



# Prepare and cook poultry and game meats



D1.HCC.CL2.09



Assessor Manual





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**Assessor Manual**



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& 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> PREPARE AND COOK POULTRY AND GAME MEATS		<b>NOMINAL HOURS:</b> 30
<b>UNIT NUMBER:</b> D1.HCC.CL2.09		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks and chefs to identify, prepare, cook, present and store a variety of poultry and game meats in commercial food production environments		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Identify and select poultry and game meats</b></p> <p>1.1 Identify <i>varieties</i> of poultry and game</p> <p>1.2 Identify commercial <i>establishment cuts</i> and specifications</p> <p>1.3 Identify and <i>select suppliers</i> for purchasing of products</p> <p>1.4 <i>Minimise wastage</i> through freshness and correct purchasing</p> <p>1.5 Identify costs through <i>yield testing</i></p> <p>1.6 Ensure <i>correct conditions</i> are maintained for freshness and quality</p> <p><b>Element 2: Prepare poultry and game meats</b></p> <p>2.1 <i>Prepare and portion</i> poultry and game meat cuts, to enterprise requirements</p> <p>2.2 Minimise wastage through <i>preparation and storage</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 prepare and cook poultry and game meat dishes within the labour divisions of the hotel and travel industries and may include:</p> <p>1 Food Production.</p> <p><i>Varieties</i> may include:</p> <ul style="list-style-type: none"> <li>• Feathered, such as chicken, duck, quail and turkey</li> <li>• Furred, such as venison, rabbit and boar</li> <li>• Scaled, such as snake and crocodile</li> <li>• Cultural varieties, such as local, indigenous bird or game.</li> </ul> <p><i>Establishment cuts</i> may be related to:</p> <ul style="list-style-type: none"> <li>• Menu needs</li> <li>• Service styles</li> <li>• Cookery methods</li> </ul>	

<p><b>2.3</b> Use of <i>trimmings</i> and leftovers</p> <p><b>2.4</b> Identification and use of <i>equipment</i></p> <p><b>Element 3: Cook, hold and present</b></p> <p><b>3.1</b> Select appropriate <i>cooking method</i> for poultry and game meats</p> <p><b>3.2</b> <i>Prepare</i> and cook a selection of dishes following a standard recipes within a commercial environment</p> <p><b>3.3</b> <i>Hold</i> prepared products as required prior to presenting</p> <p><b>3.4</b> <i>Present</i> poultry and game meats</p> <p><b>3.5</b> Prepare <i>garnishes, sauces and accompaniments</i> for poultry and game meat dishes</p> <p><b>Element 4: Store poultry and game products</b></p> <p><b>4.1</b> Fresh and/or vacuum packed items are <i>stored correctly</i></p> <p><b>4.2</b> Prepare for and maintain correct <i>thawing</i> of poultry and game</p> <p><b>4.3</b> Poultry and game is appropriately <i>stored</i> in correct containers</p> <p><b>4.4</b> Poultry and game is correctly <i>labelled</i></p> <p><b>4.5</b> Ensure correct conditions are maintained for freshness and quality</p>	<ul style="list-style-type: none"> <li>• Portion control</li> <li>• Trimmings, usage.</li> </ul> <p><i>Select suppliers</i> may be related to:</p> <ul style="list-style-type: none"> <li>• Local, regional and international supply</li> <li>• Delivery requirements</li> <li>• Cost and trading terms</li> <li>• Relationship</li> <li>• Product range/variety</li> <li>• Availability</li> <li>• Cultural festivals.</li> </ul> <p><i>Minimise wastage</i> should include:</p> <ul style="list-style-type: none"> <li>• Storage space</li> <li>• Volume requirements, such as <i>a la carte</i>, functions and specials</li> <li>• First In, First Out (FIFO)</li> <li>• Receiving times, as needed</li> <li>• Quality, such as appearance, age and size.</li> </ul> <p><i>Yield testing</i> may include:</p> <ul style="list-style-type: none"> <li>• Filleting and skinning</li> <li>• Portion weights</li> <li>• Off cut usage</li> <li>• Staff skills.</li> </ul>
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*Correct conditions* should include:

- Temperature and humidity
- Stock rotation
- Reporting faults
- Changing containers
- Cross contamination, such as handling.

*Prepare and portion* should relate to:

- De-feather, skin, fillet and hang
- Slice, dice, skewer, smoke, marinate, pickle, truss, lard and bard (cover meat with fat to avoid it drying out while cooking)
- Cut and trim, including whole, fillet and cutlet
- Portion control, enterprise weights.

*Preparation and storage* may include:

- Cut and trim
- Containers
- Service styles
- Stock rotation, first in, first out
- Temperature control.

*Trimming*s may relate to:

- Off cuts, usage
- Saleable dishes
- Menu varieties.

*Equipment* may include:

- Electric, gas or induction stoves
- Steamers, such as pressure, atmospheric, bamboo and fish kettle
- Salamanders
- Smokers
- Grills, such as flat top, char and BBQ
- Ovens, convection ovens and combination ovens
- Deep fry, pressure fryer
- Microwave
- Food processors, mixers, mincers and bowl choppers
- Enterprise and manufacturer's instructions.

*Cooking method* may relate to:

- Poaching
- Steaming
- Boiling
- Grilling
- Baking
- Roasting
- Braising
- Stewing
- Deep and shallow frying
- Cultural style.

*Prepare* should relate to:

- Cleaning, skinning and trimming
- Cutting of ingredients/flavourings
- Portioning, wastage and timing
- Recipe conversions.

*Hold* may relate to:

- Resting, portioning and cutting
- Holding equipment
- Cooling procedures
- Hygiene practice.

*Present* should include:

- Colour
- Height
- Texture
- Service and storage temperature
- Ceramics
- Glass
- Crystal
- Mirrors
- Trays
- Classical and cultural aspect
- Neatly and attractively
- Ease of service.

*Garnishes, sauces and accompaniments* may include:

- Glazing
- Coating
- Colour and flavour blends
- Cultural flavours
- Flowers and leaves
- Pastry
- Sauces, sweet/savoury
- Dietary and cultural styles/flavours.

*Stored correctly* 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, vacuum packed, ice packed.

*Thawing* may relate to:

- Enterprise and local authority requirements
- Handling and cool room placement
- Changing containers.

*Stored* must include:

- 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.

#### **Assessment Guide**

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

- Knowledge of correct method is demonstrated for poultry and game
- 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 knife handling skills to industry and enterprise standards
- 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.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of poultry and game 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 poultry and game products
- Demonstrated ability to prepare various poultry and game dishes from at least six different recipes and cultural backgrounds
- Demonstrated ability to store various poultry and game dishes to industry and enterprise standards
- Knowledge of appropriate portion control and wastage.

**Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individuals work area or area of responsibility
- Demonstration of skills on more than one occasion
- Preparation of various poultry and game dishes 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*

	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients, read menus, recipes and task sheets; select and obtain commodities, organise ingredients and task sheets
	Communicating ideas and information	2	Share information with other kitchen 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	1	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	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

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare and cook poultry and game meats D1.HCC.CL2.09
<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. Tell me all the varieties of poultry and game you know.	<input type="checkbox"/>	<input type="checkbox"/>
2. What factors do establishments take into account when determining the cuts of poultry and game they will buy?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. How do you determine which suppliers to buy poultry and game from?	<input type="checkbox"/>	<input type="checkbox"/>
4. What action do you/can you take to minimise wastage through correct purchasing of poultry and game?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify a cut/variety of poultry or game and describe how you would conduct yield testing on it.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Describe the optimum storage conditions for fresh poultry and game in a commercial environment.	<input type="checkbox"/>	<input type="checkbox"/>
7. Give an example of two enterprise standards that apply/may apply to the preparing and portioning of poultry and/or game in the workplace	<input type="checkbox"/>	<input type="checkbox"/>
8. What techniques can you use to minimise wastage when preparing and portioning poultry and game?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Identify two cuts and varieties of poultry and/or game and explain how you might use the trimmings and leftovers from these.	<input type="checkbox"/>	<input type="checkbox"/>
10. What equipment and/or utensils could you use to trim, cut, portion and otherwise prepare poultry and game for cooking?	<input type="checkbox"/>	<input type="checkbox"/>
11. Identify five cuts of poultry and/or game and for each name two acceptable cooking methods and two unacceptable cooking methods	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Pick one standard poultry-based (or game-based) recipe used in your workplace and describe the process for producing that menu item	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe the correct and safe food handling practices for holding hot poultry and game-based dishes for service/display.	<input type="checkbox"/>	<input type="checkbox"/>
14. Identify three poultry-based and/or game-based dishes and explain how they are plated for service to optimise appeal and presentation.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Identify three poultry-based and/or game-based dishes and for each describe the garnishes, sauces or accompaniments which may be served with each dish.	<input type="checkbox"/>	<input type="checkbox"/>
16. What are the storage protocols in your workplace for the storage of vacuum packed poultry and/or game items delivered from suppliers?	<input type="checkbox"/>	<input type="checkbox"/>
17. Tell me how to safely thaw/de-frost frozen poultry and game ready for preparation for cooking.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Describe the storage containers that should be used to store poultry and game so as to protect against cross contamination.	<input type="checkbox"/>	<input type="checkbox"/>
19. Why is it important to label poultry and game while in storage? What information should be on this label?	<input type="checkbox"/>	<input type="checkbox"/>
20. Describe the standard stock rotation practice for the storage and use of raw poultry and game – what is it called and how is it implemented?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Prepare and cook poultry and game meats – D1.HCC.CL2.09

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

Answer all the following questions and submit to your Trainer.

1. Name 4 types of poultry

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Name 3 Game Meats or game birds

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Name 6 cuts of chicken

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What type of supplier do you need to supply your poultry needs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is the advantage of purchasing your meat on a daily basis?

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6. What is best way to minimise cost when purchasing your requirements?

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7. What is the maximum recommended storage time for fresh poultry?

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8. Prepare to enterprise standards, name 3 questions you need to ask?

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9. How do you minimise wastage when preparing for production requirements?

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10. How do staff maximise profit potential in the kitchen?

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11. What is the number one priority with equipment when processing poultry?

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12. What is the best way to cook older chicken?

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13. How many serves are there in a standard recipe?

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14. What is the recommended temperature for a bain-marie to hold food above 60°C for 1 hour?

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15. What do you need to present freshly cooked poultry and game meats?

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16. What is the role of garnishes and sauces when added to a finished meal?

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17. What is the recommended storage time at 1°C for vacuum packed poultry and game birds?

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18. Where is the best place to thaw frozen poultry?

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19. Describe the containers that are best for storing poultry and game meats.

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20. When labelling foods what is the most important requirement?

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21. What should a cleaning schedule tell you?

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# Answers to Written Questions

## Prepare and cook poultry and game meats – D1.HCC.CL2.09

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

**1. Name 4 types of Poultry**

Chicken, Duck, Turkey, Poussin

**2. Name 4 Game meats or game birds**

Goose, Squab, Mutton Birds, Pheasant, Emu, Guinea fowl

**3. Name 6 cuts of chicken**

Fillet, Leg, Thigh, Tenderloin, Drumstick, Spareribs, Wing

**4. What type of supplier do you need to supply your poultry needs?**

A reputable supplier

**5. What is the advantage of purchasing your meat on a daily basis?**

Less cost, less space needed

**6. What is best way to minimise cost when purchasing your requirements?**

Purchase only what you need

**7. What is the maximum recommended storage time for fresh poultry?**

3 days

**8. Prepare to enterprise standards, name 3 questions you need to ask?**

- Do you leave the skin on?
- Do you take the bone out?
- Is the meat cut into strips?
- Do you need to trim excess skin and fat off the meat?

**9. How do you minimise wastage when preparing for production requirements?**

Prepare only what is required

**10. How do staff maximise profit potential in the kitchen?**

By utilising leftovers and off cuts into other dishes

**11. What is the number 1 priority with equipment when processing poultry?**

Cleanliness, everything must be scrupulously clean

**12. What is the best way to cook older chicken?**

Braise or stew with addition of aromats to improve flavour

**13. How many serves are there in a standard recipe?**

10 People

**14. What is the recommended temperature for a bain-marie to hold food above 60°C for 1 hour?**

80°C

**15. What do you need to present freshly cooked poultry and game meats?**

Clean and undamaged crockery

**16. What is the role of garnishes and sauces when added to a finished meal**

They provide eye appeal, colour, flavour and interest to the dish.

**17. What is the recommended storage time at 1°C for vacuum packed poultry and game birds?**

2 weeks

**18. Where is the best place to thaw frozen poultry?**

In the coolroom

**19. Describe the type of containers that are best for storing meats.**

Must be either plastic or stainless steel in good condition and impervious to liquid

**20. When labelling foods what is the most important requirement?**

They must be legible. Other people must be able to read them.

**21. What should a cleaning schedule tell you?**

- What is to be cleaned?
  - When it is to be cleaned?
  - What you use to clean the equipment?
  - Who is to clean?
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# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare and cook poultry and game meats D1.HCC.CL2.09
<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) Identify and select poultry and game meats</li> <li>b) Prepare poultry and game meats</li> <li>c) Cook, hold and present</li> <li>d) Store poultry and game products</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: Identify and select poultry and game meats</b>		
Identify varieties of poultry and game	<input type="checkbox"/>	<input type="checkbox"/>
Identify commercial establishment cuts and specifications	<input type="checkbox"/>	<input type="checkbox"/>
Identify and select suppliers for purchasing of products	<input type="checkbox"/>	<input type="checkbox"/>
Minimise wastage through freshness and correct purchasing	<input type="checkbox"/>	<input type="checkbox"/>
Identify costs through yield testing	<input type="checkbox"/>	<input type="checkbox"/>
Ensure correct conditions are maintained for freshness and quality	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Prepare poultry and game meats</b>		
Prepare and portion poultry and game meat cuts, to enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>

Minimise wastage through preparation and storage	<input type="checkbox"/>	<input type="checkbox"/>
Use of trimmings and leftovers	<input type="checkbox"/>	<input type="checkbox"/>
Identification and use of equipment	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Cook, hold and present</b>		
Select appropriate cooking method for poultry and game meats	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and cook a selection of dishes following a standard recipes within a commercial environment	<input type="checkbox"/>	<input type="checkbox"/>
Hold prepared products as required prior to presenting	<input type="checkbox"/>	<input type="checkbox"/>
Present poultry and game meats	<input type="checkbox"/>	<input type="checkbox"/>
Prepare garnishes, sauces and accompaniments for poultry and game meat dishes	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Store poultry and game products</b>		
Fresh and/or vacuum packed items are stored correctly	<input type="checkbox"/>	<input type="checkbox"/>
Prepare for and maintain correct thawing of poultry and game	<input type="checkbox"/>	<input type="checkbox"/>
Poultry and game is appropriately stored in correct containers	<input type="checkbox"/>	<input type="checkbox"/>
Poultry and game is correctly labelled	<input type="checkbox"/>	<input type="checkbox"/>
Ensure correct conditions are maintained for freshness and quality	<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>	Prepare and cook poultry and game meats D1.HCC.CL2.09		
<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>
Identifies poultry and game varieties and cuts available including establishment cuts and specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchases poultry and game meats from appropriate suppliers minimising cost and waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertakes yield testing for poultry and game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures correct storage conditions to optimise freshness and quality for poultry and game meats including labelling of poultry and game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares, trims and stores poultry and game using correct utensils and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimises waste and uses leftovers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects, prepares, thaws, cooks and holds poultry and game dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares garnishes, sauce and accompaniments for poultry and game dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents poultry and game dishes according to house standards and requirements	<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>	Prepare and cook poultry and game meats	D1.HCC.CL2.09
<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: Identify and select poultry and game meats</b>						
Identify varieties of poultry and game						
Identify commercial establishment cuts and specifications						
Identify and select suppliers for purchasing of products						
Minimise wastage through freshness and correct purchasing						
Identify costs through yield testing						
Ensure correct conditions are maintained for freshness and quality						
<b>Element 2: Prepare poultry and game meats</b>						
Prepare and portion poultry and game meat cuts, to enterprise requirements						
Minimise wastage through preparation and storage						
Use of trimmings and leftovers						
Identification and use of equipment						

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 3: Cook, hold and present</b>						
Select appropriate cooking method for poultry and game meats						
Prepare and cook a selection of dishes following a standard recipes within a commercial environment						
Hold prepared products as required prior to presenting						
Present poultry and game meats						
Prepare garnishes, sauces and accompaniments for poultry and game meat dishes						
<b>Element 4: Store poultry and game products</b>						
Fresh and/or vacuum packed items are stored correctly						
Prepare and maintain correct thawing of poultry and game						
Poultry and game is appropriately stored in correct containers						
Poultry and game is correctly labelled						

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
Ensure correct conditions are maintained for freshness and quality						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			



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