Prepare vegetables, eggs and farinaceous dishes

D1.HCC.CL2.18

Assessor Manual

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Assessor Manual

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 Writers: Alan Hickman, Garry Blackburn
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, Kaly Quach

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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 VEGETABLES, EGGS AND FARINACEOUS DISHES	NOMINAL HOURS: 50

UNIT NUMBER: D1.HCC.CL2.18

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to prepare, present on menus and store a range of vegetables, fruits, egg and farinaceous dishes in a commercial environment

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Prepare and cook vegetable and fruit menu items **1.1** Select vegetables and fruits according to *availability* **1.2** *Prepare* and/or *cook* a variety of vegetable and fruit menu items **1.3** Identify and prepare appropriate *sauces, garnish and accompaniments* as per the menu item **1.4** *Present* vegetable and fruit menu items **Element 2: Prepare and cook egg based menu items** **2.1** Prepare, use and/or cook a variety of egg menu items **2.2** Identify and prepare appropriate sauces, garnishes and accompaniments as per the menu item **2.3** Present egg menu items	**Unit Variables** 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 This unit applies to all industry sectors that prepare vegetables, eggs and farinaceous dishes within the labour divisions of the hotel and travel industries and may include: 1. Food Production *Availability* may be related to: • Seasonal availability • Storage capacity • Menu styles • Quality, quantity • Cultural varieties *Prepare* should relate to: • Cleaning, peeling, cutting of ingredients • Portioning, minimising wastage

Element 3: Prepare and cook farinaceous menu items	• Standard recipes
	• Varieties of the product
3.1 Select farinaceous items according to availability	• Properties of the products
	• Prepared and/or pre-finished products.
3.2 Prepare and/or cook a variety of farinaceous menu items	*Cook* could include:
	• Braising
3.3 Identify and prepare appropriate sauces, garnish and accompaniments as per the menu item	• Stewing
	• Poaching
3.4 Present farinaceous menu items	• Boiling, simmering
Element 4: Store vegetable, fruit, egg and farinaceous items	• Steaming, atmospheric and/or pressure
	• Roasting, pot roasting
4.1 *Store* fresh prepared and/or cooked vegetable, fruit, egg and farinaceous menu items correctly	• Baking
	• Grilling
	• Deep and shallow frying
4.2 *Store* fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products appropriately in correct containers s	• Wrapped food, including vine, banana leaf, paper, bark, paper bag
	• Microwave.
4.3 *Label* fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products correctly	*Sauces, garnishes and accompaniments* may include:
	• Specialty flavours
	• Cultural flavours
4.4 *Store* fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products in *correct conditions* to maintain freshness and quality	• Vegetables, fruit, herbs, flowers
	• Colour and flavour blends
	• Cultural flavours

	- Glazing - Coating - Flowers and leaves - Pastry - Sauces, sweet/savoury - Dietary and cultural styles/flavours. *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.

Store may include:

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

Label must include:

- Date
- Item name
- Handler's name
- Time, temperature, 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 cookery method is demonstrated for all vegetable, eggs and farinaceous dishes

- 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

- 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

- Work effectively with colleagues and customers

- Maintain strategies for safe food storage

- Prepare and store food

- Present and display food products

- Apply basic techniques of commercial cookery.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of vegetables, fruits, eggs and farinaceous items

- Demonstrate safe and hygienic handling of products

- Demonstrate appropriate portion control

- Demonstrate complimentary presentation, garnishing and techniques

- Ability to prepare a variety of vegetable, egg and farinaceous items from different recipes, including cultural cuisines using the cooking methods within industry realistic timeframes and constraints

- Demonstrate correct knife skills, use of equipment and utensils.

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 vegetable, fruit, egg and farinaceous products items within typical workplace conditions and timeframes.

Resource Implications

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.

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 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 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 vegetables, eggs and farinaceous dishes D1.HCC.CL2.18
Instructions	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 Net 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 take into account when selecting vegetables and fruits for menu items?	❏	❏
2. Name one fruit and one vegetable menu item and describe the preparation and cooking required for each.	❏	❏

Questions	Response	
	PC	**NYC**
3. For each of the two menu items identified in the answer to your last question, describe how to prepare a suitable sauce, garnish or accompaniment.	❑	❑
4. For each of the two menu items identified in the answer to your last question, describe how to present each item when serving them to a customer.	❑	❑
5. Identify two egg-based menu items and describe the preparation and cooking required for each.	❑	❑

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Questions	Response	
	PC	**NYC**
6. For each of the two egg-based menu items identified in your previous answer describe how to prepare a suitable sauce, garnish or accompaniment.	❏	❏
7. For each of the two egg-based menu items identified in the answer to your last question, describe how to present each item when serving them to a customer.	❏	❏
8. What factors do you take into account when selecting farinaceous items for menu items?	❏	❏

Questions	Response	
	PC	**NYC**
9. Name two farinaceous menu items and describe the preparation and cooking required for each.	❑	❑
10. For each of the two farinaceous menu items identified in your previous answer describe how to prepare a suitable sauce, garnish or accompaniment.	❑	❑
11. For each of the farinaceous menu items identified in the answer to your last question, describe how to present each item when serving them to a customer	❑	❑

Questions	Response	
	PC	**NYC**
12. How do you store fresh, prepared and cooked vegetable, fruit, egg and farinaceous menu items correctly?	❑	❑
13. What containers would be suitable for storing fresh, prepared and cooked vegetable, fruit, egg and farinaceous menu items correctly?	❑	❑
14. When storing fresh, prepared and cooked vegetable, fruit, egg and farinaceous menu items correctly, what information should be contained on the label used to label each food item?	❑	❑

Questions	Response	
	PC	**NYC**
15. What are the correct storage conditions for fruit and vegetables to maintain freshness and optimise quality?	❑	❑

Written Questions

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Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is a vegetable?

    _____

    _____

    _____

2. Why are some vegetables called root vegetables?

    _____

    _____

3. What differentiates a fruit vegetable from a fruit?

    _____

    _____

4. Name the two classifications of vegetables

    _____

    _____

5. Name four varieties of green vegetables

    _____

    _____

6. Name four fruit vegetables

    _____

    _____

7. What must be the first thing to be done when preparing vegetables?

    _____

    _____

8. What method of cooking is mostly used to cook vegetables?

   _____

   _____

9. What is the starting temperature of the water for cooking root vegetables?

   _____

   _____

10. What causes the increase in colour when green vegetables are plunged into boiling water?

    _____

    _____

11. What categories of sauce are there for hot vegetables?

    _____

    _____

12. What sauces are available for cold vegetables?

    _____

    _____

13. What can be used to garnish vegetable dishes?

    _____

    _____

14. What do you use to present fruit and vegetables on the plate?

    _____

    _____

15. What are the three main elements in the structure of an egg?

    _____

    _____

16. Which egg is most used in culinary dishes?

    _____

    _____

17. What is a quality indicator when discussing the eggs?

_____

_____

_____

_____

18. Name four culinary uses for eggs

_____

_____

19. What is the best way to store eggs?

_____

_____

20. What is the classic sauce that is served with poached eggs?

_____

_____

21. What is the sauce served with Huevos Rancheros?

_____

_____

22. Name three methods of presenting eggs for breakfast.

_____

_____

_____

23. Name six farinaceous products

_____

_____

_____

24. Where on the menu do you have farinaceous products?

_____

_____

_____

25. Name four base sauces for pasta.

_____

_____

26. Name the best type of plate to use when presenting pasta dishes.

_____

_____

27. What vegetables should be chilled below 5°C for storage?

_____

_____

28. What type of containers should be used to store product?

_____

_____

29. What must be on label when storing foods?

_____

_____

30. How is quality maintained?

_____

_____

Answers to Written Questions

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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 is a vegetable?**

   A vegetable is defined as an edible plant excluding the seed. Edible plants are from the botanical world.

2. **Why some vegetables are called root vegetables?**

   A root vegetable is something actual comes out of the soil and not from a tree or bush.

3. **What defines a fruit vegetable from a fruit?**

   A fruit vegetable is picked from a tree or shrub and is not sweet in taste as a fruit.

4. **Name the two classifications of vegetables**

   - Root vegetable
   - Green vegetable.

5. **Name four (4) varieties of green vegetables.**

   Leaves, stems, flowers, seeds, bulbs.

6. **Name four fruit vegetables.**

   Tomatoes, beans, corn, peas, pumpkin, sweet peppers, eggplants, chillies.

7. **What must be the first thing to be done when preparing vegetables?**

   Wash to ensure they are clean.

8. **What method of cooking is mostly used to cook vegetables?**

   Boiling.

9. **What is the starting temperature of the water for cooking root vegetables?**

   Cold.

10. **What causes the increase in colour when green vegetables are plunged into boiling water?**

    Collapsing of the outer cell walls concentrating the colour of the chlorophyll.

11. What categories of sauce are there for hot vegetables?

Starch thickened, cream reduction, butter glaze.

12. What sauces are available for cold vegetables?

Vinaigrette; mayonnaise.

13. What can be used to garnish vegetable dishes?

Any edible organic product that will catch the eye of the customer.

14. What do you use to present fruit and vegetables on the plate?

Colour, size and shape.

15. What are the three main elements in the structure of an egg?

Shell, egg white and egg yolk.

16. Which egg is most used in culinary dishes?

Chicken eggs.

17. What is a quality indicator when discussing the eggs?

- **Shell** should be clean and free from dirt on shell; must not be cracked
- **Egg yolks**: no blood spots
- **Egg white:** thick and gelatinous and sit high on plate
- **Smell:** should not smell of sulphur.

18. Name four culinary uses for eggs

Thicken; bind; glaze; aerate; emulsify; clarify; enrich.

19. What is the best way to store eggs?

- In a cool humid environment
- Away from strong odours
- In box with point end down
- Kept dry.

20. What is the classic sauce that is served with poached eggs

Hollandaise.

21. What is the sauce served with Huevos Rancheros?

Tomato salsa.

22. Name three methods of presenting eggs for breakfast.

- Fried poached

- Scrambled

- Omelette.

23. Name six farinaceous products

Pasta, lentils, rice, noodles, potato, polenta.

24. Where on the menu do you have farinaceous products?

Breakfast, lunch, dinner.

25. Name four base sauces for pasta

Olive oil, tomato sauce, cream base, meat ragu.

26. Name the best type of plate to use when presenting pasta dishes

Wide shallow plates.

27. What vegetables should be chilled below 5°C for storage?

Green leafy vegetables.

28. What type of containers should be used to store product?

Clean and in good condition.

29. What must be on label when storing foods?

- Name of products

- Date of manufacture]

- Name of person making product.

30. How is quality maintained?

- Purchase only what can be used in ordering cycle

- Store at a temperature that will minimise product degradation.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare vegetables, eggs and farinaceous dishes D1.HCC.CL2.18
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Prepare and cook vegetable and fruit menu items
	
	   b) Prepare and cook egg based menu items
	
	   c) Prepare and cook farinaceous menu items
	
	   d) Store vegetable, fruit, egg and farinaceous items
	
	2. Enter the date on which the tasks were undertaken
	
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Prepare and cook vegetable and fruit menu items		
Select vegetables and fruits according to availability	❑	❑
Prepare and/or cook a variety of vegetable and fruit menu items	❑	❑
Identify and prepare appropriate sauces, garnish and accompaniments as per the menu item	❑	❑
Present vegetable and fruit menu items	❑	❑
Element 2: Prepare and cook egg based menu items		
Prepare, use and/or cook a variety of egg menu items	❑	❑
Identify and prepare appropriate sauces, garnishes and accompaniments as per the menu item	❑	❑

Present egg menu items	❑	❑
Element 3: Prepare and cook farinaceous menu items		
Select farinaceous items according to availability	❑	❑
Prepare and/or cook a variety of farinaceous menu items	❑	❑
Identify and prepare appropriate sauces, garnish and accompaniments as per the menu item	❑	❑
Present farinaceous menu items	❑	❑
Element 4: Store vegetable, fruit, egg and farinaceous items		
Store fresh prepared and/or cooked vegetable, fruit, egg and farinaceous menu items correctly	❑	❑
Store fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products appropriately in correct containers	❑	❑
Label fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products correctly	❑	❑
Store fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products in correct conditions to maintain freshness and quality	❑	❑
Did the student's overall performance meet the standard?	❑	❑
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:	❏ Employer ❏ Supervisor ❏ Colleague ❏ 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 vegetables, eggs and farinaceous dishes D1.HCC.CL2.18		

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? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Selects, prepares and cooks vegetables and fruits according to availability and menu items	❏	❏	❏
Identifies and prepares sauces, garnishes and accompaniments for vegetable and fruit menu items	❏	❏	❏
Prepares, uses and/or cooks a variety of egg menu items	❏	❏	❏
Identifies and prepares sauces, garnishes and accompaniments for egg menu items	❏	❏	❏
Selects, prepares and cooks farinaceous items according to availability and menu items	❏	❏	❏
Identifies and prepares sauces, garnishes and accompaniments for farinaceous items	❏	❏	❏
Presents vegetable, fruit, egg and farinaceous menu items	❏	❏	❏
Stores and labels fresh, prepared and/or cooked vegetable, fruit, egg and farinaceous products correctly to maintain freshness and quality	❏	❏	❏

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 vegetables, eggs and farinaceous dishes	D1.HCC.CL2.18
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Prepare and cook vegetable and fruit menu items						
Select vegetables and fruits according to availability						
Prepare and/or cook a variety of vegetable and fruit menu items						
Identify and prepare appropriate sauces, garnish and accompaniments as per the menu item						
Present vegetable and fruit menu items						
Element 2: Prepare and cook egg based menu items						
Prepare, use and/or cook a variety of egg menu items						
Identify and prepare appropriate sauces, garnishes and accompaniments as per the menu item						
Present egg menu items						
Element 3: Prepare and cook farinaceous menu items						
Select farinaceous items according to availability						
Prepare and/or cook a variety of farinaceous menu items						

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
Identify and prepare appropriate sauces, garnish and accompaniments as per the menu item						
Present farinaceous menu items						
Element 4: Store vegetable, fruit, egg and farinaceous items						
Store fresh prepared and/or cooked vegetable, fruit, egg and farinaceous menu items correctly						
Store fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products appropriately in correct containers						
Label fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products correctly						
Store fresh prepared and/or cooked vegetable, fruit, egg and farinaceous products in correct conditions to maintain freshness and quality						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			