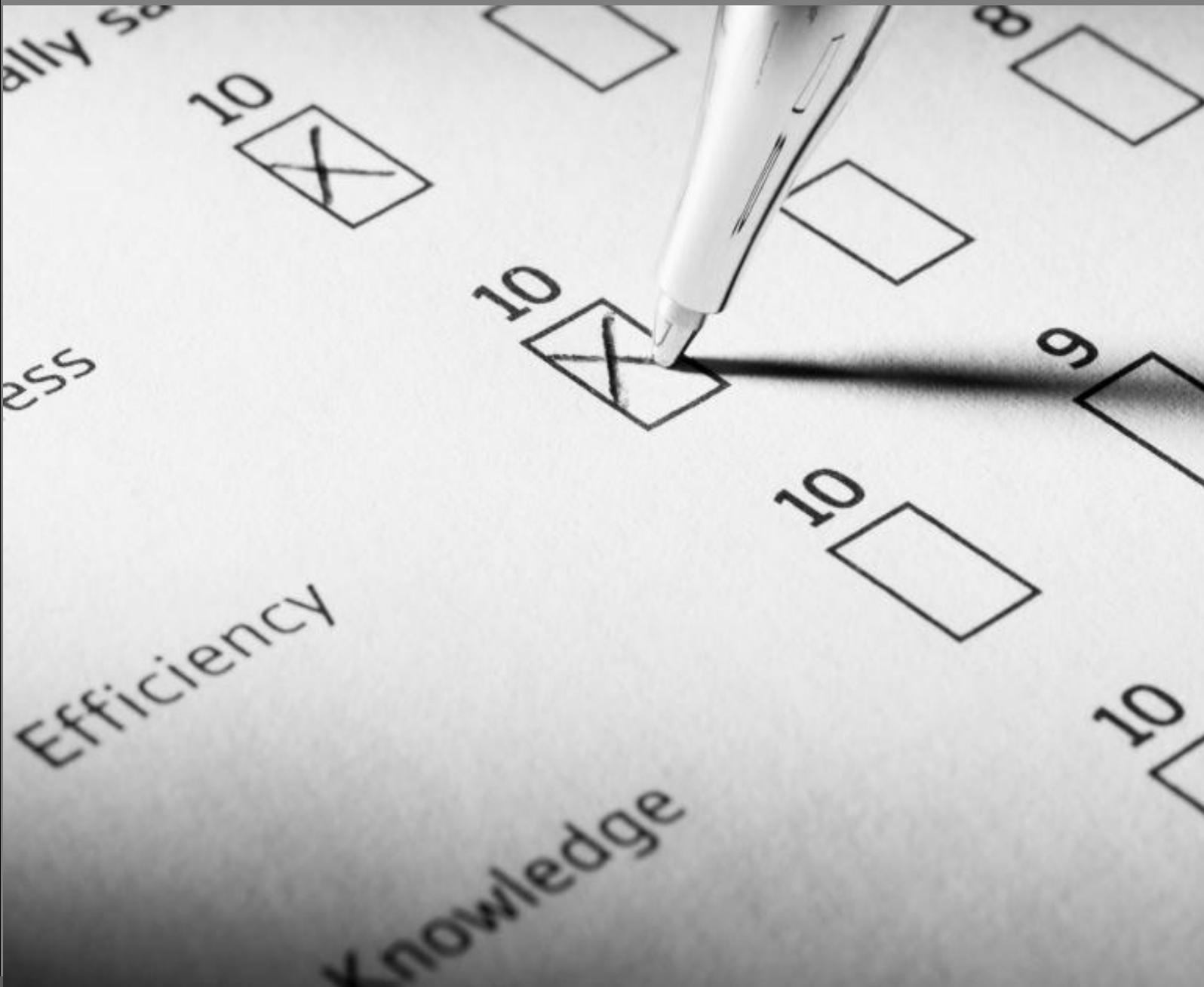




Provide gueridon service

D1.HBS.CL5.11

Assessor Manual



Provide gueridon service

D1.HBS.CL5.11

Assessor Manual



**William
Angliss
Institute**

Specialist centre
for foods, tourism
& hospitality

Project Base

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

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writer: Nick Hyland
Project Manager: Alan Maguire
Editor: Jim Irwin
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 SXC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: AM_Provide_gueridon_service_refined

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	33
Observation Checklist	43
Third Party Statement	47
Competency Recording Sheet	51

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
- 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.		

	Tick (✓)	Remarks
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: PROVIDE GUERIDON SERVICE		NOMINAL HOURS: 25
UNIT NUMBER: D1.HBS.CL5.11		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to promote, prepare for and provide gueridon service in a fine dining environment		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Promote gueridon service to guests</p> <p>1.1 Identify the <i>range of menu items</i> that may be offered via gueridon service</p> <p>1.2 Describe and <i>promote a range of gueridon menu items</i> to guests and potential guests</p> <p>1.3 Describe the <i>procedures involved in the provision of gueridon service</i> to guests</p> <p>1.4 Identify, describe and explain the role of ingredients used in gueridon service of menu items</p> <p>1.5 Select and use appropriate materials on gueridon trolley to assist in the promotion of gueridon service</p> <p>Element 2: Prepare gueridon equipment for service</p> <p>2.1 Clean and maintain <i>gueridon trolleys, equipment and utensils</i></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 food and beverage provision in dining outlets that offer fine dining within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Food and Beverage Service 2. Food Production <p><i>Range of menu items</i> may include:</p> <ul style="list-style-type: none"> • Appetisers, hors d'oeuvres and entrees, including pre-prepared and prepared/finished at table • Main dishes from a variety of raw materials, including but not limited to meats, chicken/poultry, seafood, pasta, vegetables, fruits and salads • Hot and cold dishes, including salads • Hot and cold desserts, including pre-prepared and prepared/finished at table, such as crepes and fruits • Signature dishes 	

<p>2.2 Prepare trolleys and service area for service with equipment, utensils and linen</p> <p>2.3 Select food and non-food items for service to match menu items</p> <p>2.4 Verify the quality and condition of food and non-food items prior to use</p> <p>2.5 Position gueridon trolleys for maximum impact on sales potential</p> <p>Element 3: Prepare and serve menu items</p> <p>3.1 Prepare and serve a range of food menu items using the gueridon</p> <p>3.2 Prepare and serve a range of beverage menu items using the gueridon</p> <p>3.3 Prepare accompaniments to accompany a range of menu items using the gueridon</p> <p>3.4 Involve and entertain guests as part of the gueridon service experience</p> <p>3.5 Present finished menu items for service in a professional and attractive manner</p> <p>3.6 Clear and clean trolleys and other gueridon equipment and utensils on completion of the provision of gueridon service</p>	<ul style="list-style-type: none"> • Hot and cold beverages, including alcoholic and non-alcoholic choices, coffees and teas • Sauces, accompaniments and garnishes. <p><i>Promote a range of gueridon menu items may include:</i></p> <ul style="list-style-type: none"> • Physically supporting the point-of-sale displays • The attractive use and presentation of trolleys and gueridon equipment • Menus, wine lists, drink lists • Point-of-sale advertising materials such as tent cards, recipe sheets, fliers and brochures. <p><i>Procedures involved in the provision of gueridon service may include:</i></p> <ul style="list-style-type: none"> • Portioning of ingredients • Trimming, peeling, skinning and slicing • Cooking using various techniques appropriate to a variety of different menu items • Mixing, whisking, combining • Separating eggs • Carving and filleting • Silver service and/or plate service techniques, including lifting, folding, transferring, placement of food, serving • Pouring alcohol and flaming. <p><i>Gueridon trolleys, equipment and utensils may include:</i></p> <ul style="list-style-type: none"> • Flambé trolleys • Hot carving trolleys • Hors d'oeuvres trolleys
--	--

- Sweets trolleys
- Liqueur and liquor trolleys
- Cigar humidors
- Burners/cooking lamps and their fuel source/s
- Suzette pans
- Silver service gear, ladles, crockery items, silverware, sauce boats
- Glassware
- Linen and napkins.

Prepare trolleys and service area for service may include:

- Stocking of trolleys and waiter stations
- Preparation of basic food items to support service
- Filling and preparation of condiments and proprietary sauces
- Stocking of alcoholic and non-alcoholic beverages
- Provision of basic maintenance to trolleys and burners.

Involve and entertain guests as part of the service experience may include:

- Explaining the preparation and cooking process, culinary terms, cooking styles and service options
- Telling of the history of the dish being prepared
- Advising guests of the alternatives available within the recipe for the dish being prepared
- Seeking guest preferences and making suggestions for dish variations
- Allowing guests to sample products
- Provision of showmanship.

Present finished menu items must involve:

- Hygienic presentation of completed items
- Neatness, balance, equal serve sizes when serving more than one person
- Use of correct service wear, cutlery and glassware
- Use of patron service and interpersonal skills.

Assessment Guide

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

- Safety of all people including the worker, other staff, patrons and the premises
- Safe and hygienic food handling practices
- Personal hygiene and personal practices
- Necessary prerequisites for the provision of gueridon service
- Advantages and limitations to gueridon service
- Practical ability to efficiently and effectively use gueridon trolleys and equipment to produce a nominated range of food and beverage items
- Ability to promote gueridon service through verbal and non-verbal techniques.

Linkages To Other Units

- Comply with workplace hygiene procedures
- Promote hospitality products and services
- Apply basic techniques of commercial cookery
- Provide a link between kitchen and service area
- Provide advice to patrons on food and beverage services
- Provide silver service
- Take food orders and provide courteous table service
- Develop and maintain food and beverage product knowledge.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to use gueridon equipment, utensils and techniques to prepare, produce and serve a range of nominated food and beverage menu items of a saleable quality
- Demonstrated ability to prepare gueridon trolleys and associated service areas for trade prior to service
- Demonstrated ability to clean and sanitise gueridon trolleys, equipment and utensils
- Demonstrated ability to apply safe food handling practices
- Demonstrated ability to adhere to correct personal hygiene practices and personal presentation standards
- Development of a display or other promotional tool to encourage the use of gueridon service by guests in a dining area.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace demonstration of gueridon preparation, production and presentation techniques for a range of food and beverage items
- Application of safe food handling protocols
- Demonstration of suitable promotional, inter-personal, communication and selling skills and techniques.

Resource Implications

Training and assessment must include the use of real food and beverages (including spirits for flaming), equipment, trolleys, utensils, service gear, linen and other materials necessary to produce the nominated range of food and beverage items

<p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Taste testing of finished products • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Read menus and recipe cards; assemble ingredients for service
Communicating ideas and information	2	Promote gueridon service via use of interpersonal, communication and selling skills at table
Planning and organising activities	2	Coordinate the preparation, cooking and service of gueridon meals with other menu items produced in the kitchen
Working with others and in teams	2	Liaise with other waiting staff and kitchen personnel

	Using mathematical ideas and techniques	2	Calculate ingredients required and portion sizes
	Solving problems	2	Address individual patron preferences for ingredients, cooking times/style and presentation
	Using technology	2	Use trolleys and cooking lamps

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide gueridon service D1.HBS.CL5.11
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What are various menu items that may be offered via gueridon service?	<input type="checkbox"/>	<input type="checkbox"/>
2. How can you promote a range of gueridon menu items to guests and potential guests?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What are different procedures undertaken in the provision of gueridon service to guests?	<input type="checkbox"/>	<input type="checkbox"/>
4. Why is it important to identify, describe and explain the role of ingredients used in gueridon service of menu items?	<input type="checkbox"/>	<input type="checkbox"/>
5. What are different pieces of equipment and materials commonly used on a gueridon trolley?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What activities are associated with cleaning and maintaining gueridon trolleys, equipment and utensils?	<input type="checkbox"/>	<input type="checkbox"/>
7. What mise-en-place is associated with the preparation of trolleys and service areas for service?	<input type="checkbox"/>	<input type="checkbox"/>
8. What factors need to be considered when select food and ingredients for service to match menu items?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. How can you verify the quality and condition of food and non-food items prior to use?	<input type="checkbox"/>	<input type="checkbox"/>
10. What considerations influence the positioning of gueridon trolleys in the dining area?	<input type="checkbox"/>	<input type="checkbox"/>
11. Explain the processes involved in preparing and serving one menu item of your choice using gueridon service.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What are various beverage menu items that need to be prepared and served using gueridon service?	<input type="checkbox"/>	<input type="checkbox"/>
13. What are various common accompaniments to accompany a range of menu items using the gueridon?	<input type="checkbox"/>	<input type="checkbox"/>
14. How can you involve and entertain guests as part of the gueridon service experience?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What needs to be taken into consideration when presenting finished menu items for service in a professional and attractive manner?	<input type="checkbox"/>	<input type="checkbox"/>
16. What steps are associated with clearing and clean trolleys and other gueridon equipment and utensils on completion of the provision of gueridon service?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Provide gueridon service – D1.HBS.CL5.11

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are advantages and disadvantages of gueridon service?

2. What are four dishes that you could prepare using gueridon service?

3. When asked for recommendations by the customer, what options exist?

4. How can you promote gueridon menu items?

5. What are three common procedures that are undertaken in gueridon service?

6. What is the difference between sautéing and flambéing?

7. What is common information about a dish that may need to be explained to the customer?

8. What information can be given to customers when explaining the role of ingredients in a dish?

9. What different types of gueridon trolleys exist and what are they used for?

10. What pieces of equipment and utensils are commonly found on a gueridon trolley?

11. What are fundamental hygiene requirements that need to be considered when ensuring a clean trolley, equipment and utensils?

12. What is 'mise en place' and why is it important in gueridon service?

13. What are some 'mise-en-place' activities you would undertake to prepare a gueridon trolley (excluding the preparation of food items)?

14. How can you anticipate expected trade for an upcoming dining session?

15. What is a recipe and what information is contained within it?

16. Why is the verification of the quality of food ingredients in gueridon service important?

17. What are some activities that may be undertaken when preparing food items and ingredients prior to gueridon service?

18. What are some safety and practicality issues that must be considered when positioning a gueridon trolley in the dining area?

19. Describe in detail the steps involved in one procedure undertaken when preparing food. For example carving, sautéing or flambéing etc?

20. Why is sautéing such a popular cooking method in gueridon service?

21. What are three types of liqueur coffee? What liqueur is in each?

22. What are the steps associated with making a liqueur coffee?

23. Select two types of roasted meat and identify its common accompaniments

24. What are common dessert accompaniments?

25. One way to involve the customer is to explain the preparation and cooking process. What information can you explain?

26. When is the best time to allow guests to sample products and why?

27. What are some key points to remember when serving food and beverage?

28. When food and beverage has been placed in front of all customers, what final checks should you perform before leaving the table?

29. What are some activities that take place when clearing and cleaning trolleys?

30. What are some standards to maintain when storing trolleys?

Answers to Written Questions

Provide gueridon service – D1.HBS.CL5.11

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 are advantages and disadvantages of gueridon service?

Advantages of gueridon service:

- Provides a unique point of difference
- Promotes menu items to surrounding tables and therefore increased sales
- Involves the customer
- Provides higher level of entertainment
- Increases personalised service
- Increases interaction with the customer
- Allows customers to 'experience' the cooking process
- Enables an establishment to charge premium prices
- Showcases skills of staff.

Disadvantages of gueridon service:

- Need for specialist equipment
- Staff need to be highly skilled
- Highly labour intensive
- Increased safety risk as cooking is conducted in the dining environment, close to the customer
- Reduces space that can be used for more tables and chairs.

2. What are four dishes that you could prepare using gueridon service?

Answers will differ based on the preferences of the participant.

3. When asked for recommendations by the customer, what options exist?

- Recommend what it is you like
- Recommend what is popular
- Recommend whatever it is that the kitchen have asked you to push
- Ask some questions first to determine what they may desire.

4. How can you promote gueridon menu items?

- With a suggestive selling phrase
- Use of menus, wine lists, drink lists
- Physically supporting the point-of-sale displays
- The attractive use and presentation of trolleys and gueridon equipment
- Referring to point-of-sale advertising materials such as tent cards, recipe sheets, fliers and brochures.

5. What are three common procedures that are undertaken in gueridon service?

Answers will vary.

6. What is the difference between sautéing and flambéing?

- Sautéing is where food is tossed in a small amount of hot fat over high heat to colour the food evenly during cooking
- The term flambé is a French word meaning "flaming" or "flamed." Flambé means to ignite foods that have liquor or liqueur added.

7. What is common information about a dish that may need to be explained to the customer?

- Ingredients
- Methods of preparation of cookery
- Culinary styles
- Time to prepare or cook
- Portion sizes available
- Alternate or substitute items in dishes
- Prices
- Ingredients that customers commonly are allergic to.

8. What information can be given to customers when explaining the role of ingredients in a dish?

- Its taste and aroma
- The quantity to be included in the dish
- How it is to be prepared or cooked
- Its strength (important when discussing chilli)
- Possible substitutes
- How it complements a dish.

9. What different types of gueridon trolleys exist and what are they used for?

- Flambé trolleys – these trolleys are primarily used to cook food items, commonly using a flambé or sauté process
- Hot carving trolleys – these trolleys primarily are used to keep cooked meat warm and to provide sufficient space for meat to be carved and plated
- Hors d'oeuvres trolleys – these trolleys are required to cook, assemble or display small items or entrees preceding main meals
- Dessert trolleys – these trolleys may be used to display and carve different dessert, fruit and cheese dishes. They are normally used to visually tempt customers who are opposed to playing an active role in the cooking process of desserts. That is the domain of a flambé trolley
- Liqueur trolleys – these trolleys are used to prepare and display a range of beverages either to be served during the meal, such as wine, or at the end of a meal. This can include specialty coffees, cognacs and ports.

10. What pieces of equipment and utensils are commonly found on a gueridon trolley?

- Silver service gear
- Crockery items
- Silverware
- Sauce boats
- Serving spoons and ladles
- Serving plates, bowls and platters
- Glassware
- Linen and napkins
- Matches or lighting source
- Rubbish bin.

11. What are fundamental hygiene requirements that need to be considered when ensuring a clean trolley, equipment and utensils?

- Make sure items are clean before using them
- Clean surfaces on a regular basis
- Ensure all items are clean between preparing different gueridon dishes
- Clean items after use/after each session – as appropriate
- Store cleaned and sanitised items to maintain their cleanliness and fitness for use
- Observe appropriate personal hygiene practices.

12. What is 'mise en place' and why is it important in gueridon service?

- Selecting and assembling the equipment and utensils needed for gueridon service is part of the process known as 'mise-en-place'
- This is a French term meaning 'to put in place'. It means getting everything ready before you start cooking or preparing items in front of customers so that you don't have to interrupt the preparation process while you look for something.

13. What are some 'mise-en-place' activities you would undertake to prepare a gueridon trolley (excluding the preparation of food items)?

- Check you have pots and pans clean and ready to use
- Check you have all the utensils you will need for the recipe – boards, knives, spoons, whisks, serving dishes and utensils
- Ensure you have sufficient fuel sources, napkins, cleaning sponges and other auxiliary items that support the gueridon process
- Filling and preparation of condiments and proprietary sauces
- Stocking of alcoholic and non-alcoholic beverages
- Provision of basic maintenance to trolleys and burners.

14. How can you anticipate expected trade for an upcoming dining session?

- Current bookings
- Cyclical or historical information
- Days of the week
- Local events inside the hotel
- Surrounding events and festivals
- Weather
- Expected walk in trade.

15. What is a recipe and what information is contained within it?

A recipe is a formula which lists all the ingredients required and the method necessary to prepare a dish.

A recipe should include the following:

- Name of the dish
- Instructions for preliminary preparations
- Equipment required
- Quantity and name of ingredients
- Method of preparation
- Cooking temperature
- Cooking time
- Number of portions.

16. Why is the verification of the quality of food ingredients in gueridon service important?

Given that gueridon service is performed in front of the customer, they will be able to see the ingredients a lot closer and also in forms, such as in its raw state, which is not possible in normal kitchen operations. Therefore ingredients cannot be hidden behind doors or in cooked dishes.

17. What are some activities that may be undertaken when preparing food items and ingredients prior to gueridon service?

- Wash and clean food items
- Cut food items
- Peel and trim fruit and vegetables
- Turn vegetables
- Julienne items
- Prepare garnishes
- Prepare accompaniments
- Collect oils and other cooking agents
- Prepare dairy items including milk, creams and butters
- Cut cheese pieces or wedges
- Measure, sift and measure farinaceous products
- Prepare nuts and seeds
- Marinate meats
- Prepare batters and coatings
- Prepare bread crumbs
- Prepare salad dressings
- Prepare sandwiches
- Cut / portion desserts
- Make of sauces
- Par- cooking items
- Heating or cooling items
- Wrapping and preparing individual portions.

18. What are some safety and practicality issues that must be considered when positioning a gueridon trolley in the dining area?Primary considerations

The main concern is that customers are not directly affected by the cooking process. There are a number of primary considerations as to the appropriate distance including:

- Flames
- Spitting of hot oil
- Heat.

Secondary considerations

There are other considerations that must be addressed including selecting a suitable location for the gueridon trolley which is:

- Near required electrical sockets
- In a low traffic area
- Away from flammable items including curtains
- Near suitable ventilation or exhaust capabilities
- Unlikely to be bumped by other staff or customers
- Close to the largest amount of tables with minimum movement.

19. Describe in detail the steps involved in one procedure undertaken when preparing food. For example carving, sautéing or flambéing etc?

Answers will vary.

20. Why is sautéing such a popular cooking method in gueridon service?

- One of the reasons this method of cookery is so popular is because of the intense flavours which develop. The food remains slightly crisp and a good colour on the outside, while moist inside. The crisp surface is due to the high temperature driving off the liquids in the outer layer of the food or its coating
- It is a quick method of cookery which allows speed of service.

21. What are three types of liqueur coffee? What liqueur is in each?

Common spirit/liqueur coffees are:

- Jamaican – Tia Maria
- Calypso – Tia Maria
- Seville – Cointreau
- Italian – Amaretto
- Mexican – Kahlua: note that some establishments use Tequila instead
- Roman – Galliano
- Café Royale – Brandy
- Café Monte Carlo – Brandy

- French – Brandy
- Normandy – Calvados
- Caribbean - Rum
- Café de menthe – Creme de menthe
- Highlander coffee – Scotch whisky
- Gaelic – Scotch whisky
- Irish coffee –Irish whiskey.

22. What are the steps associated with making a liqueur coffee?

Method for preparation is:

- Ready the glass or mug that the coffee will be served in
- Prepare good-quality, strong, black coffee
- Put 30 ml of the required spirit or liqueur into the glass/mug
- Add sugar if required – sugar is optional
- Pour in coffee – stir to disperse liquor and/or melt sugar
- Float fresh cream on top - shaking the cream in a cocktail shaker and then pouring it into the face of a spoon which is held on top of the coffee will stop the cream sinking to the bottom of the mug and then rising back to the surface
- Serve immediately to establishment standard – perhaps on a doiled saucer with teaspoon, after-dinner mint, and serviette.

23. Select two types of roasted meat and identify its common accompaniments

- Roast lamb Mint sauce and gravy
- Roast mutton Onion sauce and gravy
- Roast pork Sage and onion stuffing, apple sauce and gravy
- Roast veal Thyme, lemon and parsley stuffing and gravy
- Roast beef Yorkshire pudding, horseradish sauce and gravy
- Roast chicken Thyme, lemon and parsley stuffing and gravy
- Roast duck Sage and onion stuffing, apple sauce and gravy
- Roast turkey Chestnut or parsley stuffing, bread sauce, gravy, cranberry sauce/jelly
- Roast game Cranberry sauce.

24. What are common dessert accompaniments?

- Sauces – hot or cold
- Coulis – pureed fruit
- Fruit
- Ice cream
- Yoghurt
- Cream – fresh, whipped, clotted
- Custard.

25. One way to involve the customer is to explain the preparation and cooking process. What information can you explain?

Processes that you may wish to explain include:

- Preparation process
- Cooking process
- Choice of ingredients
- Where ingredients can be sourced
- Culinary terms customers may not be aware of
- Cooking styles used
- Service options available.

26. When is the best time to allow guests to sample products and why?

The best form of interaction and promotion is to enable the customer to sample a menu item. This may be done before the item is selected by the customer in an effort to entice them to make a purchase.

In addition it may be during the cooking process to get their comments and allow them to make changes including adding or substituting ingredients or spices to suit their preferences.

In addition, customers may want to taste ingredients that are foreign to them, before they are included in the preparation or cooking process.

27. What are some key points to remember when serving food and beverage?

- Do it quickly – without giving the guest they are being rushed or you are in a hurry
- Do it professionally – serve the correct items to the correct diners, be polite, identify items as they are served, communicate and interact with guests, smile, answer any questions that are asked, check that the items presented are acceptable to the guests
- Ensure the hygienic presentation of completed items – ensure the plate is clean and there are no potential hazards that should not be present on the dish such as hair
- When serving more than one person ensure consistency in neatness, balance, and serve sizes
- Ensure the use of correct service wear, cutlery and glassware.

28. When food and beverage has been placed in front of all customers, what final checks should you perform before leaving the table?

- Ensuring they have enough side dishes, condiments and sauces
- Ensuring they have adequate utensils and additional items such as Extra cutlery, crockery, glassware, serviettes, a finger bowl or a scrap bowl
- Checking customer satisfaction
- Offering additional food or beverage items
- Thanking the customer.

29. What are some activities that take place when clearing and cleaning trolleys?

Answers will be varied.

30. What are some standards to maintain when storing trolleys?

- Ensuring staff and equipment safety
- Ensuring all items are cleaned before storage
- Ensuring that food-related items are protected from contamination
- Ensure any gas supply is turned off or removed
- Making sure items are returned to their nominated locations
- Checking individual items as part of the storage process.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide gueridon service D1.HBS.CL5.11
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) Promote gueridon service to guests b) Prepare gueridon equipment for service c) Prepare and serve menu 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: Promote gueridon service to guests		
Identify the range of menu items that may be offered via gueridon service	<input type="checkbox"/>	<input type="checkbox"/>
Describe and promote a range of gueridon menu items to guests and potential guests	<input type="checkbox"/>	<input type="checkbox"/>
Describe the procedures involved in the provision of gueridon service to guests	<input type="checkbox"/>	<input type="checkbox"/>
Identify, describe and explain the role of ingredients used in gueridon service of menu items	<input type="checkbox"/>	<input type="checkbox"/>
Select and use appropriate materials on gueridon trolley to assist in the promotion of gueridon service	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Prepare gueridon equipment for service		
Clean and maintain gueridon trolleys, equipment and utensils	<input type="checkbox"/>	<input type="checkbox"/>
Prepare trolleys and service area for service with equipment, utensils and linen	<input type="checkbox"/>	<input type="checkbox"/>
Select food and non-food items for service to match menu items	<input type="checkbox"/>	<input type="checkbox"/>
Verify the quality and condition of food and non-food items prior to use	<input type="checkbox"/>	<input type="checkbox"/>
Position gueridon trolleys for maximum impact on sales potential	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Prepare and serve menu items		
Prepare and serve a range of food menu items using the gueridon	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and serve a range of beverage menu items using the gueridon	<input type="checkbox"/>	<input type="checkbox"/>
Prepare accompaniments to accompany a range of menu items using the gueridon	<input type="checkbox"/>	<input type="checkbox"/>
Involve and entertain guests as part of the gueridon service experience	<input type="checkbox"/>	<input type="checkbox"/>
Present finished menu items for service in a professional and attractive manner	<input type="checkbox"/>	<input type="checkbox"/>
Clear and clean trolleys and other gueridon equipment and utensils on completion of the provision of gueridon service	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

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

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Provide gueridon service D1.HBS.CL5.11		
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? <i>(tick the correct response]</i>	Yes	No	Not sure
Element 1: Promote gueridon service to guests			
Identify the range of menu items that may be offered via gueridon service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe and promote a range of gueridon menu items to guests and potential guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the procedures involved in the provision of gueridon service to guests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify, describe and explain the role of ingredients used in gueridon service of menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select and use appropriate materials on gueridon trolley to assist in the promotion of gueridon service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 2: Prepare gueridon equipment for service			
Clean and maintain gueridon trolleys, equipment and utensils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare trolleys and service area for service with equipment, utensils and linen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select food and non-food items for service to match menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verify the quality and condition of food and non-food items prior to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Position gueridon trolleys for maximum impact on sales potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Prepare and serve menu items			
Prepare and serve a range of food menu items using the gueridon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and serve a range of beverage menu items using the gueridon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare accompaniments to accompany a range of menu items using the gueridon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involve and entertain guests as part of the gueridon service experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Present finished menu items for service in a professional and attractive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear and clean trolleys and other gueridon equipment and utensils on completion of the provision of gueridon service	<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	Provide gueridon service	D1.HBS.CL5.11
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: Promote gueridon service to guests						
Identify the range of menu items that may be offered via gueridon service						
Describe and promote a range of gueridon menu items to guests and potential guests						
Describe the procedures involved in the provision of gueridon service to guests						
Identify, describe and explain the role of ingredients used in gueridon service of menu items						
Select and use appropriate materials on gueridon trolley to assist in the promotion of gueridon service						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 2: Prepare gueridon equipment for service						
Clean and maintain gueridon trolleys, equipment and utensils						
Prepare trolleys and service area for service with equipment, utensils and linen						
Select food and non-food items for service to match menu items						
Verify the quality and condition of food and non-food items prior to use						
Position gueridon trolleys for maximum impact on sales potential						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Prepare and serve menu items						
Prepare and serve a range of food menu items using the gueridon						
Prepare and serve a range of beverage menu items using the gueridon						
Prepare accompaniments to accompany a range of menu items using the gueridon						
Involve and entertain guests as part of the gueridon service experience						
Present finished menu items for service in a professional and attractive manner						
Clear and clean trolleys and other gueridon equipment and utensils on completion of the provision of gueridon service						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 