



Select catering systems

D1.HCA.CL3.07

Assessor Manual



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

Instructions for Recording Competency

Specifications for Recording Competency

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

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

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

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

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

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

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

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

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

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

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

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

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

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

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

We have X time for this assessment:

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

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

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

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

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

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

The Third Party must:

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

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

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

Competency Standard

UNIT TITLE: SELECT CATERING SYSTEMS		NOMINAL HOURS: 35
UNIT NUMBER: D1.HCA.CL3.07		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs, in a supervisor or manager position, to evaluate and select catering systems for the requirements of commercial food production environments.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Establish enterprise requirements for a catering system</p> <p>1.1 <i>Research</i> catering requirements the enterprise requires</p> <p>1.2 Identify the enterprise <i>constraints</i> in selecting a system</p> <p>Element 2: Evaluate catering systems</p> <p>2.1 Identify a range of alternative <i>catering systems</i></p> <p>2.2 <i>Evaluate</i> agreed enterprise requirements against systems</p> <p>Element 3: Recommend a catering system</p> <p>3.1 Consider the advantages and disadvantages of systems in making <i>recommendation</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 all industry sectors that evaluate and select catering systems within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Research</i> may be related to:</p> <ul style="list-style-type: none"> • Type of menu • Production volume • Service areas • Local authorities. <p><i>Constraints</i> may be related to:</p> <ul style="list-style-type: none"> • Financial • Staff • Establishment size. 	

Catering systems may include:

- Conventional
- Cook, chill, freeze
- Central kitchen
- Satellite kitchen
- Re-thermalisation.

Evaluate may relate to:

- Food production
- System process
- Staff, number, training
- Installation, space
- Maintenance.

Recommendation may include:

- Organisational changes
- Costs, including purchase, installation, labour
- Quality control
- Accessibility
- Productivity.

Assessment Guide

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

- Ability to select appropriate catering systems for enterprise
- Ability to demonstrate research of costing and recommendations

- Ability to demonstrate evaluation of usage and productivity
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety.

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 storage
- Present and display food products
- Apply basic techniques of commercial cookery.

Critical Aspects of Assessment

Evidence of the following is essential:

- knowledge of catering systems and constraints for an enterprise in selecting a system
- demonstrated ability to research the catering system requirements for a given enterprise
- present the enterprise with a range of options, such as:
 - Highlighting the advantages and disadvantages of each system
 - Make a recommendation based on the research.

Context of Assessment

This unit may be assessed on or off the job

- Access to a range of catering systems
- Commercial food preparation area with relevant equipment

	<ul style="list-style-type: none"> • Demonstration of skills on more than one occasion • 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. <p>Resource Implications</p> <p>Training and assessment must include access to a range of information and/or actual catering systems; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <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 • 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	3	Obtain details and requirements of catering systems; present information that compares systems against criteria

	Communicating ideas and information	3	Advise client of options and make recommendations on systems
	Planning and organising activities	3	Develop new and revised systems and procedures to accommodate individual needs
	Working with others and in teams	2	Liaise with management and others to identify requirements for new or revised systems
	Using mathematical ideas and techniques	2	Record data
	Solving problems	2	Resolve event issues as they arise
	Using technology	2	Use project management and planning software

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Select catering systems D1.HCA.CL3.07
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. Why is it important to research enterprise catering requirements when determining requirements for a catering system?	<input type="checkbox"/>	<input type="checkbox"/>
2. What factors should you investigate when researching enterprise needs for a catering system?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Who might you communicate with when researching enterprise needs for a catering system?	<input type="checkbox"/>	<input type="checkbox"/>
4. What practical activities could you undertake as part of your research into the enterprise needs for a catering system?	<input type="checkbox"/>	<input type="checkbox"/>
5. Why do you need to identify enterprise constraints which may apply or be imposed on the selection of a catering system?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Explain how 'financial' constraints may impact your selection of a catering system for a venue.	<input type="checkbox"/>	<input type="checkbox"/>
7. Give an example of how 'staff' may be a constraint in relation to your selection of a catering system for a venue.	<input type="checkbox"/>	<input type="checkbox"/>
8. How might 'establishment size' influence your decision about the catering system to be selected for a venue?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. In relation to catering systems explain what is meant by the 'conventional system'?	<input type="checkbox"/>	<input type="checkbox"/>
10. Describe what the 'cook-chill'/'cook-freeze' catering system is.	<input type="checkbox"/>	<input type="checkbox"/>
11. What is meant by a 'central kitchen' as a catering system in relation to food production?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What is a 'satellite kitchen'?	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe the 're-thermalisation' catering system.	<input type="checkbox"/>	<input type="checkbox"/>
14. What factors would you take into account when evaluating a catering system to determine its suitability for a given catering situation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Give an example of how you might evaluate an existing catering system in a venue to determine its suitability for current demand and requirements.	<input type="checkbox"/>	<input type="checkbox"/>
16. How might you present a recommendation on a catering system for a given workplace situation?	<input type="checkbox"/>	<input type="checkbox"/>
17. What topics would you cover when making a recommendation for a catering system to meet the requirements of a nominated kitchen?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Give three examples of costs which might be associated with introducing a new catering system to kitchen or venue.	<input type="checkbox"/>	<input type="checkbox"/>
19. How might 'productivity' impact on your thinking when making recommendations to introduce a new catering system into an enterprise?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Select catering systems – D1.HCA.CL3.07

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Identify six important 'foundation skills' required for people who will select catering systems.

2. List six aspects of 'foundation knowledge' people who will select catering systems should possess.

3. List five standard research methods for obtaining necessary information in relation to selecting catering systems.

4. List ten topics for research when determining enterprise catering requirements.

5. Differentiate between 'secondary' and 'primary data'.

6. What does 'qualitative data' relate to?

7. What is 'quantitative' data?

8. List eight types of people you may involve from time-to-time as part of your research activities and decision making processes when selecting a catering system.

9. List five general classifications of enterprise constraints which may need to be taken into account when selecting a catering system for a business.

10. In relation to factors guiding the selection of a catering system, what does KSC stand for and why is knowledge of them critical to the process?

11. What does the 'food processing continuum' illustrate?

12. What is the name of the catering system which can be described as 'cook and serve'?

13. Answer True or False to the following: 'In a cook and serve system all ingredients used to produce menu items must be fresh/raw ingredients.'

14. At what temperature must hot food be held after cooking for service?

15. Differentiate between 'centralised' and 'decentralised' service.

16. List the six stages in the 'cook-chill' catering system option.

17. What is the temperature range for storing cooked food under refrigeration as part of the cook-chill catering system?

18. For how long can cooked food be stored under refrigeration in the cook-chill catering system?

19. What are the seven stages in the 'cook-freeze' catering system option?

20. Provide a brief description of the Commissary catering system.

21. What are the only four basic food activities required in relation to pre-prepared menu items in the 'assemble-serve' catering system?

22. What must form the basis of all evaluations of catering system options?

23. What are identified as the three elements of the evaluation process?

24. List three keys in undertaking an evaluation of catering system options.

25. List five basics when making recommendations for the selection of a catering system.

26. List five advantages of the 'conventional' catering system.

27. List three disadvantages of the 'conventional' catering system.

28. List three advantages of the 'ready-prepared' (cook-chill or cook-freeze) catering systems.

29. List three disadvantages of the 'ready-prepared' (cook-chill or cook-freeze) catering systems.

30. List five advantages of the 'commissary' catering system.

31. List five disadvantages of the 'commissary' catering system.



Answers to Written Questions

Select catering systems – D1.HCA.CL3.07

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. Identify six important ‘foundation skills’ required for people who will select catering systems.**
 - Communication skills
 - Critical thinking skills
 - Initiative and enterprise skills
 - High level of literacy skills
 - High level numeracy skills
 - Planning, self-management and organising skills
 - Problem-solving skills
 - Teamwork and interpersonal skills
 - Research skills.

- 2. List six aspects of ‘foundation knowledge’ people who will select catering systems should possess.**
 - Methods of cookery
 - Comprehensive details of all food production processes
 - Hazard and Critical Control Points (HACCP) and FSPs
 - Culinary terms
 - Costing, yield testing and portion control in quantity food production
 - Nutritional knowledge
 - Local/host country legislation.

- 3. List five standard research methods for obtaining necessary information/data in relation to selecting catering systems.**
 - Meeting with management of the venue
 - Assessing published information on different catering systems
 - Communicating with suppliers of catering systems
 - Discussing food production and service needs with colleagues
 - Visiting other industry operators
 - Viewing your current operation
 - Attending relevant industry ‘food production and food service’ meetings and events.

4. List ten topics for research when determining enterprise catering requirements.

- Nature of the operation
- Menu
- Production volume
- Service areas
- Storage and holding requirements
- Location of service points
- Nutrition and dietary requirements
- Relevant timeframes
- Available space
- Customer requirements
- Ingredients purchased
- Enterprise practices and standards
- Utilities.

5. Differentiate between ‘secondary’ and ‘primary data’.

- Secondary data is data that already exists
- Primary data is new/original data.

6. What does ‘qualitative data’ relate to?

- Descriptions of things – such as:
 - “A large venue with extensive facilities serving a wide variety of target markets”
 - “The kitchen features conventional service and uses equipment which was installed in the venue after being removed from the organisation’s previous property in Singapore”
- Explanations of preferences and behaviour – detailing:
 - Why people have selected certain systems/equipment for their food production and service
 - Reasons why businesses do not use certain systems/technologies in their food production/service
 - What other organisations think about nominated food production and food service options
- Any issues which cannot be measured/quantified – essentially these issues revolve around answers to ‘Why?’ questions:
 - “Why did you do this?”
 - “Why did you *not* do that?”

7. What is 'quantitative' data?

Quantitative data (also known as 'hard' data) is statistical in nature.

8. List eight types of people you may involve from time-to-time as part of your research activities and decision making processes when selecting a catering system.

- Senior management – including:
 - Venue manager/s
 - Director or CEO
 - The Board of Management, Board of Directors or the Executive
- Owners or Head Office representatives
- Contractors and sub-contractors – especially where aspects of catering have been outsourced
- Accountants and financial management staff/CFO – including external lenders
- Specialist consultants – with expertise in catering/food production and service
- Head chefs/Executive chefs and section chefs
- Food and Beverage managers/supervisors and/or Foodservice Directors
- Function, Event and Banquet managers
- Menu planners
- Dieticians and nutritionists
- A combination of management-level employees and operational staff from a range of internal departments/divisions and workplace groups/teams with responsibility for:
 - Sales and Marketing
 - HR
 - Purchasing
 - Training and Development
 - Food safety
 - Workplace health and safety
 - Maintenance
- Representatives from suppliers – who provide system elements (technology and equipment)
- Officers and inspectors from local health/food safety authorities
- Representative(s) from target customer/guest group.

9. List five general classifications of enterprise constraints which may need to be taken into account when selecting a catering system for a business

- Financial constraints
- Staff/labour constraints
- Space constraints
- Compliance constraints
- Timing constraints
- Existing equipment constraints.

10. In relation to factors guiding the selection of a catering system, what does KSC stand for and why is knowledge of them critical to the process?

- KSC = Key Selection Criteria
- They are non-negotiable aspects in relation to selection of a catering system which must be met.

11. What does the 'food processing continuum' illustrate?

The range of food from fresh/raw ingredients through semi-prepared foods to fully-prepared items.

12. What is the name of the catering system which can be described as 'cook and serve'?

Conventional system.

13. Answer True or False to the following: 'In a cook and serve system all ingredients used to produce menu items must be fresh/raw ingredients.'

False.

14. At what temperature must hot food be held after cooking for service?

60°C or above.

15. Differentiate between 'centralised' and 'decentralised' service.

- Centralised – that is, food service occurs at or adjacent to the food production area
- Decentralised – that is, where the food is transported (by tray, trolley, conveyor belt) to some remote/other location within the same building/business where it is either plated or served.

16. List the six stages in the 'cook-chill' catering system option.

- Produces cooked food
- Packages cooked food
- Rapidly chills cooked food
- Stores the food under controlled refrigerated conditions
- Re-heats the food as required
- Holds the food for plating and service.

17. What is the temperature range for storing cooked food under refrigeration as part of the cook-chill catering system?

-2°C to 0°C.

18. For how long can cooked food be stored under refrigeration in the cook-chill catering system?

Seven weeks.

19. What are the seven stages in the 'cook-freeze' catering system option?

- Produces food which is 'almost cooked'
- Packages cooked food
- Rapidly freezes cooked food
- Stores the food under controlled freezer conditions
- Requires thawing of frozen product (to 0°C to 4°C) prior to re-heating
- Re-heats the food as required
- Holds the food for plating and service.

20. Provide a brief description of the Commissary catering system.

The Commissary catering system is one where food:

- Is produced in bulk in a central kitchen
- Is then distributed (usually hot and/or cold but may be frozen) to other locations (satellite kitchens, or commissaries) remote from the main kitchen – food may be transported:
 - In bulk
 - Portion-controlled (individual/single serves) – pre-plated for service.

21. What are the only four basic food activities required in relation to pre-prepared menu items in the 'assemble-serve' catering system?

- Portioning
- Plating
- Re-heating
- Service.

22. What must form the basis of all evaluations of catering system options?

Identified KSC (requirements and constraints).

23. What are identified as the three elements of the evaluation process?

- Compares what is available against what is required – through asking a series of relevant questions
- Judges the degree to which there is alignment between requirements/constraints and availability
- Determines the relative advantages and disadvantages of available options.

24. List three keys in undertaking an evaluation of catering system options.

- Consider all relevant factors/criteria – not just one or two, or 'most' of them
- Allocate sufficient time for evaluation – never rush this stage of the process
- Use a team of people to undertake the evaluation – as opposed to doing it on your own
- Document your thoughts and findings – never rely solely on memory to provide a foundation for discussion and decision making.

25. List five basics when making recommendations for the selection of a catering system.

- Involve relevant others/stakeholders in the process
- Base your recommendations on facts identified/learned during the research (identification and evaluation) process
- Be sure to distinguish and make completely clear any aspects of the report/recommendation which are thoughts and opinions
- Include details of all classifications of data collected as part of the research/investigative process
- Make a definite recommendation
- Prepare a written report and distribute to the decision makers/management in the organisation
- Organise a meeting where you present your recommendations.

26. List five advantages of the 'conventional' catering system

- It produces food of a high quality
- The public/customers are well-disposed towards traditional kitchens which cook and serve food in this way
- Most cooks, chefs and kitchen staff are familiar with the operations of a conventional kitchen so there is a wider pool of trained and experienced staff and less need to train staff
- The system provides opportunity to be more flexible and responsive to immediate need
- Holding/refrigeration and/or freezer space for food is minimised
- The equipment available in an existing conventional kitchen can often be used to prepare/produce a large variety of different menu items.

27. List three disadvantages of the 'conventional' catering system.

- Higher foods costs per unit produced
- Consistency of quality is sometimes an issue
- Higher labour costs
- Potential need for extra equipment
- Potential for reduced food safety.

28. List three advantages of the 'ready-prepared' (cook-chill or cook-freeze) catering systems.

- Reduced costs
- Better yield from food items
- Addresses shortages of skilled labour
- Produces food of a consistent quality/standard
- Food service can occur/be available at any time
- This provides enormous flexibility in service times and enhances the ability to serve food 'on demand'.

29. List three disadvantages of the 'ready-prepared' (cook-chill or cook-freeze) catering systems.

- Adverse customer reaction/response
- Decreased levels of food quality
- Increased establishment costs
- Potential for limited/restricted menu choices
- Higher loss (or other 'damage') potential from an out-of-control food handling event
- Need to hire staff with specialist skills or train staff in work roles.

30. List five advantages of the 'commissary' catering system.

- Central control of quality and standards
- Reduced need for skilled/high-cost staff in satellite kitchens
- Staff at the main kitchen will operate at high levels of productivity – helping reduce costs per unit
- High volume will bring a range of 'economies of scale'
- No/little need for food processing/cooking equipment in satellite kitchens – may only be a need for storage, re-heating and service equipment
- Facilitates the operation of multiple outlets and new service points
- Allows main kitchen to be built in an area where (for example) land and building costs are most competitive – as opposed to buying land and building a central kitchen in high-value geographical location.

31. List five disadvantages of the 'commissary' catering system.

- Quality-related issues – associated with:
 - Customer/consumer perceptions about loss of quality because food is not 'freshly cooked'
 - Actual decrease in food taste, appearance, food safety and nutritional content
- Only food produced by central kitchen – or foods bought-in 'fully prepared' – can be offered
- Satellite kitchens cannot respond to individual customer demand or preferences – food is essentially presented/offered on a 'take-it-or-leave-it' basis
- Main kitchen requires highly-skilled, highly-competent staff
- Requires expenditure on:
 - Transporting/distributing the food – such as food transport vehicles (such as vans, trucks or airplanes) and hot and cold food carts
 - Special packaging for foods
- Need for food safety protocols to be developed to cover transportation of food – especially relating to:
 - Time-temperature controls
 - Protection of food from contamination
 - Delivery schedules
 - Servicing/condition of the food transport vehicle
 - Actions of the delivery driver.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Select catering systems D1.HCA.CL3.07
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) Establish enterprise requirements for a catering system b) Evaluate catering systems c) Recommend a catering system 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: Establish enterprise requirements for a catering system		
Research catering requirements the enterprise requires	<input type="checkbox"/>	<input type="checkbox"/>
Identify the enterprise constraints in selecting a system	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Evaluate catering systems		
Identify a range of alternative catering systems	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate agreed enterprise requirements against systems	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Recommend a catering system		
Consider the advantages and disadvantages of systems in making recommendation	<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:	Select catering systems D1.HCA.CL3.07		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Researches catering needs and enterprise constraints in relation to the requirements of a catering system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies a range of alternative catering systems suitable for identified needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates agreed enterprise requirements against catering system options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considers the advantages and disadvantages of suitable options when making a recommendation for introduction of a catering system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Select catering systems	D1.HCA.CL3.07
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: Establish enterprise requirements for a catering system						
Research catering requirements the enterprise requires						
Identify the enterprise constraints in selecting a system						
Element 2: Evaluate catering systems						
Identify a range of alternative catering systems						
Evaluate agreed enterprise requirements against systems						
Element 3: Recommend a catering system						
Consider the advantages and disadvantages of systems in making recommendation						
Candidate signature			Date			
Assessor signature			Date			

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