Plan, prepare and display a buffet service

D1.HCC.CL2.07

Assessor Manual

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Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors

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

Suggested Assessment Methods

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

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

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

Alternative Assessment Methods

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

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

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

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

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

Selection of Assessment Methods

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

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

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

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

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

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

Assessing Competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

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

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

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

Checklist for Assessors

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

Instructions for Recording Competency

Specifications for Recording Competency

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

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

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

- It is the overriding document to record competency

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

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

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

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

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

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

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

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

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

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

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

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

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

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

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

  - You are required to complete these activities:

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

    b) *At 'X' location*

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

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

  - Do you have any questions about this assessment?"

- Commence Work Project assessment:

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

  - Participants complete work projects in the most appropriate format

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

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

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

  - Enter Student name

  - Enter Assessor name

  - Enter Location

- Familiarise self with Questions to be asked

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

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

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

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

We have 60 minutes for this assessment.

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

  - Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:

  - Complete Assessment Record for the Oral Questioning by:

    a) Ticking PC or NYC, as appropriate

    b) Entering 'Remarks' as required

    c) Completing Oral Questioning within 60 minutes

- Complete Oral Questioning and provide feedback to candidate

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided

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

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

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

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

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

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

We have X time for this assessment:

  - The due date for completion of this assessment is X

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

  - Do you have any questions about this assessment?"

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

- Participants may record written answers (where possible)

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

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

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

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

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

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

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

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

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

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
    - Pass Competent = Yes
    - Not Yet Competent = No
    - Unsure about whether candidate is competent or not = Not Sure

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

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

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

Competency Standard

UNIT TITLE: PLAN, PREPARE AND DISPLAY A BUFFET SERVICE	NOMINAL HOURS: 45

UNIT NUMBER: D1.HCC.CL2.07

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to plan, prepare, display and store a variety of buffet items in commercial food production environments

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Plan a buffet display and service **1.1** *Plan a buffet display* and service appropriate to client needs **1.2** Plan *layout,* display and presentation of the buffet **1.3** Calculate *quantities* required and food costs components of buffet **1.4** Select appropriate *food items* **1.5** Identify and prepare a variety of buffet *centre pieces* **Element 2: Prepare and produce buffet dishes** **2.1** Select appropriate preparation and *cooking methods* for dishes on buffet menu **2.2** *Glaze* buffet foods were appropriate **2.3** *Hold* prepared products as required prior to presenting	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to all industry sectors that prepare and display a buffet within the labour divisions of the hotel and travel industries and may include: 1. Food Production. Plan a buffet display may be related to: • Occasion, including stand up, sit down, finger food and plated • Theme, such as birthday, cultural or festival • Hot and or cold • Sweet and or savoury. *Layout* may be related to: • Service style/flow • Room set up

2.4 Prepare *garnishes, sauces and accompaniments* for appropriate buffet dishes **2.5** Use *trimming* and leftovers **Element 3: Display buffet dishes** **3.1** *Present* buffet products **3.2** Hold prepared products as required for duration of buffet service **3.3** *Minimise wastage* through presentation and replenishing **3.4** *Display* buffet dishes attractively **Element 4: Store buffet items** **4.1** Store fresh and/or Cryovac items correctly **4.2** Store buffet products appropriately in correct containers **4.3** Label stored buffet food correctly **4.4** Store in *correct conditions* to maintain freshness and quality	• Number of guests • Time period • Number of dishes. *Quantities* will include: • Portion control • Standard recipes • Service style. *Food items* should relate to: • Seasonal availability • Occasion • Client expenditure • Enterprise profit • Dietary and cultural needs • Budget • Season • Occasion • Client • Savoury and sweet. *Centre pieces* may include: • Carvings, such as margarine, ice, vegetables and fruit • Chocolate, such as moulded, formed and painted • Sugar work

- Arrangements, such as flowers, vegetables and fruit

- Dough, such as bread and salt

- Boxes, trays, bottles, tins and equipment.

Cooking methods may be related to:

- Techniques of cookery, including boiling, steaming, braising, stewing, roasting, baking, poaching, shallow frying, wok and stir fry

- Dicing and slicing

- Forming, such as galantine and terrine

- Setting, such as gelatine and agar agar.

Glaze may include:

- Chaud froid

- Aspic

- Flan gel

- Mayonnaise

- Gelatine

Hold may be related to:

- Resting, portioning and cutting

- Holding equipment

- Cooling procedures

- Hygiene practices

	Garnishes, sauces and accompaniments may include:
	• Vegetables, fruit, herbs and flowers
	• Colour and flavour blends
	• Cultural flavours
	• Glazing
	• Coating
	• Flowers and leaves
	• Pastry
	• Sauces, sweet/savoury
	• Dietary and cultural styles/flavours
	Trimmings may relate to:
	• Off cuts, and usage of same
	• Saleable dishes
	• Menu varieties
	• Temperature time holding.
	Present should include:
	• Colour
	• Height
	• Service and storage temperature
	• Classical and cultural
	• Neatness and attractiveness
	• Planning and location

	• Service and storage temperature
	• Ceramics
	• Glass
	• Crystal
	• Mirrors
	• Trays
	• Classical and cultural aspect
	• Neatly and attractively
	• Ease of service.
	Minimize wastage should include:
	• Storage space
	• Portion control
	• First In, First Out (FIFO)
	• Replenishing times, as needed.
	Display may be related to:
	• Colour arrangement
	• Container shape
	• Hot and cold
	• Height
	• Product grouping
	• Carving
	• Texture

	- Service areas - Temperature *Stored* may include: - Cool room temperature - Cool room placement - Length of time in cool storage - Length of time in freezer storage - Appropriate process followed, Cryovac or ice packed - Storage containers before assembly - Storage containers after assembly - Dietary and cultural styles/flavours - Labelled - Freshness, quality and presentation - Temperature and humidity *Labelled* must include: - Date - Item name - Handler name - Time, temperature and 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 buffet items

- Ability to identify food products by sight

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

- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety

- Ability to demonstrate safe equipment/utensil practical skills

- Ability to interpret and adhere to enterprise recipes

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

- Present and display food products

- Apply basic techniques of commercial cookery

- Prepare a variety of sandwiches

- Prepare stock and sauces

- Prepare soups

- Prepare vegetables, eggs and farinaceous dishes

- Identify and prepare various meats

- Prepare and cook poultry and game meats

- Prepare and cook seafood

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of buffet items and the terminology used

- Demonstrate safe and hygienic handling of products

- Appropriate portion control and wastage

- Demonstrate complimentary presentation, garnishing and techniques

- Demonstrate safe knife skills and other associated equipment

- Demonstration of commodity knowledge including quality aspects

- Knowledge of specific terminology related to various buffet items

- Demonstrated ability to prepare buffet items from at least six different recipes and cultural backgrounds

- Demonstrated ability to store various buffet items to industry and enterprise standards

- Knowledge of appropriate portion control and wastage

- Demonstrate complimentary presentation, garnishing and techniques

- Demonstration of creative and artistic skills in preparation, decoration and display of buffet items

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

- Preparation and display of various buffet items within typical workplace conditions and timeframes

Resource Implications

Training and assessment must include access and use of a fully equipped commercial kitchen, real ingredients and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance

- Oral and written questions

- Third party reports completed by a supervisor

- Project and assignment work

- Sampling of dishes prepared by the student

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements. Collect equipment, commodities and ingredients, read menus, recipes and task sheets; select and obtain commodities, organize ingredients and task sheets
Communicating ideas and information	2	Share information with other kitchen and floor service staff; read recipes, menus and instructions and orders
Planning and organising activities	2	Work within time constraints in a logical sequence; plan logical and efficient sequence and timing of tasks
Working with others and in teams	2	Work cooperatively with other team members
Using mathematical ideas and techniques	2	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
Solving problems	1	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

Student name	
Assessor name	
Location/venue	
Unit of competency	Plan, prepare and display a buffet service D1.HCC.CL2.07
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Net Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Give an example of how client needs can impact on the planning of a buffet.	❏	❏
2. What factors do you take into account when planning the layout and display of a buffet?	❏	❏

Questions	Response	
	PC	NYC
3. How do you calculate food quantities required for a buffet for a given occasion?	❏	❏
4. What factors do you consider when selecting appropriate food items for a buffet?	❏	❏
5. Describe centre pieces that you have prepared for a buffet; what were they and why did you choose to produce them?	❏	❏

Questions	Response	
	PC	**NYC**
6. How do you determine the cooking methods to be applied to foods selected for use in a buffet?	❑	❑
7. What foods have you or might you glaze on a buffet and why?	❑	❑
8. Describe how you hold hot and cold food prepared for a buffet prior to displaying it on the buffet.	❑	❑

Questions	Response	
	PC	NYC
9. Give an example of one garnish, one sauce and one accompaniment you have prepared for buffet dishes.	❏	❏
10. You are trimming beef and chicken for buffet dishes; how might trimmings are used to minimise waste and food cost, and optimise return?	❏	❏
11. Describe a buffet you have displayed and served; what were the dishes and where/how were they arranged and displayed?	❏	❏

Questions	Response	
	PC	**NYC**
12. How do you hold hot and cold food in the kitchen during service ready for use to replenish the buffet if required?	❏	❏
13. What action do you take to minimise waste at the buffet in relation to replenishing food?	❏	❏
14. What criteria do you consider to ensure buffet dishes are presented attractively to customers?	❏	❏

Questions	Response	
	PC	**NYC**
15. How do you store vacuum packed items to optimise food safety and quality?	❏	❏
16. You have cooked a beef or chicken wet dish in advance for use on a buffet tomorrow; how will you store this dish to optimise food safety, quality and appearance?	❏	❏
17. There are cold cuts and wet dishes left over from a buffet: what will you write on the label attached to this food when storing it for later re-use?	❏	❏

Assessor Manual
Plan, prepare and display a buffet service

Questions	Response	
	PC	**NYC**
18. How do you store fresh meat, chicken and fish prior to preparing for a buffet to ensure food safety?	❑	❑

Written Questions

Plan, prepare and display a buffet service – D1.HCC.CL2.07

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is meant by client needs?

   _____

   _____

   _____

2. What needs to be considered when discussing what the customer wants?

   _____

   _____

   _____

3. What determines the layout of a buffet?

   _____

   _____

   _____

4. When designing layout of buffet what is important for the kitchen?

   _____

   _____

   _____

5. What would be an acceptable size for a buffet portion?

   _____

   _____

   _____

6.   What is an exotic cuisine?

    _____

    _____

    _____

7.   Define the difference between making life style food choices and having allergies to food.

    _____

    _____

    _____

8.   Name three media from which buffet centrepieces can be produced.

    _____

    _____

    _____

9.   Name four cooking methods that would be suitable for buffet foods.

    _____

    _____

    _____

10.   Name 3 sections that might be found in a buffet selection.

    _____

    _____

    _____

11.   Name two glazes that might be used in the presentation of buffet foods.

    _____

    _____

    _____

12.   Name four foods that may have a glaze.

    _____

    _____

    _____

13.   Name two ways of holding food before presenting on a buffet.

_____

_____

_____

14.   What temperatures have to be met to be able to safely hold food?

_____

_____

_____

15.   Name three garnishes for hot meat dishes.

_____

_____

_____

16.   Where do you use leftovers and trimmings?

_____

_____

_____

17.   Name four things to consider when presenting buffet dishes.

_____

_____

_____

18.   What is the main consideration when holding buffet dishes for the duration of service?

_____

_____

_____

19.   Define the temperature range food cannot be stored at for more than 4 hours.

_____

_____

_____

20.   How is wastage minimised when presenting?

_____

_____

_____

21.   What is important not to do when replacing foods on buffet table?

_____

_____

_____

22.   What is used on buffets to stimulate the senses?

_____

_____

_____

23.   How are buffets made to look more appealing?

_____

_____

_____

24.   What is the correct way to store fresh foods for buffet?

_____

_____

_____

25.   What type of containers is to be used when storing foods for buffet?

_____

_____

_____

26.   What are the three most important things to put onto the label of food?

_____

_____

_____

27.   What are the optimum conditions required to maintain freshness and quality?

_____

_____

_____

Answers to Written Questions

Plan, prepare and display a buffet service – D1.HCC.CL2.07

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 meant by client needs?**

   The style of buffet that the customer wants to have for wedding, birthday party, or other event

2. **What needs to be considered when discussing what the customer wants?**

   How much the customer is prepared to spend?

3. **What determines the layout of a buffet?**

   Where it is being held and what facilities are available.

4. **When designing layout of buffet what is important for the kitchen?**

   Easy access to serve and replace food

5. **What would be an acceptable size for buffet portion?**

   40% of main course portion

6. **What is an exotic cuisine?**

   Anything that is not the norm in your own society

7. **Define the difference between making a life style food choice and having allergies to food.**

   Allergies can cause sickness and possible death but life style choice will not harm people.

8. **Name three media from which buffet centrepieces can be produced.**

   - Chocolate
   - Sugar
   - Pastillage
   - Ice
   - Flowers
   - Bread.

9. **Name four cooking methods that would be suitable for buffet foods.**

    Braise, stew, roast, grill, bake, steam, and poach

10. **Name 3 sections that might be found on a buffet selection.**

    - Soup
    - Charcuterie
    - Salads
    - Cold seafood
    - Hot foods
    - Vegetarian
    - Cheese and fruits
    - Desserts
    - Cakes and pastries.

11. **Name two glazes used that might be used on buffet foods.**

    - Chaud froid
    - Aspic
    - Gel glazes on desserts
    - Sauces.

12. **Name four foods that may have a glaze.**

    - Cold meat
    - Cold fish
    - Fruit tarts
    - Hot food (sauces).

13. **Name two ways of holding food before presenting on a buffet.**

    - Hot
    - Cold.

14. **What temperatures have to be met to be able to safely hold food.**

    - Hot food: above 60°C
    - Cold Food: Below 5°C.

15. **Name three garnishes for hot meat dishes.**

    - Chopped herbs
    - Grated cheese

- Blanched julienne of vegetables.

16. Where do you use leftovers and trimmings?

Utilise them in other dishes

17. Name four things to consider when presenting buffet dishes.

- Shape of the buffet dish
- Height of the presentation
- Amount of food on platter
- Colour on the platter
- Amount of garnishes.

18. What is the main consideration when holding buffet dishes for duration of service?

That the food quality at the end of service is as good as at the beginning

19. Define the temperature range food cannot be stored at for more than 4 hours.

Between 5°C and 60°C

20. How is wastage minimised when presenting?

Present on smaller platters, replace more frequently.

21. What is important not to do when replacing foods on buffet table?

- Do not top up platters with fresh food
- Do not place old food on new platter when placing on table.

22. What is used on buffets to stimulate the senses?

Colour

23. How are buffets made to look more appealing?

- The use of colour
- Different size platters
- Serve food at different heights.

24. What is the correct way to store fresh cold foods for buffet?

Chilled

25. What type of containers is to be used when storing foods for buffet?

Food grade containers

26. What are the three most important things to out onto the label of food.

- Date of manufacture
- Use by date
- Person who made food
- Name of product
- Allergy listings.

27. What are the optimum conditions required to maintain freshness and quality.

- Chilled and wrapped
- Frozen and wrapped
- Undamaged tins.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Plan, prepare and display a buffet service D1.HCC.CL2.07
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Plan a buffet display and service
	
	   b) Prepare and produce buffet dishes
	
	   c) Display buffet dishes
	
	   d) Store buffet items
	
	2. Enter the date on which the tasks were undertaken
	
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Plan a buffet display and service		
Plan a buffet display and service appropriate to client needs	❑	❑
Plan layout, display and presentation of the buffet	❑	❑
Calculate quantities required and food costs components of buffet	❑	❑
Select appropriate food items	❑	❑
Identify and prepare a variety of buffet centre pieces	❑	❑
Element 2: Prepare and produce buffet dishes		
Select appropriate preparation and cooking methods for dishes on buffet menu	❑	❑
Glaze buffet foods were appropriate	❑	❑

Hold prepared products as required prior to presenting	❑	❑
Prepare garnishes, sauces and accompaniments for appropriate buffet dishes	❑	❑
Use trimming and leftovers	❑	❑
Element 3: Display buffet dishes		
Present buffet products	❑	❑
Hold prepared products as required for duration of buffet service	❑	❑
Minimise wastage through presentation and replenishing	❑	❑
Display buffet dishes attractively	❑	❑
Element 4: Store buffet items		
Store fresh and/or Cryovac items correctly	❑	❑
Store buffet products appropriately in correct containers	❑	❑
Label stored buffet food correctly	❑	❑
Store in correct conditions to maintain freshness and quality	❑	❑
Did the student's overall performance meet the standard?	❑	❑

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

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other _Please specify:_____ _Please do not complete the form if you are a relative, close friend or have a conflict of interest]_		
Unit of competency:	Plan, prepare and display a buffet service D1.HCC.CL2.07		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? _(tick the correct response]_	Yes	No	Not sure
Plans buffet display, service and presentation including identification and preparation of buffet centre pieces	❑	❑	❑
Selects food items and calculates quantities required and food costs	❑	❑	❑
Prepares and produces buffet items including selection of appropriate preparation and cooking methods, glazing and use of trimming and leftovers	❑	❑	❑
Prepares garnishes, sauces and accompaniments for buffet dishes	❑	❑	❑
Holds prepared products prior to presenting	❑	❑	❑
Displays and presents buffets attractively	❑	❑	❑
Holds prepared products as required for duration of buffet service	❑	❑	❑
Minimises wastage through appropriate presentation and replenishing	❑	❑	❑
Stores fresh and/or Cryovac items correctly	❑	❑	❑
Stores and labels buffet products appropriately in correct containers	❑	❑	❑
Stores in correct conditions to maintain freshness and quality	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Plan, prepare and display a buffet service	D1.HCC.CL2.07
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Plan a buffet display and service						
Plan a buffet display and service appropriate to client needs						
Plan layout, display and presentation of the buffet						
Calculate quantities required and food costs components of buffet						
Select appropriate food items						
Identify and prepare a variety of buffet centre pieces						
Element 2: Prepare and produce buffet dishes						
Select appropriate preparation and cooking methods for dishes on buffet menu						
Glaze buffet foods were appropriate						
Hold prepared products as required prior to presenting						
Prepare garnishes, sauces and accompaniments for appropriate buffet dishes						
Use trimming and leftovers						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Display buffet dishes						
Present buffet products						
Hold prepared products as required for duration of buffet service						
Minimise wastage through presentation and replenishing						
Display buffet dishes attractively						
Element 4: Store buffet items						
Store fresh and/or Cryovac items correctly						
Store buffet products appropriately in correct containers						
Label stored buffet food correctly						
Store in correct conditions to maintain freshness and quality						
Candidate signature:				**Date:**		
Assessor signature:				**Date:**		