



Present and display food products

D1.HCC.CL2.19

Assessor Manual



Present and display food products

D1.HCC.CL2.19

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 Writers: Alan Hickman, Brad Harris
Project Manager: Alan Maguire
Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, 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.

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_Present_&_display_food_products_FN_240114

Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard	11
Oral Questions	19
Written Questions	25
Answers to Written Questions	31
Observation Checklist	35
Third Party Statement	39
Competency Recording Sheet	41

Competency Based Assessment (CBA) – An introduction for assessors

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

Suggested Assessment Methods

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

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

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

Alternative Assessment Methods

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

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

Alternate assessment methods include:

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

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

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

Selection of Assessment Methods

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

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

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

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

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

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

Assessing Competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

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

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

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

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

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

Code of Practice for Assessors

This Code of Practice provides:

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

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

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

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

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

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

Preparation

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

Briefing checklist

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

Checklist for Assessors

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

Instructions for Recording Competency

Specifications for Recording Competency

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

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

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

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

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

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

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

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

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

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

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

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

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

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

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

We have X time for this assessment:

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

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

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

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

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

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

The Third Party must:

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

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

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

Competency Standard

UNIT TITLE: PRESENT AND DISPLAY FOOD PRODUCTS		NOMINAL HOURS: 30
UNIT NUMBER: D1.HCC.CL2.19		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to present and display a range of food products in commercial food operations		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare garnishes and accompaniments</p> <p>1.1 Identify <i>menu items</i> that require <i>garnishes and/or accompaniments</i></p> <p>1.2 Prepare various garnish and/or accompaniments</p> <p>1.3 Set up for service</p> <p>Element 2: Plate and present foods</p> <p>2.1 Portion food items to enterprise standards</p> <p>2.2 Provide sufficient and appropriate <i>service equipment and service platforms</i></p> <p>2.3 Plate and display food items to <i>menu style</i></p> <p>2.4 Present food <i>neatly and attractively</i></p> <p>Element 3: Store garnishes and accompaniments</p> <p>3.1 Store items correctly</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 present and display food products within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Menu items</i> should include:</p> <ul style="list-style-type: none"> • Garnishes and accompaniments to complement standard recipes • Vegetables, fruits, herbs, flowers • Service styles, such as a la carte, buffet, banqueting, breakfast • Suitable alternative garnishes and accompaniments <p><i>Garnishes and accompaniments</i> may include:</p> <ul style="list-style-type: none"> • Vegetables, fruit, herbs, flowers • Colour and flavour blends 	

3.2 Store products appropriately in correct containers

3.3 Label products correctly

3.4 Store items in *correct conditions* to maintain freshness and quality

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

Prepare should be related to:

- Cleaning, peeling, cutting of ingredients
- Holding and storage temperatures
- Menu service style
- Portioning, wastage
- Standard recipes.

Set up for service may be related to:

- Quantities for service operation
- Containers for service operation
- Holding and storage temperatures
- Service stations set up to meet menu style and enterprise requirements
- Back up to enterprise requirements.

Portion should relate to:

- Enterprise weights, quantities

- Utilise wastage, off cuts
- Rotate stock to avoid wastage and first in first out (F.I.F.O)
- Serving equipment.

Service equipment and service platforms should include:

- Section set up, including tongs, spoons, gloves, squeeze bottles
- Service equipment, including stainless bowls, trays, containers, chopping boards, knives
- Service platforms, including plates, bowls, platters, baskets.

Menu style should relate to:

- A la carte
- Buffet
- Banquet
- Hot or cold displays
- Open displays
- Service periods such as breakfast, lunch, dinner, supper.

Neatly and attractively should include:

- Colour
- Height
- Texture
- Equipment
- Classical and cultural
- Clean plates, bowls, platters, baskets
- Drips, spills, arrangement.

Store may include:

- Cool room temperature
- Cool room placement
- Length of time in cool storage
- Length of time in freezer storage
- Appropriate process followed, 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 presentation is demonstrated for all dishes and platters
- Ability to identify food products by sight, taste and consistency
- Ability to match garnish to intended final dish/use
- Ability to clean and maintain food working and storage areas
- Ability to demonstrate safe knife handling skills, including the ability to turn vegetables and cuts to industry and enterprise standards to meet garnishing requirements
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Cleaning and sanitising chemicals, techniques and protocols.

Linkages To Other Units

- Maintain strategies for safe food storage
- Implement occupational health and safety procedures
- Prepare and store food in a safe and hygienic manner
- Apply basic techniques of commercial cookery
- Prepare and store food.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the classifications and presentation of garnishes and accompaniments, including terminology
- Demonstrate safe and hygienic handling of all food products
- Demonstrate ability to apply appropriate portion control and wastage

- Demonstrate safe knife skills and other associated equipment
- Demonstrated ability to actual preparation of garnishes and accompaniments.

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, prepare and display various items within typical workplace conditions and timeframes.

Resource Implications

Training and assessment must include access and use of 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		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	1	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	1	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	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 the preparing and producing 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	Present and display food products D1.HCC.CL2.19
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. Give me a brief explanation as to why some garnishes may not be suitable to present with certain foods.	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain how reading a standard recipe or recipe card may assist in identifying appropriate garnishes or accompaniments for menu items.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Briefly describe the function of a garnish item.	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe 2 important points to consider when selecting an accompaniment for menu items.	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe 2 practices that you could follow to help ensure that meal service is carried out smoothly.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Give a brief description for the meaning or the term 'portioning'.	<input type="checkbox"/>	<input type="checkbox"/>
7. Give a brief description for the term 'service platform' and provide 2 examples.	<input type="checkbox"/>	<input type="checkbox"/>
8. Briefly describe the 'A la carte' style of food service.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Give 2 examples of how neat and attractive plating can be achieved.	<input type="checkbox"/>	<input type="checkbox"/>
10. Briefly describe 2 factors to consider in relation to storing prepared garnishes and accompaniments.	<input type="checkbox"/>	<input type="checkbox"/>
11. Define 3 things to consider when selecting a food storage container.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Define 3 pieces of information that may be provided on a food label	<input type="checkbox"/>	<input type="checkbox"/>
13. Briefly describe how high humidity can adversely affect foods in dry storage.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Present and display food products – D1.HCC.CL2.19

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name 4 fresh herbs that could be used as a plate garnish.

2. Relating to garnishes, what is a 'sprig'?

3. Name 2 accompaniments that could be served with the following foods.

Fish	a) _____	b) _____
Beef	a) _____	b) _____
Lamb	a) _____	b) _____

4. Give 2 examples of how each of the following items can be prepared as an accompaniment.

Cheese	a) _____	b) _____
Bread	a) _____	b) _____
Chocolate	a) _____	b) _____

5. Which item could be used to give a shiny appearance to a food item?

- Condiment
- Glaze
- Salsa

6. Briefly describe the reasons for using a 'standard' recipe.

7. Name 3 pieces of equipment that can be used for making garnish items.

1. _____

2. _____

3. _____

8. Give 2 examples of how you could calculate required quantities of food for a food service period.

a) _____

b) _____

9. Give 2 examples of items that should be made available when setting up for a service period.

a) _____

b) _____

10. Briefly describe the reason for having 'back up' food items in storage during service periods.

11. Which of these statements relating to portion control is incorrect?

- Good portion control practices allow the kitchen to control its costs.
- Portion control has little effect on kitchen costs
- Portion control helps to minimise wastage

12. In relation to portion control, what is 'yield'?

13. List 3 items that may be used for portion controlling food.

- a) _____
- b) _____
- c) _____

14. Which answer is not correct?

Service equipment should be:

- In good condition
- Clean and sanitised
- Free of chips or cracks
- Made from any kind of plastic or metal product

15. List 3 pieces of equipment that can be used for the service and plating of food items.

- 1. _____
- 2. _____
- 3. _____

16. Which 3 of the following items are classed as service platforms?

- | | |
|---------------------------------|--|
| <input type="checkbox"/> Salver | <input type="checkbox"/> Cutting board |
| <input type="checkbox"/> Plate | <input type="checkbox"/> Ladle |
| <input type="checkbox"/> Tongs | <input type="checkbox"/> Platter |

17. List 3 common menu styles.

- a) _____
- b) _____
- c) _____

18. List 3 quality, presentation standards.

- a) _____
- b) _____
- c) _____

19. Why are 'height' and 'depth' important food presentation considerations?

20. List 3 adverse effects that poor storage practices may have on prepared garnishes and accompaniments.

- 1. _____
- 2. _____
- 3. _____

21. Why should food items not be stored in containers that are not food grade?

22. Complete the following sentence:

"The information provided on a storage label will..."

23. The term FIFO stands for what?

24. List 3 faults that may be found in food storage practices.

1. _____
 2. _____
 3. _____
-

Answers to Written Questions

Present and display food products – D1.HCC.CL2.19

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

1. Name 4 fresh herbs that could be used as a plate garnish.

Includes parsley, dill, coriander (cilantro), chervil, chives, tarragon, mint.

2. Relating to garnishes, what is a 'sprig'?

A picked edible leaf or part of a plant used as a garnish.

3. Name 2 accompaniments that could be served with the following foods.

- Fish: lemon wedge, tartare sauce
- Beef: dumplings, horseradish, mustard
- Lamb: mint sauce or jelly, chutney.

4. Give 2 examples of how each of the following items can be prepared as an accompaniment.

- Cheese: grated, shaved
- Bread: croutons, sippets
- Chocolate: piped, filigree, curls, shaved.

5. Which item could be used to give a shiny appearance to a food item?

Glaze

6. Briefly describe the reasons for using a 'standard' recipe.

Using a standard recipe means that, if followed correctly, the menu item will turn out to the same standard each time it is prepared.

7. Name 3 pieces of equipment that can be used for making garnish items.

Zester, parisienne/Noisette cutter, channel cutter, shape cutters, paring knife, turning knife.

8. Give 2 examples of how you could calculate required quantities of food for a food service period.

Reviewing guest bookings, reviewing historical sales data, historical popularity of certain menu items, observing current trends in food and cuisine styles, seasonal availability of food products.

9. Give 2 examples of items that should be made available when setting up for a service period.

Cooking vessels such as pots and pans; serving equipment such as tongs, spatulas, ladles, trays; serving platforms including plates, bowl, trays and platters; prepared food items such as steaks, fish, poultry, vegetables; accompaniments and garnishes.

10. Briefly describe the reason for having 'back up' food items in storage during service periods.

This practice ensures that food items will not run out or that customers will not be waiting for long periods for items to be prepared.

11. Which of these statements relating to portion control is incorrect?

Portion control has little effect on kitchen costs.

12. In relation to portion control, what is 'yield'?

'Yield' refers to the total quantity that the recipe will produce. A standard recipe will also determine how many portions can be produced from the total recipe yield.

13. List 3 items that may be used for portion controlling food.

Measuring jugs, cups and spoons, ladles, measured storage containers, portion guides.

14. Which answer is not correct?

Service equipment should be:

- Made from any kind of plastic or metal product.

15. List 3 pieces of equipment that can be used for the service and plating of food items.

Tongs, ladles, spoons, jugs, cutting boards, knives, scoops, squeeze bottles.

16. Which 3 of the following items are classed as service platforms?

Salver, plate, platter.

17. List 3 common menu styles

A la carte, banquet, buffet.

18. List 3 quality, presentation standards.

- Ensure that garnishes are fresh
- Ensure foods are uniform in size and shape
- Make sure dishes are plated within designated timeframes
- Ensure the correct temperature of plates and other service ware
- Ensure special customer requests are being met.

19. Why are 'height' and 'depth' important food presentation considerations?

Giving food height and depth increases the overall presentation and can give the impression that the portion is a little larger than it actually is.

20. List 3 adverse effects that poor storage practices may have on prepared garnishes and accompaniments.

Cross-contamination, staling, rotting, drying out.

21. Why should food items not be stored in containers that are not food grade?

The container may contaminate or taint the food that it contains.

22. Complete the following sentence:

“The information provided on a storage label will...”

Assist staff in making a decision as to whether the food is fresh, of a quality standard or if it is safe to use.

23. The term FIFO stands for what?

First in first out.

24. List 3 faults that may be found in food storage practices.

- Incorrect temperatures
- Faulty equipment
- Unwrapped or poorly wrapped items
- Unclean storage containers
- Inappropriate storage vessels
- Unlabelled food items
- Food items past expiry date.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Present and display food products D1.HCC.CL2.19
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Prepare garnishes and accompaniments b) Plate and present foods c) Store garnishes and accompaniments 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 garnishes and accompaniments		
Identify menu items that require garnishes and/or accompaniments	<input type="checkbox"/>	<input type="checkbox"/>
Prepare various garnish and/or accompaniments	<input type="checkbox"/>	<input type="checkbox"/>
Set up for service	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Plate and present foods		
Portion food items to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>
Provide sufficient and appropriate service equipment and service platforms	<input type="checkbox"/>	<input type="checkbox"/>
Plate and display food items to menu style	<input type="checkbox"/>	<input type="checkbox"/>
Present food neatly and attractively	<input type="checkbox"/>	<input type="checkbox"/>

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <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:	Present and display food products D1.HCC.CL2.19		
<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
Ability to correctly identify and match garnishes and accompaniments for specific menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow and prepare standard recipes including garnishes and accompaniments in line with menu requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to prepare garnish items and accompaniments to the standard of the business and in line with menu requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and use equipment for the preparation of garnish items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates safe knife handling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the ability to prepare precision cut food items to an industry and business standard (i.e. julienne, brunoise, chiffonnade)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate plates, platters or service platforms for specific menu items in line with menu requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correctly set up a work station and select appropriate service items/equipment including items used for portion controlling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plate food following portion control guidelines for specific menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plate food neatly and attractively following standard recipes, menu cards or other presentation standards defined for specific menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify and use appropriate storage areas for different food types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and use appropriate storage vessels for different food items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correctly label and date foods for storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow standard procedures for stock rotation (FIFO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow cleaning and sanitising procedures and practices for work and storage areas as appropriate to the business standard and local legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/feedback from Third Party to Trainer/Assessor:			
Third party signature:		Date:	
Send to:			

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Present and display food products	D1.HCC.CL2.19
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 garnishes and accompaniments						
Identify menu items that require garnishes and/or accompaniments						
Prepare various garnish and/or accompaniments						
Set up for service						
Element 2: Plate and present foods						
Portion food items to enterprise standards						
Provide sufficient and appropriate service equipment and service platforms						
Plate and display food items to menu style						
Present food neatly and attractively						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 