



# Prepare appetisers and salads

D1.HCC.CL2.12

Assessor Manual





# **Prepare appetisers and salads**

**D1.HCC.CL2.12**

**Assessor Manual**



**William  
Angliss  
Institute**

Specialist centre  
for foods, tourism  
& hospitality

## Project Base

William Angliss Institute of TAFE  
555 La Trobe Street  
Melbourne 3000 Victoria  
Telephone: (03) 9606 2111  
Facsimile: (03) 9670 1330

## Acknowledgements

Project Director: Wayne Crosbie  
Chief Writer: Alan Hickman  
Subject Writer: Gary Blackburn  
Project Manager: Alan Maguire  
Editor: Jim Irwin  
DTP/Production: Daniel Chee, Mai Vu, Jirayu Thangcharoensamut, Kaly Quach

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: [www.asean.org](http://www.asean.org).

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2013.

All rights reserved.

## Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SKC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: AM\_Prepare\_appetisers\_&\_salads\_FN\_090114



## Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard .....	11
Oral Questions .....	19
Written Questions .....	23
Answers to Written Questions .....	27
Observation Checklist .....	31
Third Party Statement .....	35
Competency Recording Sheet .....	37



# Competency Based Assessment (CBA) – An introduction for assessors

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

## **Suggested Assessment Methods**

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

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

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

## **Alternative Assessment Methods**

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

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

Alternate assessment methods include:

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

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

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

## Selection of Assessment Methods

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

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

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

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

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

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

## Assessing Competency

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

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

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

### ***Pass Competent (PC)***

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

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

### ***Not Yet Competent' (NYC)***

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

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

The participant may be required to:

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

## Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

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

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

## Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

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

## Code of Practice for Assessors

This Code of Practice provides:

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

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

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

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

## **Instructions and Checklist for Assessors**

### ***Instructions***

General instructions for the assessment:

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

### ***Preparation***

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

### ***Briefing checklist***

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

## Checklist for Assessors

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

## Instructions for Recording Competency

### *Specifications for Recording Competency*

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

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for Different Assessment Methods

### *Specifications for Work Project Assessment*

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

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

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

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

  - You are required to complete these activities:
    - a) *Using the 'X' method of assessment*
    - b) *At 'X' location*
    - c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?”
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Oral Question Assessment***

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):  
*“These oral questions are part of the formal assessment for the unit of competency titled X.*  
*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*  
*We have 60 minutes for this assessment.*
  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Written Question Assessment**

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

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

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

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

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

*We have X time for this assessment:*

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Observation Checklist***

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

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

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

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

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

### ***Specifications for Third Party Statement***

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

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

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

## Competency Standard

<b>UNIT TITLE:</b> PREPARE APPETISERS AND SALADS		<b>NOMINAL HOURS:</b> 30
<b>UNIT NUMBER:</b> D1.HCC.CL2.12		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks and chefs to prepare and present a selection of hot and cold appetisers and salads		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare and present a selection of hot and cold salads</b></p> <p><b>1.1</b> Select <i>ingredients</i> to meet requirements of hot and cold salad menu items</p> <p><b>1.2</b> <i>Prepare</i> salads to enterprise standards including nutritional and eating qualities</p> <p><b>1.3</b> Prepare <i>garnishes and accompaniments</i></p> <p><b>1.4</b> <i>Present</i> salads including garnishes and accompaniments according to enterprise standards</p> <p><b>Element 2: Prepare and present a selection of hot and cold appetisers</b></p> <p><b>2.1</b> Select ingredients to meet requirements of hot and cold appetisers menu items</p> <p><b>2.2</b> Prepare appetisers to enterprise standards including nutritional and eating qualities</p> <p><b>2.3</b> Prepare garnishes, and accompaniments</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that prepare appetisers and salads within a commercial environment of the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production.</p> <p><i>Ingredients</i> may be related to:</p> <ul style="list-style-type: none"> <li>• Vegetables and fruits</li> <li>• Farinaceous products, including rice, lentils, beans, pasta</li> <li>• Vinegars and oils</li> <li>• Meat, poultry and seafood</li> <li>• Herbs, spices, flavourings.</li> </ul> <p><i>Prepare</i> may include:</p> <ul style="list-style-type: none"> <li>• Nutritional balance</li> </ul>	

<p><b>2.4</b> Present hot and cold appetisers including garnishes and accompaniments according to enterprise standards</p> <p><b>Element 3: Store appetisers and salads including garnishes and accompaniments</b></p> <p><b>3.1</b> Store under <i>appropriate conditions and locations</i> to ensure freshness and quality</p> <p><b>3.2</b> Store in <i>appropriate containers</i></p> <p><b>3.3</b> <i>Label</i> storage containers</p> <p><b>3.4</b> Ensure <i>economic viability</i> of preparation and holding quantities</p>	<ul style="list-style-type: none"> <li>• Method of cookery, wet and/or dry</li> <li>• Cleaning, peeling, cutting of ingredients</li> <li>• Portioning, wastage</li> <li>• Enterprise standard recipes</li> <li>• Vegetables, fruit, herbs, flowers</li> <li>• Colour and flavour blends</li> <li>• Cultural flavours</li> <li>• Glazing</li> <li>• Coating</li> <li>• Flowers and leaves</li> <li>• Pastry</li> <li>• Sauces, sweet/savoury</li> <li>• Dietary and cultural styles/flavours.</li> </ul> <p><i>Garnishes and accompaniments</i> could include:</p> <ul style="list-style-type: none"> <li>• Vegetables, fruit, herbs, spices</li> <li>• Sauces and/or dressings</li> <li>• Suitable accompaniments</li> <li>• Holding and storage conditions</li> <li>• Tooth picks, wrappings, name tags</li> <li>• Menu style and service</li> <li>• Cutting techniques, size and shape.</li> </ul>
--	--

*Present* should include:

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

*Appropriate conditions and locations* may include:

- Cool room temperature
- Cool room placement
- Time in cool storage
- Freezer temperature
- Time in freezer storage
- Kitchen menu placement, including larder, mains, banqueting.

*Appropriate containers* may include:

- Size to enable safe handling
- Type to suit product, such as stainless steel, plastic, glass
- Separating ingredients, including herbs, garnishes, dressings
- Position in cool storage
- Enterprise and local authorities' requirements
- Stock rotation to enterprise standards (F.I.F.O., First In, First Out).

*Label* should relate to:

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

*Economic viability* should relate to:

- Purchasing quantities
- Enterprise customer turn over
- Production quantities
- Menu styles
- Holding equipment, dry, cold and freezer storage and preparation.

**Assessment Guide**

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

- Knowledge of correct method of cookery is demonstrated for each appetiser and salad
- 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
- Ability to use correct method of cookery
- Knowledge of general occupational health and safety procedures in the workplace
- Knowledge 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.

**Linkages To Other Units**

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food
- Work effectively with colleagues and customers
- Maintain strategies for safe food
- Present and display food products
- Apply basic techniques of commercial cookery
- Plan, prepare and display a buffet service.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of appetisers and salads and the terminology used
- Demonstration of safe and hygienic handling of products
- Demonstration of appropriate portion control
- Demonstrate complementary presentation, garnishing and techniques
- Ability to prepare a variety of appetisers and salads from different recipes, including cultural cuisines using the appropriate cooking methods in industry realistic timeframes and constraints
- Demonstration of correct knife skills, use of equipment and utensils
- Demonstration of creative and artistic skills in preparation, decoration and display of appetisers and salads.

**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 and display of various appetisers and salads within typical workplace conditions and timeframes.

	<p><b>Resource Implications</b></p> <p>Training and assessment must include access and use to a fully equipped commercial kitchen, use of real ingredients and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p><b>Assessment Methods</b></p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work</li> <li>• Sampling of dishes prepared by the student.</li> </ul> <p><b>Key Competencies in this Unit</b></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>		
	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menus; collect equipment, commodities and ingredients; read menus, recipes and task sheets; select and obtain commodities; organise ingredients and task sheets
	Communicating ideas and information	2	Share information with other kitchen, floor service staff; read recipes, menus, instructions and orders

	Planning and organising activities	2	Work within time constraints in a logical sequence; plan logical and efficient sequencing and timing of tasks
	Working with others and in teams	2	Work cooperatively with other team members
	Using mathematical ideas and techniques	2	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
	Solving problems	1	Identify and correct problems in the preparation and production of products, such as ingredient quality/equipment failure
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment

## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare appetisers and salads D1.HCC.CL2.12
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Identify one hot and one cold salad and tell me the ingredients for each explaining the quality factors applicable for each ingredient.	<input type="checkbox"/>	<input type="checkbox"/>
2. For each of the salads identified in your answer to the previous question, tell me how to prepare each salad explaining the nutritional and eating qualities of each.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. For the salads discussed in the previous questions, what are the garnishes/accompaniments and how are they prepared?	<input type="checkbox"/>	<input type="checkbox"/>
4. Using two different salads to those already identified (one must be a cold salad and one must be a hot salad), tell me how you would present each of these.	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify one hot and one cold appetiser and tell me the ingredients for each explaining the quality factors applicable for each ingredient.	<input type="checkbox"/>	<input type="checkbox"/>
6. For each of the appetisers identified in your answer to the previous question, tell me how to prepare each appetiser explaining the nutritional and eating qualities of each.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
7. For the appetisers discussed in the previous questions, what are the garnishes/accompaniments and how are they prepared?	<input type="checkbox"/>	<input type="checkbox"/>
8. Using two different appetisers to those already identified (one must be a cold appetiser and one must be a hot appetiser), tell me how you would present each of these.	<input type="checkbox"/>	<input type="checkbox"/>
9. Describe the optimum storage conditions for prepared cold salads.	<input type="checkbox"/>	<input type="checkbox"/>
10. What containers would you use to store prepared cold salads and prepared cold appetisers?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
11. When labelling containers containing salads and appetisers what information would you include on the label?	<input type="checkbox"/>	<input type="checkbox"/>
12. What factors do you take into account when ensuring the economic viability of preparation and holding quantities of ingredients for salads and appetisers?	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Prepare appetisers and salads – D1.HCC.CL2.12

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

Answer all the following questions and submit to your Trainer.

1. Name 6 different food types that can be used in salads

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

2. What temperature are 'salad' dishes when they are served traditionally?

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

3. Salads are classified in 2 ways, what are they?

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

4. When should salads be made?

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

5. Name 3 things that can be used as garnish.

---

---

---

6. Name 2 types of dressing.

---

---

---

7. Name 3 characteristics of a well presented salad.

---

---

---

8. Give another name for appetisers

---

---

---

9. Some appetisers are eaten with the fingers; give some alternative names for these foods.

---

---

---

10. Name 4 pieces of lamb offal.

---

---

---

---

11. Can you freeze appetisers that contain fresh leafy ingredients?

---

---

---

---

12. Give 2 examples of a garnish.

---

---

---

---

13. Give 2 examples of an accompaniment.

---

---

---

---

14. Give an explanation of 'appetising' food.

---

---

---

---

15. How do you store appetisers to maintain freshness and quality?

---

---

---

---

16. What type of container should be used to store appetisers and salads?

---

---

---

---

17. What needs to go on the label of stored foods?

---

---

---

---

18. What does economic viability mean to you?

---

---

---

---

# Answers to Written Questions

## Prepare appetisers and salads – D1.HCC.CL2.12

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 6 different food types that can be used in salads**

- Meats
- Vegetables
- Breads
- Fish
- Herbs
- Nuts and seeds
- Poultry.

**2. What temperature are 'salad' dishes when they are served traditionally?**

Cold sometimes Warm.

**3. Salads are classified in 2 ways, what are they?**

- Simple
- Complex.

**4. When should salads be made?**

As close to service time as possible.

**5. Name 3 things that can be used as garnish.**

- Thinly sliced vegetables
- Herb sprigs
- Roasted chopped nuts
- Crispy deep fried vegetable shavings.

**6. Name 2 types of dressing.**

- Vinaigrette based
- Mayonnaise based.

**7. Name 3 characteristics of a well presented salad.**

- Lots of colour
- Appealing to the eye
- Textural diversity in eating experience
- Should have good height.

**8. Give another name for appetisers**

Hors d'oeuvre.

**9. Appetisers that are eaten with the fingers, give some alternative names for these foods.**

- Finger food
- Cocktail party food
- Savouries
- Canapés.

**10. Can you freeze appetisers that contain fresh leafy ingredients?**

No.

**11. In what sequence should you produce appetisers?**

A logical sequence.

**12. Give 2 examples of a garnish**

- Croutons
- Roasted nuts
- Fresh or fried herb.

**13. Give 2 examples of an accompaniment**

- Sauces
- Chutney
- Marinated vegetables.

**14. Give an explanation of appetising food.**

'Pleasing to the eye'.

**15. How do you store appetisers to maintain freshness and quality?**

For a short period of time and under a controlled atmosphere to match the type of food.

---

**16. What type of container should be used to store appetisers and salads?**

Clean and durable containers with lids.

**17. What needs to go on the label of stored foods?**

- Name of the product
- Date of manufacture
- Name of person who made product
- Use by date
- Storage requirements
- Allergy information.

**18. What does economic viability mean to you?**

- Is it going to be worthwhile for this product to be produced?
  - Will any money be made as a result of making this product?
-



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare appetisers and salads D1.HCC.CL2.12
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Prepare and present a selection of hot and cold salads</li> <li>b) Prepare and present a selection of hot and cold appetisers</li> <li>c) Store appetisers and salads including garnishes and accompaniments</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Prepare and present a selection of hot and cold salads</b>		
Select ingredients to meet requirements of hot and cold salad menu items	<input type="checkbox"/>	<input type="checkbox"/>
Prepare salads to enterprise standards including nutritional and eating qualities	<input type="checkbox"/>	<input type="checkbox"/>
Prepare garnishes and accompaniments	<input type="checkbox"/>	<input type="checkbox"/>
Present salads including garnishes and accompaniments according to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 2: Prepare and present a selection of hot and cold appetisers</b>		
Select ingredients to meet requirements of hot and cold appetisers menu items	<input type="checkbox"/>	<input type="checkbox"/>
Prepare appetisers to enterprise standards including nutritional and eating qualities	<input type="checkbox"/>	<input type="checkbox"/>
Prepare garnishes, and accompaniments	<input type="checkbox"/>	<input type="checkbox"/>
Present hot and cold appetisers including garnishes and accompaniments according to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Store appetisers and salads including garnishes and accompaniments</b>		
Store under appropriate conditions and locations to ensure freshness and quality	<input type="checkbox"/>	<input type="checkbox"/>
Store in appropriate containers	<input type="checkbox"/>	<input type="checkbox"/>
Label storage containers	<input type="checkbox"/>	<input type="checkbox"/>
Ensure economic viability of preparation and holding quantities	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

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



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Prepare appetisers and salads D1.HCC.CL2.12		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Selects ingredients to meet requirements of hot and cold salad and appetisers menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares salads and appetisers to enterprise standards including nutritional and eating qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares garnishes and accompaniments for salads and appetisers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents salads and appetisers including garnishes and accompaniments according to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores salads and appetisers in appropriate and labelled containers under appropriate conditions and locations to ensure freshness and quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures economic viability of preparation and holding quantities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Large empty rectangular box for providing comments or feedback.

**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Prepare appetisers and salads	D1.HCC.CL2.12
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Prepare and present a selection of hot and cold salads</b>						
Select ingredients to meet requirements of hot and cold salad menu items						
Prepare salads to enterprise standards including nutritional and eating qualities						
Prepare garnishes and accompaniments						
Present salads including garnishes and accompaniments according to enterprise standards						
<b>Element 2: Prepare and present a selection of hot and cold appetisers</b>						
Select ingredients to meet requirements of hot and cold appetisers menu items						
Prepare appetisers to enterprise standards including nutritional and eating qualities						
Prepare garnishes, and accompaniments						
Present hot and cold appetisers including garnishes and accompaniments according to enterprise standards						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 3: Store appetisers and salads including garnishes and accompaniments</b>						
Store under appropriate conditions and locations to ensure freshness and quality						
Store in appropriate containers						
Label storage containers						
Ensure economic viability of preparation and holding quantities						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			





William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
Aid** 