



# Present desserts

D1.HPA.CL4.06

Assessor Manual





# **Present desserts**

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**Assessor Manual**



**William  
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Institute

Specialist centre  
for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An Introduction for Assessors

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

## **Suggested Assessment Methods**

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

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

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

## **Alternative Assessment Methods**

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

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

Alternate assessment methods include:

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

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

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

## Selection of Assessment Methods

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

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

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

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

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

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

## Assessing Competency

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

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

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

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

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

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

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

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

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



The participant may be required to:

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

## Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

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

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

## Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

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

## Code of Practice for Assessors

This Code of Practice provides:

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

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

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

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

## **Instructions and Checklist for Assessors**

### ***Instructions***

General instructions for the assessment:

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

### ***Preparation***

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

### ***Briefing checklist***

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

## Checklist for Assessors

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

## Instructions for Recording Competency

### *Specifications for Recording Competency*

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

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

## Instructions for Different Assessment Methods

### *Specifications for Work Project Assessment*

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

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

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

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

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

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

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

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

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

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

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

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

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

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

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

*We have X time for this assessment:*

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

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

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

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

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

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

To complete the Observation Checklist the Assessor must:

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

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

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

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

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

The Third Party must:

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

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

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



## Competency Standard

<b>UNIT TITLE:</b> PRESENT DESSERTS		<b>NOMINAL HOURS:</b> 50
<b>UNIT NUMBER:</b> D1.HPA.CL4.06		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks, chefs and patissiers to present or display a range of high quality deserts in commercial food production environments		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Plan dessert display</b></p> <p>1.1 Plan <i>dessert display</i> appropriate to location, facilities and equipment</p> <p>1.2 Plan appropriate amount and <i>variety</i> for event and or service period</p> <p>1.3 Plan appropriate <i>sauces and garnishes</i></p> <p><b>Element 2: Present plated dessert</b></p> <p>2.1 <i>Portion</i> deserts</p> <p>2.2 Plate and <i>present</i> and/or <i>decorate</i> desserts</p> <p>2.3 Control service <i>temperature</i> of desserts</p> <p><b>Element 3: Present dessert display</b></p> <p>3.1 Portion, decorate, arrange dessert display</p> <p>3.2 Prepare dessert <i>service equipment</i></p> <p>3.3 Control volume for quality during event and/or service period</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that are responsible for presenting/displaying a variety of desserts within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Dessert display</i> may be related to:</p> <ul style="list-style-type: none"> <li>• Trolley</li> <li>• Buffet</li> <li>• Refrigerated display</li> <li>• Access by staff and customers</li> </ul> <p><i>Variety</i> may be related to:</p> <ul style="list-style-type: none"> <li>• Textures</li> <li>• Styles</li> </ul>	

- Shapes
  - Colours
  - Temperatures
  - Puddings
  - Pies, tarts and flans
  - Fritters
  - Custards
  - Creams
  - Prepared fruits
  - Bavarois, mousse and hot/cold soufflés
  - Sorbet, ice creams and parfaits.
- Sauces and garnishes may include:*
- Fruits
  - Chocolate
  - Creams
  - Flowers and leaves
  - Herbs
  - Croquant.
- Portion may relate to :*
- Ease of service by staff and/or customer
  - According to enterprise requirements.

*Present* may include:

- According to enterprise standards
- According to customers requests
- According to menu description.

*Decorate* may include:

- Glazes
- Icings
- Chocolate
- Icing sugar or chocolate powder
- Fresh fruits
- Fruit sauces
- Nuts and dried fruits.

*Service temperature* should relate to:

- Hot
- Cold
- Frozen
- Room temperature.

*Service equipment* may include:

- Ceramics
- Glass
- Crystal
- Mirrors

- Trays
- Croquant stands
- Sugar work stands
- Chocolate stands.

**Assessment Guide**

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

- Knowledge of the quality characteristics of hot, cold and frozen desserts, including classical, modern/contemporary and culturally specific
- Knowledge of the appropriate quality indicators, such as taste, texture, structure, shape and size to industry and/or enterprise standards
- Knowledge of the principles of the presentation of hot, cold and frozen desserts
- Demonstrated ability to safely and hygienically handle products
- Knowledge of commodities
- Knowledge of the historical and cultural aspects of hot, cold and frozen desserts and the menu
- Ability to handle and present hot, cold and frozen desserts.

**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
- Other food units as appropriate, including pastry, cakes, yeast goods, desserts, buffet and food service.

### **Critical Aspects of Assessment**

Evidence of the following is essential:

- Knowledge of the characteristics of hot, cold and frozen desserts, decorations, garnishes and sauces, such as classical and modern, size, shape, structure and assembly according to industry and enterprise standards
- Demonstration of commodity knowledge including quality aspects
- Safe and hygienic handling of products
- Knowledge of appropriate portion control and presentation
- Knowledge of specific terminology related to hot, cold and frozen desserts
- Demonstrated ability to present a variety of hot, cold and frozen desserts
- Demonstration of creative artistic skills in presentation and decoration of hot, cold and frozen desserts
- Demonstrated ability to present a range of hot, cold and frozen desserts, decorations, garnishes and sauces to industry and enterprises standards.

### **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
- Presentation, decoration and display of hot, cold and frozen desserts within typical workplace conditions and timeframes.

	<b>Resource Implications</b>	
	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.	
	<b>Assessment Methods</b>	
	The following methods may be used to assess competency for this unit: <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work</li> <li>• Sampling of dishes prepared by the student.</li> </ul>	
<b>Key Competencies in this Unit</b>		
<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>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; select and obtain commodities; organise ingredients and task sheets
Communicating ideas and information	1	Share information with other kitchen and floor service staff; reading recipes, menus, instructions and orders

	Planning and organising activities	2	Complete preparation, <i>mise-en-place</i> ; plan and organise the display and presentation of hot, cold and frozen desserts; work within time constraints in a logical sequence
	Working with others and in teams	1	Work cooperatively with other team members
	Using mathematical ideas and techniques	1	Calculate quantities and portions against standard recipes and/or menu requirements
	Solving problems	1	Identify and correct problems in the presentation and display of desserts such as ingredient appearance/quality
	Using technology	1	Use mechanical kitchen equipment including weighing equipment





## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Present desserts D1.HPA.CL4.06
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. What factors would you take into account when planning a dessert display?	<input type="checkbox"/>	<input type="checkbox"/>
2. How would you decide the amount and variety of desserts to be displayed for an event or service period?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What would you take into consideration when planning the sauces and garnishes to be used on a dessert display?	<input type="checkbox"/>	<input type="checkbox"/>
4. When portioning desserts, what objectives need to be met?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify three desserts and describe how you would plate, present and decorate these desserts.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. How might you ensure plated hot desserts, plated cold desserts and plated frozen desserts are served at the correct temperature to guests at table?	<input type="checkbox"/>	<input type="checkbox"/>
7. Name a special event and describe the profile of guests attending it: for this event tell me how you would portion, decorate and arrange a suitable dessert display.	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify three items of dessert display equipment and describe how each might be used to enhance the presentation of desserts at a display.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Explain the techniques and/or criteria you would use to control the volume of desserts displayed for a given event or service session.	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Present desserts – D1.HPA.CL4.06

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

Answer all the following questions and submit to your Trainer.

1. Name 4 things that need to be considered when planning a dessert display.

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2. Name 6 items that may be required when serving desserts

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3. How do you determine amount required for service period?

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4. When would you serve more cold desserts?

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5. Name 8 garnishes that could be used for desserts.

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6. When making garnishes what is the major requirement?

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7. Name 4 hot sauces that can be made to accompany desserts.

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8. What determines portion size when planning desserts?

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9. When serving desserts for buffet by how much would the size be reduced?

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10. Name 4 things that need to be considered when plating desserts.

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11. What are the three temperatures at which desserts should be served?

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12. What needs to be considered in regards to Food Safety when serving hot desserts?

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13. What sauces can be considered food safety 'high risk' items?

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14. What determines if a sauce is at risk of becoming dangerous?

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15. When designing a dessert plate, name 2 things that will need to be considered.

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16. Name 3 styles of service for desserts

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17. List 6 items required for service

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18. When plating desserts what is the design rule?

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19. What impact should the presentation make?

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# Answers to Written Questions

## Present desserts – D1.HPA.CL4.06

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 things that need to be considered when planning a dessert display**

- Location
- Available equipment
- Services availability: Electricity, water
- Skill level of staff
- Customer requirements.

**2. Name 6 items that may be required when serving desserts**

- Serving platters
- Sauce jugs
- Plates
- Cutlery
- Napkins
- Tongs
- Lifters
- Refrigerated cooling
- Hot display bain-marie.

**3. How do you determine amount required for service period?**

- Guess
- Keep records
- Average of past usage.

**4. When would you serve more cold desserts?**

Day service period

**5. Name 8 garnishes that could be used for desserts.**

- Chocolate motifs
- Chocolate curls
- Glace fruits
- Roasted nut slivers
- Tuilles
- Glass biscuits
- Brandy snap
- Florentine
- Almond bread
- Biscotti
- Praline.

**6. When making garnishes what is the major requirement?**

Make more than the number of desserts required

**7. Name 4 hot sauces that can be made.**

- Butterscotch
- Anglaise sauce
- Starch thickened custards
- Chocolate.

**8. What determines portion size when planning desserts?**

- What is the value of the ingredients used?
- How long does it take to produce the product? Staff costs.
- What is to be the portion size served to the customer?
- What are the expectations of the customer relative to the cost of the portion size?

**9. When serving desserts for buffet by how much would the size be reduced?**

50%

**10. Name 4 things that need to be considered when plating desserts.**

- Colour
- Plate selection
- Positioning of the food
- Garnish
- Portion control, size or serving.

**11. What 3 temperature at which desserts be served?**

Hot, Room temperature and Cold

**12. What needs to be considered in regards to Food Safety when serving hot desserts?**

How long food is held in the danger zone.

**13. What sauces can be considered 'high risk' food safety?**

- Anglaise
- Starch thickened sauces.

**14. What determines if a sauce is at risk of becoming dangerous?**

Two/four hour rule

**15. 15. When designing dessert plate, name 2 things that will need to be considered.**

- Size of the portion
- Colour on plate
- Shape of the plate
- Sauce position
- Garnish position
- Visual aspect for maximum impact.

**16. Name 3 styles of service for desserts**

- A la carte
- Buffet
- Counter service.

**17. List 6 items required for service**

- Knives
- Spoons
- Forks
- Plates
- Sauce boats
- Condiment containers.

**18. When plating desserts what is the design rule?**

Place food on plate as you wish customer to see it.

**19. What impact should the presentation make?**

It should have a visual impact on customers mind.

# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Present desserts D1.HPA.CL4.06
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Plan dessert display</li> <li>b) Present plated dessert</li> <li>c) Present dessert display</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Plan dessert display</b>		
Plan dessert display appropriate to location, facilities and equipment	<input type="checkbox"/>	<input type="checkbox"/>
Plan appropriate amount and variety for event and or service period	<input type="checkbox"/>	<input type="checkbox"/>
Plan appropriate sauces and garnishes	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Present plated dessert</b>		
Portion deserts	<input type="checkbox"/>	<input type="checkbox"/>
Plate and present and/or decorate desserts	<input type="checkbox"/>	<input type="checkbox"/>
Control service temperature of desserts	<input type="checkbox"/>	<input type="checkbox"/>

<b>Element 3: Present dessert display</b>		
Portion, decorate, arrange dessert display	<input type="checkbox"/>	<input type="checkbox"/>
Prepare dessert service equipment	<input type="checkbox"/>	<input type="checkbox"/>
Control volume for quality during event and/or service period	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

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





## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Present desserts D1.HPA.CL4.06		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Plans dessert displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans desserts by type, quantity, sauce and garnish to be prepared for given events and service sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portions and plates desserts for service decorating as appropriate and controlling service temperature to ensure dessert reaches guests at correct temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portions, decorate and arranges desserts on a dessert display for given events and service sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses service equipment to display and optimise presentation of desserts at a display	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controls desserts displayed on a dessert display for given events and service sessions	<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

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Present desserts	D1.HPA.CL4.06
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Plan dessert display</b>						
Plan dessert display appropriate to location, facilities and equipment						
Plan appropriate amount and variety for event and or service period						
Plan appropriate sauces and garnishes						
<b>Element 2: Present plated dessert</b>						
Portion deserts						
Plate and present and/or decorate desserts						
Control service temperature of desserts						
<b>Element 3: Present dessert display</b>						
Portion, decorate, arrange dessert display						
Prepare dessert service equipment						
Control volume for quality during event and/or service period						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
Aid** 