



Prepare and display petit fours

D1.HPA.CL4.02

Assessor Manual



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Assessor Manual



**William
Angliss
Institute**

Specialist centre
for foods, tourism
& hospitality

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Table of Contents

Competency Based Assessment (CBA) – An Introduction for Assessors	1
Competency Standard	11
Oral Questions	19
Written Questions	27
Answers to Written Questions	31
Observation Checklist	35
Third Party Statement	39
Competency Recording Sheet	41

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: PREPARE AND DISPLAY PETIT FOURS		NOMINAL HOURS: 35
UNIT NUMBER: D1.HPA.CL4.02		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks, chefs and patissiers to prepare, display and store a range of high quality petit fours in commercial food production environments		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare and display petit four glace</p> <p>1.1 Prepare <i>petit four bases</i></p> <p>1.2 <i>Cut and assemble bases</i> for petit four glace</p> <p>1.3 Prepare and flavour <i>fillings</i> to required consistency</p> <p>1.4 Prepare petit four glace for <i>glazing</i></p> <p>1.5 <i>Decorate</i> petit four glace to enhance customer eye appeal</p> <p>1.6 <i>Display</i> petit four glace</p> <p>Element 2: Prepare and display marzipan based petit fours</p> <p>2.1 Prepare and flavour marzipan</p> <p>2.2 <i>Shape marzipan</i></p> <p>2.3 Prepare marzipan for glazing</p>	<p>Unit Variables</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 are responsible for preparing, displaying and storing a variety of petit fours within the labour divisions of the hotel and travel industries and may include:</p> <p>1 Food Production.</p> <p>Petit four bases will include:</p> <ul style="list-style-type: none"> • Sponge bases • Sweet pastry bases • Choux pastry. <p>Cut and assemble bases may be related to:</p> <ul style="list-style-type: none"> • Size • Variety of shapes • Consistency in size and shape. 	

2.4 Decorate marzipan petit fours to enhance customer eye appeal

2.5 Display marzipan petit fours

Element 3: Prepare and display petit four sec

3.1 Prepare and bake selection of *petit four sec*

3.2 Prepare and flavour fillings to required consistency

3.3 Prepare petit four sec for glazing

3.4 Decorate petit four sec to enhance customer eye appeal

3.5 Display petit four sec

Element 4: Prepare and display caramelised petit fours

4.1 *Select fruits/nuts*

4.2 *Prepare products*

4.3 *Prepare coating for fruits*

4.4 *Coat caramelised petit fours*

4.5 Display caramelised petit fours

Element 5: Store petit fours

5.1 Store at *correct temperature and conditions*

5.2 Maintain maximum eating quality, appearance and freshness

Fillings may include:

- Custards
- Creams
- Ganache (sweet creamy chocolate filling or icing).

Glazing should include:

- Jams
- Creams
- Chocolate
- Fondant
- Ganache
- Food lacquer
- Cocoa butter.

Decorate should relate to:

- Chocolate
- Fondant icing
- Non-parrels
- Glace fruits
- Fresh fruits.

Display may include:

- Ceramics
- Glass
- Crystal

- Mirrors
- Trays
- Croquant stands
- Sugar work stands
- Chocolate stands.

Shape marzipan may relate to:

- Modelled by hand
- Modelled using tools
- Modelled using moulds
- Fruits
- Figures
- Animals.

Petit four sec may relate to:

- Biscuits
- Tuilles
- Piped
- Rolled.

Select fruits/nuts should include:

- Fresh fruits
- Dried fruits
- Nuts varieties.

Prepare products should include:

- Wash fruits
- Dry fruits
- Shell nuts
- Fill or sandwich products.

Prepare coating for fruits refers to:

- Boiling sugar syrup to hard ball.

Coat refers to:

- Boiling sugar syrup to hard ball/caramel.

Correct temperature and conditions relates to:

- As appropriate to each type of petit fours
- Cool
- Dry
- Moisture free
- Low humidity.

Assessment Guide

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

- Knowledge of the quality characteristics of petit fours, including classical, modern/contemporary and culturally specific
- Knowledge of the appropriate quality indicators, including taste, texture, structure, shape and size to industry and/or enterprise standards
- Knowledge of the principles of the production of petit fours

- Ability to maintain hygiene and food safety requirements
- Knowledge of commodities
- Knowledge of the historical and cultural aspects of petit fours and their role on the menu and in the industry.

Linkages To Other Units

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food
- Prepare chocolate and produce chocolate products
- Work effectively with colleagues and customers
- Maintain strategies for safe food
- Present and display food products
- Apply basic techniques of commercial cookery
- Other food units as appropriate, including pastry, cakes, yeast goods, desserts, buffet and food service operation.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the varieties and characteristics of petit four classifications, including classical and modern, size, shape, structure and assembly according to industry and enterprise standards
- Demonstration of commodity knowledge including quality aspects
- Demonstrated ability to safely and hygienically handle products
- Knowledge of specific terminology related to petit fours

- Demonstrated ability to prepare a variety of petit fours from five different recipes and cultural backgrounds
- Demonstration of creative and artistic skills in preparation, decoration and display of petit fours
- Demonstrated ability to store a range of petit fours to industry and enterprises standards.

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, decoration and display of petit fours within typical workplace conditions and timeframes.

Resource Implications

Training and assessment must include access and use to a fully equipped commercial kitchen; and use of real ingredients, storage 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 products prepared by the student.

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; select and obtain commodities; organise ingredients and task sheets
Communicating ideas and information	1	Share information with other kitchen and floor service staff; read recipes, menus, instructions and orders
Planning and organising activities	2	Complete preparation, <i>mise-en-place</i> and organise for the production of petit fours; work within time constraints in a logical sequence
Working with others and in teams	1	Work cooperatively with other team members
Using mathematical ideas and techniques	1	Calculate quantities and portions against standard recipes and/or menu requirements
Solving problems	1	Identify and correct problems in the preparation, production of petit fours such as ingredient quality
Using technology	1	Use mechanical kitchen equipment including weighing equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and display petit fours D1.HPA.CL4.02
Instructions	<ol style="list-style-type: none"> 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 Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What different bases can be used for petit four glace?	<input type="checkbox"/>	<input type="checkbox"/>
2. What are the different shapes and sizes that can be used as bases for petit four glace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Describe how to make a ganache for filling petit fours.	<input type="checkbox"/>	<input type="checkbox"/>
4. Name one glaze suitable for glazing petit fours and explain how to prepare it.	<input type="checkbox"/>	<input type="checkbox"/>
5. Give two examples of decorating petit four glaze to enhance customer eye appeal.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What factors do you take into account when displaying petit four glace?	<input type="checkbox"/>	<input type="checkbox"/>
7. How do you prepare and flavour marzipan for petit fours?	<input type="checkbox"/>	<input type="checkbox"/>
8. What different techniques can be used to shape marzipan petit fours?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What is involved in preparing marzipan for glazing when making marzipan-based petit fours?	<input type="checkbox"/>	<input type="checkbox"/>
10. Give some examples of marzipan petit fours you have decorated to enhance customer eye appeal.	<input type="checkbox"/>	<input type="checkbox"/>
11. You have been asked to display a large quantity of a wide variety of types, colours, shapes, flavours and sizes of petit fours; how might you do this?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Give three examples of petit four sec.	<input type="checkbox"/>	<input type="checkbox"/>
13. Identify two different fillings for petit four sec; explain how to prepare and flavour them.	<input type="checkbox"/>	<input type="checkbox"/>
14. What do you do to prepare petit four sec for glazing?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Give an example of how you have decorated petit four sec to optimise presentation/appearance.	<input type="checkbox"/>	<input type="checkbox"/>
16. When displaying petit fours at a buffet how will you present the items to enable guests to serve themselves and protect the safety of the food?	<input type="checkbox"/>	<input type="checkbox"/>
17. How would you decide whether to use fresh fruits or dried fruits for petit fours?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What activities may be involved in preparing fruit for petit fours?	<input type="checkbox"/>	<input type="checkbox"/>
19. When preparing caramelised petit fours what is involved in preparing coating for fruits?	<input type="checkbox"/>	<input type="checkbox"/>
20. Give an example of coating caramelised petit fours – what is involved? How is it done?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Is it acceptable to display caramelised petit fours physically touching each other? Why/why not?	<input type="checkbox"/>	<input type="checkbox"/>
22. Describe the correct storage temperature and conditions for a range of different petit fours.	<input type="checkbox"/>	<input type="checkbox"/>
23. How would you store a wide range of petit fours to maximise eating quality, appearance and freshness?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Prepare and display petit fours – D1.HPA.CL4.02

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name 4 bases that can be used for petit four glace.

2. What is the most efficient shape to cut your petit four glace?

3. What filling needs to be chilled to be able to be cut?

4. What preparation do you need to do before applying glaze to petit four?

5. Why do you decorate petit four glace?

6. Name 2 ways petit fours are normally displayed.

7. What are the 2 main ingredients in marzipan?

8. What is most important when working with marzipan?

9. What condition must marzipan be for the glaze applied to the surface of the marzipan?

10. Name 4 preparations that can be used to glaze marzipan.

11. When are most marzipan petit fours normally decorated?

12. When presenting petit fours what is needed to display to greatest effect?

13. Define or explain meaning of 'petit four sec'.

14. What is best type of filling for petit four sec?

15. When can glazes be added to petit for sec?

16. What types of decorations are best for petit four sec?

17. What is the best way to display petit four sec?

18. What type of fruit is best for dipping in caramel?

19. What condition should product be before it is dipped into hot caramel?

20. At what temperature does the boiled sugar begin to turn golden in colour?

21. What is the advisable commodity to have nearby when you are coating petit fours with caramelised sugar?

22. What is the best way to display caramelised petit fours?

23. What is the best environment to store petit fours?

24. How do you maintain 'freshness in your petit fours?

Answers to Written Questions

Prepare and display petit fours – D1.HPA.CL4.02

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 bases that can be used for petit four glace.

Any of the following:

- Sponge
- Cake
- Shortbread
- Pastry
- Chocolate
- Marzipan
- Choux pastry.

2. What is the most efficient shape to cut your petit four glace?

Square.

3. What filling needs to be chilled to be able to be cut?

Butter cream.

4. What preparation do you need to do before applying glaze to petit four?

Petit fours need to be dry and have smooth sharp edges.

5. Why do you decorate petit four glace?

Adds eye appeal.

6. Name 2 ways petit fours are normally displayed.

On large platters, mirrors or on small plates.

7. What are the 2 main ingredients in marzipan?

Almonds and Sugar.

8. What is most important when working with marzipan?

Hygiene and cleanliness.

9. What condition must marzipan be for the glaze applied to the surface of the marzipan?

It must have a dry surface.

10. Name 4 preparations that can be used to glaze marzipan.

Chocolate, Ganache, Fondant, Jam and Food Lacquers.

11. When are most marzipan petit fours normally decorated?

Before they are glazed.

12. When presenting petit fours what is needed to display to greatest effect?

Neat uncluttered, clean and tidy display looks most effective.

13. Define or explain meaning of 'petit four sec'.

Small dry product from the oven.

14. What is best type of filling for petit four sec?

Low water content.

15. When can glazes be added to petit four sec?

Before or after baking.

16. What types of decorations are best for petit four sec?

Small and simple.

17. What is the best way to display petit four sec?

- Thought given to repetition or alternation of shape
- Neat uncluttered clean and tidy.

18. 18. What type of fruit is best for dipping in caramel?

Dried fruit or fruit with low moisture content.

19. What condition should product be before it is dipped into hot caramel?

Product needs to be clean and intact with no broken surfaces.

20. At what temperature does the boiled sugar begin to turn golden in colour?

160°C.

21. What is the advisable commodity to have nearby when you are coating petit fours with caramelised sugar?

A bowl of cold water.

22. What is the best way to display caramelised petit fours?

Arranged neatly and in rows, neat uncluttered, clean and tidy display.

23. What is the best environment to store petit fours?

Cool, dry, low humidity.

24. How do you maintain 'freshness in your petit fours?

Produce them as needed.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and display petit fours D1.HPA.CL4.02
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Prepare and display petit four glace b) Prepare and display marzipan based petit fours c) Prepare and display petit four sec d) Prepare and display caramelised petit fours e) Store petit fours 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: Prepare and display petit four glace		
Prepare petit four bases	<input type="checkbox"/>	<input type="checkbox"/>
Cut and assemble bases for petit four glace	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and flavour fillings to required consistency	<input type="checkbox"/>	<input type="checkbox"/>
Prepare petit four glace for glazing	<input type="checkbox"/>	<input type="checkbox"/>
Decorate petit four glace to enhance customer eye appeal	<input type="checkbox"/>	<input type="checkbox"/>
Display petit four glace	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: Prepare and display marzipan based petit fours		
Prepare and flavour marzipan	<input type="checkbox"/>	<input type="checkbox"/>
Shape marzipan	<input type="checkbox"/>	<input type="checkbox"/>
Prepare marzipan for glazing	<input type="checkbox"/>	<input type="checkbox"/>
Decorate marzipan petit fours to enhance customer eye appeal	<input type="checkbox"/>	<input type="checkbox"/>
Display marzipan petit fours	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Prepare and display petit four sec		
Prepare and bake selection of petit four sec	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and flavour fillings to required consistency	<input type="checkbox"/>	<input type="checkbox"/>
Prepare petit four sec for glazing	<input type="checkbox"/>	<input type="checkbox"/>
Decorate petit four sec to enhance customer eye appeal	<input type="checkbox"/>	<input type="checkbox"/>
Display petit four sec	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Prepare and display caramelised petit fours		
Select fruits/nuts	<input type="checkbox"/>	<input type="checkbox"/>
Prepare products	<input type="checkbox"/>	<input type="checkbox"/>
Prepare coating for fruits	<input type="checkbox"/>	<input type="checkbox"/>
Coat caramelised petit fours	<input type="checkbox"/>	<input type="checkbox"/>
Display caramelised petit fours	<input type="checkbox"/>	<input type="checkbox"/>
Element 5: Store petit fours		
Store at correct temperature and conditions	<input type="checkbox"/>	<input type="checkbox"/>
Maintain maximum eating quality, appearance and freshness	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

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

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<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>		
Unit of competency:	Prepare and display petit fours D1.HPA.CL4.02		
<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>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Prepares a variety of filled and glazed petit fours using a variety of bases and attractive decorations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares, flavours, shapes and decorates a range of marzipan-based petit fours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares, bakes, fills and glazes a variety of petit four sec	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects ingredients for and prepares a variety of caramelised petit fours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a range of petit fours attractively and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores petit fours correctly to optimise food safety and freshness	<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

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare and display petit fours	D1.HPA.CL4.02
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: Prepare and display petit four glace						
Prepare petit four bases						
Cut and assemble bases for petit four glace						
Prepare and flavour fillings to required consistency						
Prepare petit four glace for glazing						
Decorate petit four glace to enhance customer eye appeal						
Display petit four glace						
Element 2: Prepare and display marzipan based petit fours						
Prepare and flavour marzipan						
Shape marzipan						
Prepare marzipan for glazing						
Decorate marzipan petit fours to enhance customer eye appeal						
Display marzipan petit fours						

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: Prepare and display petit four sec						
Prepare and bake selection of petit four sec						
Prepare and flavour fillings to required consistency						
Prepare petit four sec for glazing						
Decorate petit four sec to enhance customer eye appeal						
Display petit four sec						
Element 4: Prepare and display caramelised petit fours						
Select fruits/nuts						
Prepare products						
Prepare coating for fruits						
Coat caramelised petit fours						
Display caramelised petit fours						

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 5: Store petit fours						
Store at correct temperature and conditions						
Maintain maximum eating quality, appearance and freshness						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 