



Prepare and store foods

D1.HCC.CL2.11

Assessor Manual



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Assessor Manual



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for foods, tourism
& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

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

Suggested Assessment Methods

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

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

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

Alternative Assessment Methods

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

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

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

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

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

Selection of Assessment Methods

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

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

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

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

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

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

Assessing Competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

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

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

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

Checklist for Assessors

	Tick (✓)	Remarks
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 STORE FOODS		NOMINAL HOURS: 70
UNIT NUMBER: D1.HCC.CL2.11		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to organise and prepare a variety of foods for the kitchen. It focuses on general food preparation and storage techniques in commercial food production environments		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Identify and collect food items required for preparations</p> <p>1.1 <i>Identify a range of food items</i> correctly</p> <p>1.2 <i>Collect food items</i> as required for standard recipes</p> <p>1.3 <i>Measure and assemble</i> food items correctly for standard recipes</p> <p>1.4 Maintain food items at <i>correct temperature</i> during preparation</p> <p>1.5 Apply correct <i>food handling techniques</i></p> <p>Element 2: Prepare eggs and dairy</p> <p>2.1 Use eggs and dairy products efficiently to <i>minimise wastage</i></p> <p>2.2 Maintain food items at correct temperature during preparation</p> <p>2.3 Apply correct food handling techniques</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 prepare and store food products within the labour divisions of the hotel and travel industries and may include:</p> <p>1 Food Production.</p> <p>Identify a range of food items may be related to:</p> <ul style="list-style-type: none"> • Vegetables and fruits • Meat, poultry and seafood • Nuts and grains • Starch products, such as rice, pasta, cous cous and potato • Eggs and dairy • Dry goods • Cultural items. 	

Element 3: Prepare dry goods

- 3.1 Use dry goods efficiently to minimise wastage
- 3.2 Maintain food items at correct temperature during preparation
- 3.3 Apply correct food handling techniques

Element 4: Prepare fruit and vegetables

- 4.1 *Clean* fruit and vegetable items correctly
- 4.2 *Prepare* fruit and vegetable items using standard techniques
- 4.3 Use fruit and vegetable efficiently to minimise wastage
- 4.4 Maintain food items at correct temperature during preparation
- 4.5 Apply correct food handling techniques

Element 5: Prepare meat, poultry and seafood

- 5.1 Clean meat, poultry and seafood items correctly
- 5.2 Prepare meat, poultry and game items using standard techniques
- 5.3 Use meat, poultry and seafood efficiently to minimise wastage
- 5.4 Maintain food items at correct temperature during preparation
- 5.5 Apply correct food handling techniques

Collect food items will include:

- Quality and quantity
- Sourcing items
- Select appropriateness.

Measure and assemble may be related to:

- *Mise en place*, to prepare for standard recipes
- Weighing, weights and measures
- Sifting, flour and cocoa
- Measuring, oil, milk, water and vinegar
- Cutting, dicing, trimming, mince and slice.

Correct temperature will include:

- Temperature time lines
- Legislative requirements
- Quantities of items
- Quality retaining.

Food handling techniques should relate to:

- Cross-contamination
- Personal hygiene
- Storage and temperature control
- Sanitation.

Minimise wastage will include:

- Menu and variety preplanning
- Quantities calculated for production

Element 6: Assemble and use equipment

6.1 Select appropriate *equipment*

6.2 Use equipment *correctly and safely* to enterprise and manufacturer's instructions

6.3 *Dismantle* and clean equipment after use

6.4 Report *equipment faults* to appropriate personal

Element 7: Store prepared foods

7.1 Store foods under appropriate *conditions* and locations to ensure freshness and quality

7.2 Select *appropriate containers*

7.3 *Label* appropriately

7.4 Ensure freshness and quality through *first in, first out*

- Use and storage of leftovers
- Efficient preparation time to minimise spoilage
- Trimming, dicing and mincing
- Itemised cuts/muscle groups
- Identifying wastage
- Suitable dishes/products.

Clean should relate to:

- Peeling
- Trimming
- Top and tail
- Washing
- Skinning
- De-seeding.

Prepare may relate to:

- Vegetable cuts, including dice, slice, segment and other classical cuts and preparations
- Cultural cuts and shapes
- Enterprise safety.

Equipment may relate to:

- Correct for task
- Assembled correctly
- Alternative available.

Correctly and safely will include:

- Manufacturer's cleaning and operating recommendations
- Demonstrating sanitisation of equipment
- Power regulations
- Following enterprise safety and hygiene procedures.

Dismantle may be related to:

- Dismantling equipment safely
- Re-assembling equipment safely
- Identifying routine maintenance schedules
- Safe occupational health and safety requirements
- Correct storage location.

Equipment faults may be related to:

- Enterprise policies and procedures
- Recording fault
- Reporting fault
- Labelling faulty equipment.

Conditions may include:

- Cool room temperature
- Cool room placement
- Time in cool storage
- Freezer temperature
- Time in freezer storage

- Kitchen menu placement, such as larder, mains and banqueting
- Dry store conditions and placement
- Humidity.

Appropriate containers may include:

- Size to enable safe handling
- Type to suite product, including stainless steel, plastic and glass
- Separating ingredients, such as herbs, garnishes and dressings
- Position in cool storage
- Enterprise and local authorities' requirements.

Label should relate to:

- Date of production
- Item being stored
- Date defrosted, if applicable
- Reheated and cooled dates.

First In First Out (FIFO) should relate to:

- Receiving stock
- Rotating stock
- Labelling stock.

Assessment Guide

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

- Knowledge of which technique for preparation and storage of food is correct

- Ability to demonstrate a range of cutting techniques
- Ability to identify food products by sight, taste and consistency
- Ability to match ingredient quality to intended final product/use
- Ability to clean and maintain food working and storage areas
- General occupational health and safety procedures in the workplace
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Ability to demonstrate safe equipment/utensils practical skills
- Ability to prepare a range of food products.

Linkages To Other Units

- Implement occupational health and safety procedures
- Work effectively with colleagues and customers
- Comply with workplace hygiene procedures
- Maintain strategies for safe food
- Present food.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the classifications and terminology used in the preparation and storage of foods
- 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
- Demonstrated ability to prepare various foods from at least six different recipes and cultural backgrounds
- Demonstrated ability to store various foods 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 individual's work area or area of responsibility
- Demonstration of skills on more than one occasion
- Preparation and storage of a variety food items within typical workplace conditions and timeframes.

Resource Implications

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

Assessment Methods

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

- Case studies
- Observation of practical candidate performance
- Oral and written questions

	<ul style="list-style-type: none"> • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>																		
	<table border="1"> <thead> <tr> <th data-bbox="842 699 1341 756">Key Competencies</th> <th data-bbox="1341 699 1471 756">Level</th> <th data-bbox="1471 699 2089 756">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="842 756 1341 991">Collecting, organising and analysing information</td> <td data-bbox="1341 756 1471 991">2</td> <td data-bbox="1471 756 2089 991">Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; select and obtain commodities, organise ingredients and task sheets, read recipes and prepare task sheets</td> </tr> <tr> <td data-bbox="842 991 1341 1086">Communicating ideas and information</td> <td data-bbox="1341 991 1471 1086">1</td> <td data-bbox="1471 991 2089 1086">Share information with other kitchen and floor service staff; read recipes and instructions</td> </tr> <tr> <td data-bbox="842 1086 1341 1219">Planning and organising activities</td> <td data-bbox="1341 1086 1471 1219">2</td> <td data-bbox="1471 1086 2089 1219">Work within time constraints in a logical sequence; plan logical and efficient sequence and timing of tasks</td> </tr> <tr> <td data-bbox="842 1219 1341 1283">Working with others and in teams</td> <td data-bbox="1341 1219 1471 1283">1</td> <td data-bbox="1471 1219 2089 1283">Work cooperatively with other team members</td> </tr> <tr> <td data-bbox="842 1283 1341 1366">Using mathematical ideas and techniques</td> <td data-bbox="1341 1283 1471 1366">1</td> <td data-bbox="1471 1283 2089 1366">Calculate portions, weigh and measure quantities against standard recipes</td> </tr> </tbody> </table>	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, read recipes and prepare task sheets	Communicating ideas and information	1	Share information with other kitchen and floor service staff; read recipes and instructions	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
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	Solving problems	1	Identify and correct problems in the preparation and production of products such as ingredient quality and equipment failure
	Using technology	1	Use mechanical kitchen equipment including weighing equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and store foods D1.HCC.CL2.11
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. Identify two cuts of meat and two types of whole fish and explain how you tell what they are.	<input type="checkbox"/>	<input type="checkbox"/>
2. What is involved in collecting food for a standard recipe to ensure you have all the required ingredients in sufficient quantity?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Give an example of how you measure nuts and grain for a standard recipe.	<input type="checkbox"/>	<input type="checkbox"/>
4. How do you ensure food items for a recipe you are making are maintained at the correct temperature during preparation?	<input type="checkbox"/>	<input type="checkbox"/>
5. What practices do you use to avoid cross-contamination when handling and preparing food.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What practices do you use to minimise wastage when preparing a dish containing only egg whites, or egg yolks?	<input type="checkbox"/>	<input type="checkbox"/>
7. How can you ensure dairy products used in menu items are maintained at the correct temperature during the food preparation process?	<input type="checkbox"/>	<input type="checkbox"/>
8. What are the correct food handling techniques necessary when handling milk and/or cream?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Give two examples of how you use dry goods efficiently when preparing food to minimise wastage.	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it important to maintain food at the correct temperature during preparation?	<input type="checkbox"/>	<input type="checkbox"/>
11. What are two correct food handling techniques you employ when preparing food using dry goods?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Identify one fruit and one vegetable and describe how you clean each one.	<input type="checkbox"/>	<input type="checkbox"/>
13. For the two items you identified in your previous answer, identify a dish they may be used in and how you would prepare them for those dishes.	<input type="checkbox"/>	<input type="checkbox"/>
14. Give two examples of how you might use peelings and off-cuts from vegetables in order to minimise wastage.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. How might keeping fruit and/or vegetables for too long at kitchen temperatures adversely affect their condition/quality for use in menu items or food service?	<input type="checkbox"/>	<input type="checkbox"/>
16. How would you wash and sanitise vegetables prior to using them in food preparation?	<input type="checkbox"/>	<input type="checkbox"/>
17. Identify one meat, one poultry, and one seafood item and explain how you would clean each of them.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. For each of the items identified in the previous question describe a standard technique you might use when preparing them for a menu item.	<input type="checkbox"/>	<input type="checkbox"/>
19. Give examples of how you could use meat, poultry and seafood off-cuts and trimmings to minimise wastage.	<input type="checkbox"/>	<input type="checkbox"/>
20. Why is it important to minimise the amount of time meat, poultry and seafood spends in the Temperature Danger Zone when preparing it for a menu item?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Explain how correct food handling procedures for meat, poultry and seafood may differ to the correct food handling procedures for dry goods.	<input type="checkbox"/>	<input type="checkbox"/>
22. What factors do you consider when selecting equipment to prepare food?	<input type="checkbox"/>	<input type="checkbox"/>
23. Identify two pieces of cooking or food preparation equipment and describe how to safely use each of these items.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. Identify one piece of food preparation or cooking equipment you have used and describe how to safely dismantle and/or clean it.	<input type="checkbox"/>	<input type="checkbox"/>
25. You have identified an item of electrical food preparation equipment that does not work when plugged in and turned on; how will you report this and who will you report it to?	<input type="checkbox"/>	<input type="checkbox"/>
26. What are the storage conditions required to store prepared meat, poultry and seafood dishes for future/later use?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
27. What factors do you take into account when selecting storage containers to store prepared food in the cool room for future/later use?	<input type="checkbox"/>	<input type="checkbox"/>
28. When labelling prepared food prior to storing it under frozen storage, what information would you put on the label?	<input type="checkbox"/>	<input type="checkbox"/>
29. Explain the implementation of the 'First In, First Out' method of stock rotation for food.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Prepare and store foods – D1.HCC.CL2.11

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Into what food groups can food be classified?

2. What does a standard recipe do?

3. Name three way of measuring ingredients when cooking.

4. Define the 2 hour 4 hour rule for food outside controlled storage for any length of time.

5. What is the general requirement for food handlers to observe when handling food for public consumption?

6. What constitutes a dairy product?

7. What is the required temperature to hold dairy products safely for any length of time?

8. What can a food handler do to develop good food handling techniques?

9. List six dry goods examples.

10. What is the best temperature for dry food store room to be?

11. Name four good dry food handling practices.

12. What is the best way to ensure all fruit and vegetables are clean before processing begins?

13. Name two techniques used to prepare fruit and vegetables.

14. What can be done with excess vegetable to minimise wastage?

15. What is the correct temperature to use when preparing fruit and vegetables?

16. What needs to be cleaned from meat poultry and seafood items?

17. What are two standard techniques used in meat and poultry preparations?

18. How do you minimise wastage?

19. What is the best temperature to maintain poultry, meat and seafood at during preparation?

20. When should you change chopping boards when preparing poultry, meat and seafood items?

21. How do you select the appropriate piece of equipment for the job required?

22. How do you learn how to use equipment safely?

23. Name the steps in cleaning and re-assembly of equipment.

24. Who reports faulty equipment to a supervisor?

25. Where is food stored when received by an enterprise?

26. What condition should containers be when used for food storage?

27. What must a label tell you when it is applied to food?

28. What does first in first out mean?



Answers to Written Questions

Prepare and store foods – D1.HCC.CL2.11

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. Into what food groups can food be classified?

- Meat
- Fruit
- Vegetables
- Grains
- Nuts, grains and seeds
- Dairy goods.

2. What does a standard recipe do?

- A standard recipe should produce a set number of serves from a set volume of food
- All should look the same.

3. Name three way of measuring ingredients when cooking.

- By weight
- By volume
- By each.

4. Define the 2 hour 4 hour rule for food outside controlled storage for any length of time.

Here the 2/4 hour rule is applied:

Any ready-to-eat potentially hazardous food, if it has been at temperatures between 5°C and 60°C:

- For a total of less than 2 hours, must be refrigerated or used immediately
- For a total of longer than 2 hours but less than 4 hours, must be used immediately or
- For a total of 4 hours or longer, must be thrown out.

5. What is the general requirement for food handlers to observe when handling food for public consumption?

A food handler must take all reasonable measures not to handle food or surfaces likely to come into contact with food in a way that is likely to compromise the safety and suitability of food.

6. What constitutes a dairy product?

- Milk
- Cream
- Butter
- Cheese.

7. What is the required temperature to hold dairy products safely for any length of time?

Less than 5°C.

8. What can a food handler do to develop good food handling techniques?

- Clean clothing everyday
- Clean protective clothing everyday or as needed
- Shower or bathe daily
- Develop good hand washing practices.

9. List six dry goods examples.

- Uncooked rice
- Dry pasta
- Flour
- Sugar
- Canned goods
- Uncooked pulses, dried beans and lentils
- Spices
- Disposable single use items
- Drinking Straws
- Paper serviettes
- Take away food containers and lids.

10. What is the best temperature for dry food store room to be?

18°C to 20°C.

11. Name four good dry food handling practices.

- Dry goods need to be kept dry
- Dry goods storage area needs to be cleaned on a daily basis
- When spillages occur they need to be cleaned immediately
- All opened packages need to be placed into a sealable container
- All decanted products need to have labels attached
- All products use by dates need to be visible.

12. What is the best way to ensure all fruit and vegetables are clean before processing begins?

Wash them.

13. Name two techniques used to prepare fruit and vegetables.

- Slice
- Dice
- Grate
- Juice
- Peel.

14. What can be done with excess vegetable to minimise wastage?

Use in soups, stocks or casseroles.

15. What is the correct temperature to use when preparing fruit and vegetables?

Room temperature – it is not a high risk product.

16. What needs to be cleaned from meat poultry and seafood items?

Any unwanted matter.

17. What are two standard techniques used in meat and poultry preparations?

Boning, slicing, trimming, and mincing.

18. How do you minimise wastage?

By using off cuts in other menu items

19. What is the best temperature to maintain poultry, meat and seafood at during preparation?

As close to 5°C as possible.

20. When should you change chopping boards when preparing poultry meat and seafood items?

After every food type is complete or every hour.

21. How do you select the appropriate piece of equipment for the job required?

Know what the machine can do.

22. How do you learn how to use equipment safely?

- Read the manufacturer's instructions
- Ask supervisor.

23. Name the steps in cleaning and re-assembly of equipment.

- 1) Turn off electricity; if required
- 2) Disassemble all parts
- 3) Wash and dry all parts
- 4) Re assemble
- 5) Store away for future use.

24. Who reports faulty equipment to a supervisor?

I do.

25. Where is food stored when received by an enterprise?

In the appropriate place:

- High risk foods – Coolroom
- Dry goods –Dry store
- Chemicals – Chemical storage areas
- Frozen goods – Freezer.

26. What condition should containers be when used for food storage?

Clean and in good condition

27. What must a label tell you when it is applied to food?

- Name of product
- Use by date
- Date of freezing

- Name of person who made
- Allergy ingredients.

28. What does first in first out mean?

Old stock must be used before new stock is opened.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare and store foods D1.HCC.CL2.11
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) Identify and collect food items required for preparations b) Prepare eggs and dairy c) Prepare dry goods d) Prepare fruit and vegetables e) Prepare meat, poultry and seafood f) Store prepared foods 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: Identify and collect food items required for preparations		
Identify a range of food items correctly	<input type="checkbox"/>	<input type="checkbox"/>
Collect food items as required for standard recipes	<input type="checkbox"/>	<input type="checkbox"/>
Measure and assemble food items correctly for standard recipes	<input type="checkbox"/>	<input type="checkbox"/>
Maintain food items at correct temperature during preparation	<input type="checkbox"/>	<input type="checkbox"/>
Apply correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: Prepare eggs and dairy		
Use eggs and dairy products efficiently to minimise wastage	<input type="checkbox"/>	<input type="checkbox"/>
Maintain food items at correct temperature during preparation	<input type="checkbox"/>	<input type="checkbox"/>
Apply correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Prepare dry goods		
Use dry goods efficiently to minimise wastage	<input type="checkbox"/>	<input type="checkbox"/>
Maintain food items at correct temperature during preparation	<input type="checkbox"/>	<input type="checkbox"/>
Apply correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Prepare fruit and vegetables		
Clean fruit and vegetable items correctly	<input type="checkbox"/>	<input type="checkbox"/>
Prepare fruit and vegetable items using standard techniques	<input type="checkbox"/>	<input type="checkbox"/>
Use fruit and vegetable efficiently to minimise wastage	<input type="checkbox"/>	<input type="checkbox"/>
Maintain food items at correct temperature during preparation	<input type="checkbox"/>	<input type="checkbox"/>
Apply correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>
Element 5: Prepare meat, poultry and seafood		
Clean meat, poultry and seafood items correctly	<input type="checkbox"/>	<input type="checkbox"/>
Prepare meat, poultry and game items using standard techniques	<input type="checkbox"/>	<input type="checkbox"/>
Use meat, poultry and seafood efficiently to minimise wastage	<input type="checkbox"/>	<input type="checkbox"/>
Maintain food items at correct temperature during preparation	<input type="checkbox"/>	<input type="checkbox"/>
Apply correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Assemble and use equipment		
Select appropriate equipment	<input type="checkbox"/>	<input type="checkbox"/>
Use equipment correctly and safely to enterprise and manufacturer's instructions	<input type="checkbox"/>	<input type="checkbox"/>

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 Please specify: _____ Please do not complete the form if you are a relative, close friend or have a conflict of interest]		
Unit of competency:	Prepare and store foods D1.HCC.CL2.11		
The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence. Please answer these questions as a record of their performance while working with you. Thank you for your time.			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Identifies, collects measures and assembles required food for recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains food safety of food items for preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares eggs and dairy products minimising wastage, maintaining food safety and applying correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares dry goods minimising wastage, maintaining food safety and applying correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans and prepares fruit and vegetables minimising wastage maintaining food safety and applying correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans and prepares meat, poultry and seafood minimising wastage maintaining food safety and applying correct food handling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects, assembles and uses food equipment safely and in accordance with manufacturer’s instructions and enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dismantles and cleans food equipment after use reporting equipment faults to the appropriate person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores prepared food under appropriate conditions and in appropriate containers to optimise freshness and quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labels stored, prepared food and applies ‘first in, first out’ stock rotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare and store foods	D1.HCC.CL2.11
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: Identify and collect food items required for preparations						
Identify a range of food items correctly						
Collect food items as required for standard recipes						
Measure and assemble food items correctly for standard recipes						
Maintain food items at correct temperature during preparation						
Apply correct food handling techniques						
Element 2: Prepare eggs and dairy						
Use eggs and dairy products efficiently to minimise wastage						
Maintain food items at correct temperature during preparation						
Apply correct food handling techniques						
Element 3: Prepare dry goods						
Use dry goods efficiently to minimise wastage						

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
Maintain food items at correct temperature during preparation						
Apply correct food handling techniques						
Element 4: Prepare fruit and vegetables						
Clean fruit and vegetable items correctly						
Prepare fruit and vegetable items using standard techniques						
Use fruit and vegetable efficiently to minimise wastage						
Maintain food items at correct temperature during preparation						
Apply correct food handling techniques						
Element 5: Prepare meat, poultry and seafood						
Clean meat, poultry and seafood items correctly						
Prepare meat, poultry and game items using standard techniques						
Use meat, poultry and seafood efficiently to minimise wastage						

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
Maintain food items at correct temperature during preparation						
Apply correct food handling techniques						
Element 6: Assemble and use equipment						
Select appropriate equipment						
Use equipment correctly and safely to enterprise and manufacturer's instructions						
Dismantle and clean equipment after use						
Report equipment faults to appropriate personal						
Element 7: Store prepared foods						
Store foods under appropriate conditions and locations to ensure freshness and quality						
Select appropriate containers						
Label appropriately						
Ensure freshness and quality through first in, first out						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



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Aid** 