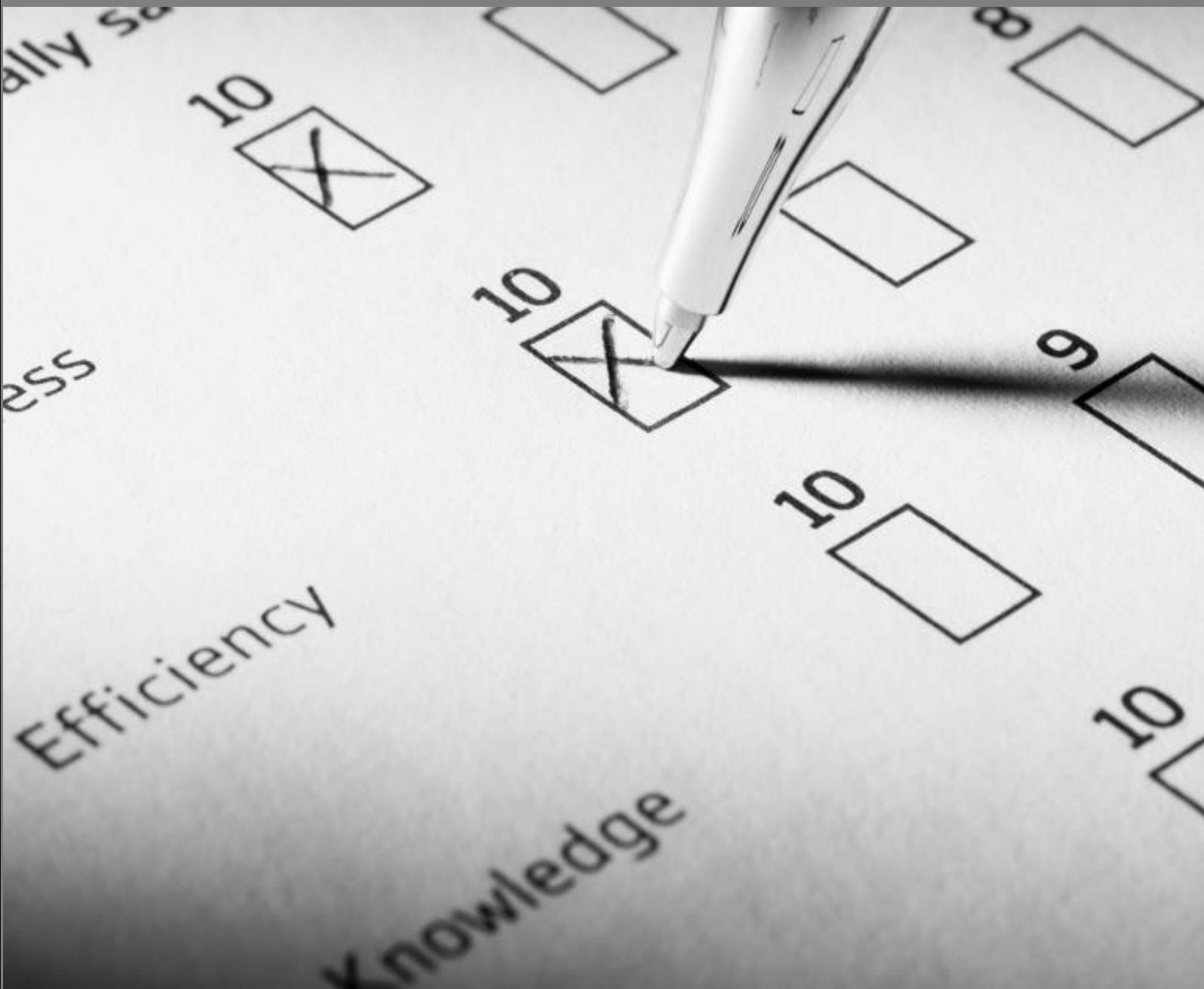




# Plan and manage menu-based catering

D1.HCC.CL2.06

Assessor Manual





# **Plan and manage menu-based catering**

**D1.HCC.CL2.06**

**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> PLAN AND MANAGE MENU-BASED CATERING		<b>NOMINAL HOURS:</b> 30
<b>UNIT NUMBER:</b> D1.HCC.CL2.06		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks and chefs in a supervisor position to plan, write and manage menu based food production in commercial food production environments		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Plan and write menus</b></p> <p>1.1 Establish the enterprise and/or clients <i>requirements for menu/s</i></p> <p>1.2 Write menus for <i>enterprise operations</i></p> <p>1.3 Write menu ensuring <i>menu balance</i></p> <p>1.4 Prepare <i>menu costing</i></p> <p>1.5 Produce <i>finished/final menu</i></p> <p><b>Element 2: Manage menu-based catering</b></p> <p>2.1 Select and use appropriate catering control</p> <p>2.2 Control <i>labour costs</i></p> <p>2.3 Optimise <i>product usage</i></p> <p>2.4 Apply <i>stock control measures</i></p> <p>2.5 Plan production <i>schedules</i></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 plan, write and manage menu-based food production within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production.</p> <p><i>Requirements may relate to:</i></p> <ul style="list-style-type: none"> <li>• A la carte</li> <li>• Buffet</li> <li>• Function</li> <li>• Room service</li> <li>• Pool side</li> <li>• Outdoor event</li> <li>• Weddings</li> <li>• Cultural events.</li> </ul>	

	<p><i>Menu/s</i> may relate to:</p> <ul style="list-style-type: none"><li>• A la carte</li><li>• <i>Table d'hôte</i></li><li>• Function</li><li>• Room service</li><li>• Buffet.</li></ul> <p>Enterprise operations should relate to :</p> <ul style="list-style-type: none"><li>• Staff</li><li>• Equipment</li><li>• Ingredients</li><li>• Storage</li><li>• Clients/customers requirements.</li></ul> <p><i>Menu balance</i> may relate to:</p> <ul style="list-style-type: none"><li>• Colour</li><li>• Texture</li><li>• Flavours</li><li>• Cooking methods</li><li>• Ingredients</li><li>• Temperature</li><li>• Season</li><li>• Nutritional value</li><li>• Health requirements</li><li>• Cultural requirements.</li></ul>
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*Menu costing* should include:

- Food cost percentage
- Yield testing
- Staffing costs
- Direct costs
- Indirect costs.

*Finished/final menu* should relate to:

- Terminology
- Spelling
- Formatting
- Language
- Layout
- Accuracy and honesty in dish descriptions.

*Labour costs* may be related to:

- Rosters
- Scheduling
- Award conditions
- Rates.

*Product usage* may be related to:

- Food ordering
- Portion control
- Yield testing
- Standard recipes.

Stock control measures may be related to:

- Receiving and storing procedures
- First in first out/last in last out (FIFO/LILO)
- Security of stock
- Theft, damage or loss.

*Schedules* may be related to:

- Menu constraints
- Available equipment
- Expertise of labour
- Available time
- Opening hours
- Service periods.

#### **Assessment Guide**

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

- Knowledge of different types and styles of menus and various ways of sequencing food items, including classical and contemporary
- Knowledge of the historical development of menus, modern trends in menus
- Knowledge of the principles of nutrition
- Knowledge of the *dietary guidelines* of the host country/enterprise
- Ability to plan nutritionally-balanced menus
- Knowledge of the effects of cooking on the nutritional value of food

- Knowledge of the culinary terms related to menus and food items commonly used in the industry
- Ability to plan logical and time efficient work flow
- Ability to use inventory and stock control systems
- Ability to use purchasing, receiving, storing, holding and issuing procedures
- Knowledge of costing, yield testing and portion control principles.

**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:

- Demonstrate knowledge of different types and styles of menus and various ways of sequencing food items, including classical and contemporary
- Demonstrate ability to plan a nutritionally balanced menu, including costing, for an identified function/event, taking into consideration other catering control measures
- Demonstrate ability to plan an a la carte menu, demonstrating creativity in layout and ensuring accuracy in dish descriptions.

**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 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*

	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menus; collect equipment, commodities and ingredients; read menus, recipes and task sheets; select and obtain commodities; organise ingredients and task sheets
	Communicating ideas and information	2	Share information with other kitchen, floor service staff; read recipes, menus, instructions and orders
	Planning and organising activities	2	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	1	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
	Solving problems	2	Identify and correct problems in the preparing and producing of products, such as ingredient quality / 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>	Plan and manage menu-based catering D1.HCC.CL2.06
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. What are the requirements at your workplace relating to the planning and writing of menus to cater for special events/occasions?	<input type="checkbox"/>	<input type="checkbox"/>
2. When planning and writing menus, what factors do you take into account to ensure the dishes on the menu can be produced to meet workplace and customer needs/preferences?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Give me an example of a menu you have planned and written highlighting the ways in which the menu is balanced.	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain, using an example, how to cost a menu.	<input type="checkbox"/>	<input type="checkbox"/>
5. What checks do you make of a menu developed for a special occasion before approving the menu for printing?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. In order to properly manage menu-based catering, what techniques do you employ?	<input type="checkbox"/>	<input type="checkbox"/>
7. How do you control labour costs relating to the production of a given menu for a nominated event/occasion?	<input type="checkbox"/>	<input type="checkbox"/>
8. What techniques do you employ to optimise product usage when managing menu-based catering?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Describe the stock control practices you believe are essential to managing menu-based catering.	<input type="checkbox"/>	<input type="checkbox"/>
10. What factors do you take into account when preparing production schedules to support/enable menu-based catering?	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Plan and manage menu-based catering – D1.HCC.CL2.06

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

Answer all the following questions and submit to your Trainer.

1. What is a menu?

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2. What influences the style of a menu?

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3. What determines the customer base that comes to restaurants?

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4. What constraints may be applied to a menu when writing?

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5. How will the worth of a menu be evaluated?

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6. Name 4 (four) elements that might be found on a plate

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7. What determines a good menu?

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8. What causes changes in menu?

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9. Why do menus need to be costed?

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10. How is a menu costed?

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11. How are costs controlled?

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12. What is meant by 'food cost factor'?

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13. What is a portion size?

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14. What determines portion size?

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15. How can portion size be controlled?

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16. Who determines portion size for each menu item?

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17. Give a recommended portion size for each of the following menu items:

Pure meats: Main course \_\_\_\_\_

Vegetables \_\_\_\_\_

Farinaceous: Main course \_\_\_\_\_

Shell fish: Entree \_\_\_\_\_

Sauce: \_\_\_\_\_

18. How many sections in a food menu?

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19. What is meant by Catering Control?

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20. How can quality be controlled in a catering establishment?

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21. How is labour cost identified in catering establishments?

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22. What is a direct labour cost in serving food?

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23. What is indirect labour cost in catering establishment?

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24. What is meant by optimise product usage?

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25. What is looked at when pre-costing dishes?

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26. How are stock requirements controlled?

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27. How is outgoing stock controlled?

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28. What needs to be defined when ordering stock?

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29. What needs to be checked when receiving stock?

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30. What information is required to be able to plan a production schedule?

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31. When planning the menu what needs to be considered?

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# Answers to Written Questions

## Plan and manage menu-based catering – D1.HCC.CL2.06

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 a menu?**

A list of offerings by the establishment.

**2. What influences the style of a menu?**

- Region where the establishment is operating
- The type, style or Ethnicity of the cuisine that the establishment offers
- The type of produce that is the basis of the menu; meat; seafood; pasta
- Any foreign style that may capture portion of market; French cuisine in Japan; Sushi in Spain.

**3. What determines the customer base that comes to restaurants?**

- Style of restaurant
- Price charged for menu items
- Value for money
- Quality of product offered
- Ambience of establishment.

**4. What constraints may be applied to a menu when writing?**

- Number of offerings per section
- Ability of kitchen to service menu
- Style of menu items on offer
- Defined market penetration point; budget; value for money; fine dining
- Personal likes and dislikes of enterprise owners.

**5. How will the worth of menu be evaluated?**

- Feedback from customers
- Number of sales of each menu item
- Opinion of staff.

**6. Name 4 (four) elements that might be found on a plate**

- Meat
- Vegetables
- Farinaceous
- Sauce
- Garnish
- Salad
- Condiment.

**7. What determines a good menu?**

- Balance of items offered
- Popularity of each menu items
- Demographics of the customer base.

**8. What causes changes in menu?**

- Menu items not selling
- Season of the year
- Cultural celebrations, festivals
- Availability of ingredients
- Contractual requirements.

**9. Why do menus need to be costed?**

To ensure that the establishment makes a profit on all products sold.

**10. How is a menu costed?**

Establish a cost of each element of each menu item against a base standard recipe of 10 persons.

**11. How are costs controlled?**

Establish a portion control for each serving of each element of each menu item.

**12. What is meant by 'food cost factor'?**

Cost of food ingredients compared to selling price of menu item.

**13. What is a portion size?**

The amount of each element that is served to each customer.

**14. What determines portion size?**

- Number of courses to be served
- Size and design of crockery
- Type of customer
- Menu pricing structure.

**15. How can portion size be controlled?**

- Buying food of specific portion size
- Training staff on how to control portions and why it is important
- Using appropriate utensils, equipment and measures to serve food
- Supervising staff during service.

**16. Who determines portion size for each menu item?**

Portion size is determined by the head chef in consultation with management.

**17. Give a recommended portion size for each of the following menu items:**

- Pure meat; main course: 180g
- Vegetables: 50g each
- Farinaceous, main course: 100g
- Soup: 200-250ml
- Shellfish, Entree: 60-90g
- Sauce: 20-50ml.

**18. How many sections in a food menu?**

- Entrées
- Main Courses
- Desserts.

**19. What is meant by Catering Control?**

Understanding and controlling all aspects of kitchen production as the method of controlling the catering operation.

**20. How can quality be controlled in a catering establishment?**

Quality is controlled by the following:

- Quality of the ingredients purchased
- Skill level of the staff preparing the menu items
- Using standard recipes
- Using portion control when placing food on plate
- Controlling and managing waste.

**21. How is labour cost identified in catering establishments?**

The sum of direct costs and indirect costs.

**22. What is a direct labour cost in serving food?**

Cooking staff and waiting staff.

**23. What is indirect labour cost in catering establishment?**

Management, cleaning, and sales staff.

**24. What is meant by optimise product usage?**

Effective portion control and effective yield testing, and waste minimisation.

**25. What is looked at when pre-costing dishes?**

- Cost of ingredients
- Time taken to produce
- Equipment needed
- Utilities needed – water, gas.

**26. How are stock requirements controlled?**

Only purchasing what is required.

**27. How is outgoing stock controlled?**

Each department has to requisition what they require.

**28. What needs to be defined when ordering stock?**

- Name of stock item
- Weight required
- Number of each item
- Condition: fresh, frozen, canned, and dried.

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**29. What needs to be checked when receiving stock?**

- Exact item ordered
- Correct weight
- Correct number
- Correct condition
- Quality of items received.

**30. What information is required to be able to plan a production schedule?**

- Amount of customers expected
- Type of food on menu
- Facilities available to completed the work
- Where the food is to be served; on site or off site.

**31. When planning the menu what needs to be considered?**

- Number of people to be served
  - Facilities available
  - Special dietary requirements of customers.
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# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Plan and manage menu-based catering D1.HCC.CL2.06
<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 and write menus</li> <li>b) Manage menu-based catering</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 and write menus</b>		
Establish the enterprise and/or clients requirements for menu/s	<input type="checkbox"/>	<input type="checkbox"/>
Write menus for enterprise operations	<input type="checkbox"/>	<input type="checkbox"/>
Write menu ensuring menu balance	<input type="checkbox"/>	<input type="checkbox"/>
Prepare menu costing	<input type="checkbox"/>	<input type="checkbox"/>
Produce finished/final menu	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Manage menu-based catering</b>		
Select and use appropriate catering control	<input type="checkbox"/>	<input type="checkbox"/>
Control labour costs	<input type="checkbox"/>	<input type="checkbox"/>
Optimise product usage	<input type="checkbox"/>	<input type="checkbox"/>
Apply stock control measures	<input type="checkbox"/>	<input type="checkbox"/>
Plan production schedules	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

**Candidate signature**

**Date**

**Assessor signature**

**Date**

## 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>	Plan and manage menu-based catering D1.HCC.CL2.06		
<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>
Establishes enterprise and/or clients requirements for menu/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans, writes and finalises menus in accordance with enterprise and client requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage menu-based catering through selection and use of appropriate catering control techniques including planning of production schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controls labour costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimises product usage and applies stock control measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Plan and manage menu-based catering	D1.HCC.CL2.06
<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 and write menus</b>						
Establish the enterprise and/or clients requirements for menu/s						
Write menus for enterprise operations						
Write menu ensuring menu balance						
Prepare menu costing						
Produce finished/final menu						
<b>Element 2: Manage menu-based catering</b>						
Select and use appropriate catering control						
Control labour costs						
Optimise product usage						
Apply stock control measures						
Plan production schedules						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			



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