



Prepare portion controlled meat cuts

D1.HCC.CL2.15

Assessor Manual



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Assessor Manual



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& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

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

Suggested Assessment Methods

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

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

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

Alternative Assessment Methods

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

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

Alternate assessment methods include:

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

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

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

Selection of Assessment Methods

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

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

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

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

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

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

Assessing Competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

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

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

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

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

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

Code of Practice for Assessors

This Code of Practice provides:

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

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

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

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

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

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

Preparation

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

Briefing checklist

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

Checklist for Assessors

	Tick (✓)	Remarks
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 PORTION CONTROLLED MEAT CUTS		NOMINAL HOURS: 30
UNIT NUMBER: D1.HCC.CL2.15		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to prepare portion controlled meat cuts in commercial food production environments		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Select and purchase from supplies</p> <p>1.1 Identify and <i>select suppliers</i> for purchasing of products</p> <p>1.2 Identify the <i>primary meat cuts</i></p> <p>1.3 Identify the <i>secondary meat cuts</i></p> <p>1.4 Identify commercial <i>establishment cuts'</i> specifications</p> <p>1.5 Identify <i>varieties of meats</i> used commercially</p> <p>1.6 <i>Minimise wastage</i> through freshness and correct purchasing</p> <p>1.7 Identify costs through <i>yield testing</i></p> <p>Element 2: Prepare portion cuts</p> <p>2.1 <i>Prepare and portion cuts</i> to enterprise requirements</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 portion controlled meat cuts within the labour divisions of the hotel and travel industries and may include:</p> <p>1 Food Production</p> <p><i>Select suppliers</i> may relate to:</p> <ul style="list-style-type: none"> • Local, regional and international supply • Delivery requirements • Cost and trading terms • Relationship • Product range/variety <p><i>Primary meat cuts</i> may relate to:</p> <ul style="list-style-type: none"> • Whole carcasses 	

2.2 Minimise wastage through preparation and storage

2.3 Use *trimmings and leftovers* for alternative preparations and preservation

2.4 Identify and use of *equipment*

2.5 Prepare *ready for service*

Element 3: Store portion cuts to enterprise requirements

3.1 *Store* fresh and/or Cryovac items correctly

3.2 Prepare and maintain correct *thawing* of portioned cuts

3.3 *Store* portioned cuts appropriately in correct containers

3.4 *Label* portioned cuts correctly

3.5 Ensure *correct conditions* are maintained for freshness and quality

- Argentine, including rump, silverside and tenderloin
- Porterhouse
- Rib-eye
- Topside
- Cutlets
- Loin
- Cultural cuts.

Secondary meat cuts may be relate to:

- Shank
- Chuck
- Blade
- Knuckle
- Neck
- Ribs
- Leg
- Cultural cuts.

Establishment cuts' specifications may be related to:

- Menu needs
- Service styles
- Cookery methods
- Portion control
- Trimmings, usage.

Varieties of meats may be related to:

- Beef
- Lamb
- Veal
- Goat
- Buffalo
- Pork
- Cultural animals.

Minimise wastage should include:

- Storage space
- Volume requirements, including a la carte, functions and specials
- First in, first out (fifo)
- Receiving times, as needed
- Quality, including appearance, age and size
- Availability
- Cultural festivals.

Yield testing may include:

- Trimming and filleting
- Portion weights
- Off cut usage
- Staff skills.

Prepare and portion may relate to:

- Cleaning, skinning, boning, trimming and denuding
- Slice, dice, skewer, smoke, marinate, pickle, sousing and truss
- Cuts, including whole, medallion, cutlet, butterfly, schnitzel and kebabs
- Portioning, wastage and timing
- Enterprise supply and demand
- Menu style, function, *a la carte*
- Portion weights.

Trimming and leftovers may relate to:

- Off cuts, usage
- Saleable dishes
- Menu varieties
- Sausages, terrines and farces.

Equipment may include:

- Knives, cleaver and mallet
- Saw, band saw and slicer
- Sausage casing machines
- Cryovac machine
- Smokers
- Mixers and mincers
- Silent cutters.

Ready for service may relate to:

- Portion packaging/tray packaging
- Par levels
- Marinates.

Store correctly may include:

- Cool room temperature
- Cool room placement
- Length of time in cool storage
- Freezer temperature
- Length of time in freezer storage
- Appropriate process followed, including cryovac and ice packed
- Storage containers before assembly
- Storage containers after assembly
- Dietary and cultural styles/flavours
- Labelled
- Freshness, quality and presentation
- Temperature and humidity.

Thawing may relate to:

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

Label must include:

- Date
- Item name
- Handler name
- Time, temperature and storage.

Correct conditions should include:

- Temperature and humidity
- Stock rotation
- Reporting faults
- Changing containers.

Assessment Guide

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

- Knowledge of correct method is demonstrated for portion controlled meats
- Ability to identify food products by sight
- Ability to match ingredient quality to intended final product/use
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Ability to demonstrate safe knife handling skills, including the ability to trim and cut to industry and enterprise standards
- Ability to demonstrate safe equipment/utensil practical skills
- Ability to interpret and adhere to enterprise recipes.

Linkages To Other Units

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

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of portion controlled meat cuts and the terminology used
- Demonstrate safe and hygienic handling of products
- Appropriate portion control and wastage
- Demonstrate complimentary presentation, garnishing and techniques
- Demonstrate safe knife skills and other associated equipment
- Demonstration of commodity knowledge, including quality aspects
- Knowledge of specific terminology related to various portion controlled meat cuts' products
- Demonstrated ability to prepare various portion controlled meat cuts from at least six different recipes and cultural backgrounds
- Demonstrated ability to store various portion controlled meat cuts 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 of various portion controlled meat cuts within typical workplace conditions and timeframes.

Resource Implications

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

Assessment Methods

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

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work
- Sampling of dishes prepared by the student.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

	Key Competencies	Level	Examples
	Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients, read menus, recipes and task sheets; select and obtain commodities; organise ingredients and task sheets
	Communicating ideas and information	2	Share information with other kitchen and 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 sequence and timing of tasks
	Working with others and in teams	1	Work cooperatively with other team members
	Using mathematical ideas and techniques	1	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
	Solving problems	1	Identify and correct problems in preparing and producing 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 portion controlled meat cuts D1.HCC.CL2.15
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What factors do you consider when selecting a meat supplier?	<input type="checkbox"/>	<input type="checkbox"/>
2. Name and describe six primary cuts identifying where on the carcass they come from.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Name and describe six secondary cuts identifying where on the carcass they come from.	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain the factors on which meat buying specifications for establishment cuts may be based.	<input type="checkbox"/>	<input type="checkbox"/>
5. What varieties of meat are used in your workplace and how are they used/what menu items are they used in?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Explain how you have applied correct purchasing protocols to minimise wastage and optimise freshness.	<input type="checkbox"/>	<input type="checkbox"/>
7. Describe one way in which you could/have undertaken yield testing for a cut of meat in order to determine cost per portion	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify one primary cut and one secondary meat cut and explain the practices involved in preparing and portioning them.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Give me three practices you can apply to minimise wastage when preparing portion controlled meat cuts.	<input type="checkbox"/>	<input type="checkbox"/>
10. Give me five examples of how trimmings and left-overs from the meat portioning process may be used to minimise waste and optimise yield/sales.	<input type="checkbox"/>	<input type="checkbox"/>
11. Identify three pieces of equipment used in the portioning of meat and explain what it is used for and how it is used.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Describe what is involved in tray packaging meat ready for service: what do you do? What do you use?	<input type="checkbox"/>	<input type="checkbox"/>
13. What storage conditions apply in your workplace for storing fresh and vacuum packed meat?	<input type="checkbox"/>	<input type="checkbox"/>
14. Describe the thawing protocols employed at your workplace to safely thaw frozen portion controlled meat.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Describe the containers used to store fresh meat in your workplace explaining why these are used.	<input type="checkbox"/>	<input type="checkbox"/>
16. What details would you include when labelling portion controlled meat cuts for frozen storage?	<input type="checkbox"/>	<input type="checkbox"/>
17. What action is taken in your workplace to ensure the correct conditions for the storage of portion controlled meat is maintained?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Prepare portion controlled meat cuts – D1.HCC.CL2.15

Student Name: _____

Answer all the following questions and submit to your Trainer.

- 1. What questions do you have to answer before you choose a supplier?

- 2. Name the 3 primary cuts of beef

- 3. Name the 3 primary cuts of lamb

- 4. Name the primary cuts of pork

5. Name 2 secondary cuts from leg of lamb

6. Name 2 secondary cuts from lamb loin

7. Name 2 secondary cuts from pork hindquarter

8. Name 2 secondary cuts from beef hindquarter

9. Name 2 commercial establishment or restaurant cuts from beef tenderloin

10. Name 2 commercial establishment or restaurant cuts from lamb rib loin

11. Name 2 commercial establishment or restaurant cuts from pork spring

12. Name 5 varieties of meat available for the commercial market

13. How can wastage be minimised through purchasing?

14. How can meat cuts be kept fresh?

15. Explain the yield test

16. Explain what is an enterprise requirement

17. What might be found in a specification?

18. How can wastage be minimised through storage?

19. How can wastage be minimised through correct preparation?

20. How should leftovers be stored until they can be utilised?

21. What is the best piece of equipment that can be used when portioning meat?

22. What is recommended to be done to meat before service that is going to be grilled?

23. What is the recommended method of storing vacuum sealed meats?

24. When stored at correct temperature of 1°C how long can the following vacuum sealed meats be stored?

25. Where is the ideal place to thaw meat so that it will be safe from bacteria activity?

26. What should be the condition of plastic containers when using them to store fresh meat?

27. Labels on stored food should have what information written on them

28. Name 5 conditions that need to be followed to ensure that meat products are kept safe

Answers to Written Questions

Prepare portion controlled meat cuts – D1.HCC.CL2.15

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

- 1. What questions do you have to answer before you choose a supplier?**
 - Can they supply what is required?
 - Can they supply the quality expected?
 - Can they supply the amounts as required?
 - Is the price they expect for their service acceptable to my enterprise?

- 2. Name the 3 primary cuts of beef**

Hindquarter and forequarter.

- 3. Name the 3 primary cuts of lamb**

Leg, loin and forequarter.

- 4. Name the primary cuts of pork**

Hindquarter and forequarter.

- 5. Name 2 secondary cuts from leg of lamb**

Short leg and chump.

- 6. Name 2 secondary cuts from lamb loin**

Short loin or rib loin.

- 7. Name 2 secondary cuts from pork hindquarter**

Leg, hock, trotter and rump.

- 8. Name 2 secondary cuts from beef hindquarter**

Striploin, tenderloin, fillet, topside and rump.

- 9. Name 2 commercial establishment or restaurant cuts from beef tenderloin**

Eye fillets; tournedos; minute steak; dice; chateaubriand.

- 10. Name 2 commercial establishment or restaurant cuts from lamb rib loin**

Cutlets and racks.

11. Name 2 commercial establishment or restaurant cuts from pork spring

Spare ribs and dice.

12. Name 5 varieties of meat available for the commercial market

Beef; Lamb; Goat; Buffalo; Camel; Pork; Kangaroo.

13. How can wastage be minimised through purchasing?

Purchasing only what is required in the ordering period.

14. How can meat cuts be kept fresh?

Store meats in a controlled atmosphere of less than 5°C.

15. Explain the yield test

- How many serves can be achieved out of a set amount of meat?
- How many portioned weight units can be achieved from set amount of meat compared with the purchased price?

16. Explain what is an enterprise requirement

An enterprise requirement will be the specific requirement that the steak is cut to 150 gram or 180 gram per serve.

An enterprise standard may be the amount of fat that may be left on the side of the steak.

17. What might be found in a specification?

- Number of steaks in each packet
- Thickness of the fat left on lamb cutlet
- Weight of each steak with minimal allowance for weight variations
- Type of meat required.

18. How can wastage be minimised through storage?

Ensure that meat is stored at the correct temperature so to reduce bacterial growth.

19. How can wastage be minimised through correct preparation?

- Using off cuts for other menu items
- Cutting to correct weight.

20. How should leftovers be stored until they can be utilised?

- Fresh meats can be frozen until required
- Frozen thawed meats should be cooked before then refrozen if required for utilisation in stock.

21. What is the best piece of equipment that can be used when portioning meat?

A sharp long bladed knife.

22. What is recommended to be done to meat before service that is going to be grilled?

That it is brought up to room temperature before cooking begins.

23. What is the recommended method of storing vacuum sealed meats?

Single layer with the fat side up.

24. When stored at correct temperature of 1°C how long can the following vacuum sealed meats be stored?

- Beef - up to 12 weeks
- Lamb - up to 10 weeks
- Pork - up to 3 weeks.

25. Where is the ideal place to thaw meat so that it will be safe from bacteria activity?

In the cool room where the temperature is controlled at less than 5°C.

26. What should be the condition of plastic containers when using them to store fresh meat?

They should be clean and undamaged.

27. Labels on stored food should have what information written on them?

- Name of product
- Date of processing
- Name of person who processed food
- Use by date.

28. Name 5 conditions that need to be followed to ensure that meat products are kept safe.

- That area where meat is stored is clean
- The temperature is low enough to reduce possibility of bacterial growth
- The time that meat is stored will not be sufficient for bacteria to grow
- Equipment used to store meats is clean
- Equipment used to store meat is not damaged.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare portion controlled meat cuts D1.HCC.CL2.15
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) Select and purchase from supplies b) Prepare portion cuts c) Store portion cuts to enterprise requirements 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: Select and purchase from supplies		
Identify and select suppliers for purchasing of products	<input type="checkbox"/>	<input type="checkbox"/>
Identify the primary meat cuts	<input type="checkbox"/>	<input type="checkbox"/>
Identify the secondary meat cuts	<input type="checkbox"/>	<input type="checkbox"/>
Identify commercial establishment cuts' specifications	<input type="checkbox"/>	<input type="checkbox"/>
Identify varieties of meats used commercially	<input type="checkbox"/>	<input type="checkbox"/>
Minimise wastage through freshness and correct purchasing	<input type="checkbox"/>	<input type="checkbox"/>
Identify costs through yield testing	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Prepare portion cuts		
Prepare and portion cuts to enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>
Minimise wastage through preparation and storage	<input type="checkbox"/>	<input type="checkbox"/>
Use trimmings and leftovers for alternative preparations and preservation	<input type="checkbox"/>	<input type="checkbox"/>
Identify and use of equipment	<input type="checkbox"/>	<input type="checkbox"/>
Prepare ready for service	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Store portion cuts to enterprise requirements		
Store fresh and/or Cryovac items correctly	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and maintain correct thawing of portioned cuts	<input type="checkbox"/>	<input type="checkbox"/>
Store portioned cuts appropriately in correct containers	<input type="checkbox"/>	<input type="checkbox"/>
Label portioned cuts correctly	<input type="checkbox"/>	<input type="checkbox"/>
Ensure correct conditions are maintained for freshness and quality	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor

Strengths:

Improvements needed:

General comments:

Candidate signature

Date

Assessor signature

Date

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Prepare portion controlled meat cuts D1.HCC.CL2.15		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Identifies and selects suppliers for purchasing of products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the primary and secondary meat cuts and varieties of meats used commercially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies commercial establishment cuts' specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimises wastage through freshness and correct purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies costs through yield testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares and portions cuts ready for service to enterprise requirements minimising wastage through correct preparation and storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses trimmings and leftovers for alternative preparations and preservation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and uses equipment to cut and portion meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores fresh and/or Cryovac items correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares and maintains correct thawing of portioned cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores and labels portioned cuts appropriately in correct containers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures correct conditions are maintained for freshness and quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare portion controlled meat cuts	D1.HCC.CL2.15
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: Select and purchase from supplies						
Identify and select suppliers for purchasing of products						
Identify the primary meat cuts						
Identify the secondary meat cuts						
Identify commercial establishment cuts' specifications						
Identify varieties of meats used commercially						
Minimise wastage through freshness and correct purchasing						
Identify costs through yield testing						
Element 2: Prepare portion cuts						
Prepare and portion cuts to enterprise requirements						
Minimise wastage through preparation and storage						
Use trimmings and leftovers for alternative preparations and preservation						
Identify and use of equipment						
Prepare ready for service						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Store portion cuts to enterprise requirements						
Store fresh and/or Cryovac items correctly						
Prepare and maintain correct thawing of portioned cuts						
Store portioned cuts appropriately in correct containers						
Label portioned cuts correctly						
Ensure correct conditions are maintained for freshness and quality						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



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Aid** 