to individual staff
- Need to factor in any known/required service times.

**28. Give three examples of mise en place activities**

- Making sure you have gathered all the ingredients and have weighed all quantities accurately
- Checking you have pots and pans clean and ready to use, and they are of the necessary size and number
- Checking fruit and vegetables to be used are suitable for use and have been washed and prepared as necessary
- Checking you have all the utensils you will need for the recipe – knives, spoons, whisks and other as required.

**29. Define/differentiate between ‘peelings’ and ‘trimmings’**

***Peelings:***

These are the outside skins, tops and tails from fruit and vegetables.

They usually have no culinary use and can be discarded.

Vegetables should be peeled or scraped thinly to remove only the skin, as most nutrients are just below the skin/surface.

Thin peeling also, naturally, minimises wastage.

***Trimmings:***

Trimmings are the edible good quality off-cuts from fruit and vegetable preparation.

They should be saved for use in stocks, sauces, mirepoix and puree.

**30. What is a ‘mirepoix’?**

A ‘mirepoix’ is roughly chopped vegetables (carrot, celery and onion: thyme is added) used as basis for sauces and to improve flavour of cooked meats.

**31. Define ‘chiffonade’**

This is a cut where the product (usually lettuce or cabbage) is cut into finely shredded strips.

**32. What are the dimensions of a ‘macedoine’ cut?**

8 mm x 8 mm x 8 mm.

**33. Give the name of the cooking process where food is completely submerged in liquid just below boiling point**

Poaching.

**34. Describe the cooking method called ‘En papillote’**

Cooking (by ‘steaming’) food in a wrapper of some sort.

**35. What is a ‘bowl cutter’ used for in terms of food preparation?**

Used to chop/slice meat and to cut vegetables.

**36. What is a 'bratt pan' and what is it used for?**

A deep, rectangular, large capacity (50 – 120 litres) cooking pot used to prepare stocks, sauces, soups and wet dishes: has a tilting mechanism so foods can be tipped out into storage, display or service containers.

**37. In relation to food safety what is the 'Temperature Danger Zone' and why is it important to know about it?**

It is important to know the Temperature Danger Zone because it is the temperature range in which bacteria multiply most rapidly.

The range is 5°C to 60°C.

Every effort must be made to keep potentially hazardous food out of this temperature range.

Where food must be in this range (such as when it is being prepared), the amount of time the food spends in this zone must be minimised.

It is important to note all time food spends in the Temperature Danger Zone is cumulative.

**38. In relation to food safety what is the '2/4 Rule'?**

The 2/4 rule states:

- Potentially hazardous foods that have been in the Temperature Danger Zone for 4 hours (or more) must be discarded/thrown out
- Potentially hazardous foods that have been in the Temperature Danger Zone for 2 hours can be refrigerated and then returned to the Temperature Danger Zone for another 2 hours, maximum
- When high risk food has been in the Temperature Danger Zone for 2 hours it must be cooked or eaten within the next 2 hours or thrown out.

**39. What are the only three acceptable ways to thaw frozen food?**

There are only three acceptable ways to thaw food:

- In a refrigerator/coolroom
- If pressed for time, use a microwave to defrost, moving pieces of food during the procedure
- Run the item under cold water (less than 20°C) – only suitable for small portions/items, and unsuitable where the item is breaded/crumbed.

**40. At what temperature should cold food be kept when holding ready for service?**

At or below 5°C.

**41. At what temperature should hot food be kept when holding ready for service?**

At or above 60°C.

- 42. Answer True or False to the following statement: “Previously cooked food, coming from the cool room or a refrigerator, that is going to be reheated, must be raised to 70°C (for 2 minutes) as soon as possible and then kept at a minimum of 60°C.”**

True.

- 43. List five issues warranting attention in relation to the service and presentation of food**

- Protecting food at all times from contamination
- Maintaining food at the correct temperatures
- Using designated utensils for serving food items
- Controlling portion sizes for each dish
- Verifying only clean and sanitised items are used for the service of food
- Adding necessary garnishes and/or sauces
- Adhering to identified location of food items on the plate when serving food
- Ensuring attractive appearance of the finished meal/dish
- Serving onto/into designated plates and/or single-use items
- Implementing all personal hygiene protocols
- Understanding the need for prompt/timely service of food.

- 44. In relation to the service of food what is a ‘single-use item’?**

A single-use item is something intended to be used once in relation to food and then disposed of.

- 45. In relation to food safety can food that has been de-frosted be re-frozen?**

No.

- 46. What is the maximum number of days potentially hazardous foods can be kept in a coolroom operating at 5°C?**

7 days.

- 47. What temperature range should food freezers operate at?**

-15°C to -18°C.

**48. Give five examples of food grade storage containers which may be used in a kitchen**

- Plastic disposable
- Tupperware
- Aluminium foil
- Plastic meat tub
- Gastronorm trays
- Stainless steel bowls
- Glass bowls
- Ceramic dishes.

**49. Identify four possible enterprise standards relating to the use of storage containers/trays**

- Bans on the use of glass or ceramic containers
- Frequency with which storage containers/trays must be cleaned/changed – such as daily
- Mandatory locations for the storage of certain items/products
- Guidelines (or mandatory requirements) on storage of left-overs – such as:
  - No storage of left-over food – this is a common protocol in kitchens which service hospitals, aged care facilities and other venues where customers are in a high 'at risk' for food poisoning
  - Disposal of small quantities of left-over – as opposed to a requirement requiring all left-over food to be saved/stored
  - Creation of menu items for the next service session which will use the left-over food from the previous session
- Specification of the type/style of storage containers and trays to be used for specified foods:
  - For individual ingredients – that is, before assembly/production of menu items
  - For prepared menu items – after dishes have been made (or are left-over)
- Alignment with any applicable factors impacting the kitchen, venue or country – as this may relate to dietary, cultural or religious matters
- The order/sequence in which individual items/foods are to be used – while FIFO is the usual practice for stock rotation of food there can be occasions where management/Head Chef wishes to apply an alternate option (such as, for example, Last In – First Out).

**50. Give five reasons it is important to label stored foods**

- Assist with stock control and rotation
- Help quickly identify stock-on-hand
- Facilitate retrieval of food items
- Maintain food safety of menu items
- Comply with FSP requirements
- Demonstrate safe food handling practices.

**51. Identify the information which should be contained on the label of prepared/left-over foods that you placed into storage**

- Name of the item – a clear and accurate description of what the item is.  
This is important because food is sometimes difficult to identify when it has cooled/been frozen.  
For example, one sauce can look very much the same as other sauces; many wet dishes look similar
- Date the item was placed into storage – using an approved format readily understood by all staff.  
For example, the format may be 02/03/2014, where:
  - 02 = day of the month
  - 03 = month of the year
  - 2014 = the year
- Time the item was stored – this is necessary where the storage process is being recorded as part of process testing/verification under the FSP for the venue.  
The 24-hour clock is usually used for this – for example:
  - 0900 = 9 o'clock in the morning (9:00AM)
  - 1515 = a quarter past three in the afternoon (3:15PM)
  - 2030 = half past ten at night (10:30PM)Where the storage is part of process testing/verification (record keeping) (such as checking the cooling of hot food, or the thawing of frozen food) there is also a need to record:
  - The starting temperature of the food at the time it was placed into storage
  - The finishing temperature of the food at the time the process (cooling or defrosting) was completed
  - Type of storage – for chilling, thawing
- Name of relevant person – this may be:
  - Person who *produced* the item, and/or
  - Person who *stored* the product.

**52. What are the recommended storage requirements for cooked vegetables?**

Airtight container and refrigerated.

# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Organise food service operations D1.HCC.CL2.05
<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 for food service production</li> <li>b) Prepare and produce food items for food service</li> <li>c) Set up kitchen for food service</li> <li>d) Hold and store products for food service</li> <li>e) Store products after food service to maintain quality</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 for food service production</b>		
Plan menu for specific event/occasion including resources	<input type="checkbox"/>	<input type="checkbox"/>
Determine quantities required for food items as per standard recipes	<input type="checkbox"/>	<input type="checkbox"/>
Order products required from suppliers with specifications for products	<input type="checkbox"/>	<input type="checkbox"/>
Prepare production sheets/work schedules	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Prepare and produce food items for food service</b>		
Identify and plan work flow	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with production team	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 3: Set up kitchen for food service</b>		
Place personnel ready for service	<input type="checkbox"/>	<input type="checkbox"/>
Allocate equipment	<input type="checkbox"/>	<input type="checkbox"/>
Determine service style to suit operation	<input type="checkbox"/>	<input type="checkbox"/>
Determine service flow for service style	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Hold and store products for food service</b>		
Use appropriate preparation and cooking methods	<input type="checkbox"/>	<input type="checkbox"/>
Use appropriate equipment	<input type="checkbox"/>	<input type="checkbox"/>
Follow food safety requirements	<input type="checkbox"/>	<input type="checkbox"/>
Hold menu items	<input type="checkbox"/>	<input type="checkbox"/>
Reheat menu items	<input type="checkbox"/>	<input type="checkbox"/>
Serve and present food items in line with customer volume	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Store products after food service to maintain quality</b>		
Store fresh and/or Cryovac items correctly	<input type="checkbox"/>	<input type="checkbox"/>
Change storage containers and trays to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>
Label Items correctly	<input type="checkbox"/>	<input type="checkbox"/>
Store products in correct conditions to maintain freshness and quality and minimise wastage	<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>	Organise food service operations D1.HCC.CL2.05		
<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 menus for special occasions and determines food and resources required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orders products required from suppliers with specifications for products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares production sheets/work schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares and produces food items for food service including identification and planning of work flow and communication with production team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets up kitchen for food service including allocation of equipment and placement of personnel for service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determines service style to suit operation and service flow for service style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate preparation, cooking methods and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows all food safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds and (where necessary) re-heats menu items correctly and safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serves and presents food items in line with customer volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Stores fresh and/or Cryovac items correctly changing storage containers in accordance with enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labels food after service in storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores products in correct conditions to maintain freshness and quality and minimise wastage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/feedback from Third Party to Trainer/Assessor:</b>			
<b>Third party signature:</b>		<b>Date:</b>	
<b>Send to:</b>			

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Organise food service operations	D1.HCC.CL2.05
<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 for food service production</b>						
Plan menu for specific event/occasion including resources						
Determine quantities required for food items as per standard recipes						
Order products required from suppliers with specifications for products						
Prepare production sheets/work schedules						
<b>Element 2: Prepare and produce food items for food service</b>						
Identify and plan work flow						
Communicate with production team						
<b>Element 3: Set up kitchen for food service</b>						
Place personnel ready for service						
Allocate equipment						
Determine service style to suit operation						
Determine service flow for service style						

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 4: Hold and store products for food service</b>						
Use appropriate preparation and cooking methods						
Use appropriate equipment						
Follow food safety requirements						
Hold menu items						
Reheat menu items						
Serve and present food items in line with customer volume						
<b>Element 5: Store products after food service to maintain quality</b>						
Store fresh and/or Cryovac items correctly						
Change storage containers and trays to enterprise standards						
Label Items correctly						
Store products in correct conditions to maintain freshness and quality and minimise wastage						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			





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