Select, prepare and serve special cuisines

D1.HCC.CL2.20

Assessor Manual

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Assessor Manual

Project Base

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

Acknowledgements

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.

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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, PREPARE AND SERVE SPECIAL CUISINES	NOMINAL HOURS: 90

UNIT NUMBER: D1.HCC.CL2.20

UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to select, prepare, cook and serve a range of quality meals for special cuisines in commercial food production environments

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Select dishes for special cuisines *1.1* Identify and select a range dishes for *special cuisines* **1.2** Select dishes taking into account cultural/cuisines or special customer requests **1.3** Ensure *resources* are available to prepare, cook and serve special cuisines **Element 2: Identify and purchase foods** **2.1** Select *food items/commodities* in accordance with dish requirements **2.2** Identify and *select suppliers* for purchasing of products **2.3** Ensure *availability* of food items	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to all industry sectors that prepare and serve special cuisines within the labour divisions of the hotel and travel industries and may include: 1. Food Production. *Special cuisines* may be related to: • Country • Culture • Region • Festivals/ceremonies. *Resources* may be related to: • Staff • Equipment • Storage • Product.

Element 3: Identify and use specific equipment for special cuisines	*Food items/commodities* may relate to:
3.1 Identify and use specific e*quipment* requirement for cuisines	• Spices and herbs
3.2 Source specific equipment	• Fruit and vegetables
Element 4: Prepare, cook, and serve special cuisine	• Dairy
4.1 *Prepare food items* taking into account special preparation techniques	• Meat and small goods
4.2 Cook food items using appropriate equipment and *methods of cookery*	• Poultry and game
4.3 Prepare and use *garnishes, sauces and accompaniments* appropriate to special cuisines	• Fish and seafood
4.4 *Serve food items* in accordance with special cuisines requirements	*Select suppliers* may be related to:
Element 5: Store special cuisine products	• Local, regional and international supply
5.1 *Store* fresh and/or Cryovac items correctly	• Delivery requirements
5.2 Prepare and maintain correct *thawing* of special dishes	• Cost and trading terms
5.3 *Store* special cuisine products appropriately in correct containers	• Relationship
5.4 *Label* special cuisine products correctly	• Product range/variety
5.5 Ensure *correct conditions* are maintained for freshness and quality	*Availability* should include:

Full right column:

Food items/commodities may relate to:
- Spices and herbs
- Fruit and vegetables
- Dairy
- Meat and small goods
- Poultry and game
- Fish and seafood

Select suppliers may be related to:
- Local, regional and international supply
- Delivery requirements
- Cost and trading terms
- Relationship
- Product range/variety

Availability should include:
- Seasonal
- Cultural
- Supplier
- Price
- Demand.

Equipment may include:
- Electric, gas or induction stoves
- Steamers, including pressure, atmospheric, bamboo and fish kettle

	• Salamanders
	• Smokers
	• Grills, including flat top, char and BBQ
	• Ovens, convection ovens and combination ovens
	• Deep fry, or pressure fryer
	• Microwave
	• Food processors, mixers, mincers and bowl choppers
	• Drum sieve
	• Other specific equipment.
	Prepare food items may be related to:
	• Prepared and/or pre-finished products
	• Cutting skills
	• Aerating
	• Binding
	• Setting
	• Clarifying
	• Folding
	• Coating
	• Pickling
	• Hanging
	• Wrapping, including banana leaf, bark and vine leaf.

Methods of cookery may include:

- Braising

- Stewing

- Poaching

- Boiling, simmering

- Steaming, including atmospheric and/or pressure

- Roasting, including pot roasting

- Baking

- Grilling

- Deep and shallow frying

- Wrapped food, such as paper bag, including vine, banana leaf, paper and bark

- Microwave.

Garnishes, sauces and accompaniments may include:

- Glazing

- Coating

- Colour and flavour blends

- Cultural flavours

- Vegetables, fruits and herbs

- Flowers and leaves

- Pastry

- Sauces, including sweet/savoury

- Dietary and cultural styles/flavours.

Serve food items may relate to:

- Flavour, including sweet, sour, piquant and salty
- Serving vessels
- Colour
- Height
- Service and storage temperature
- Classical and cultural
- Neatly and attractively
- Planning location
- Service and storage temperature
- Ceramics
- Glass
- Crystal
- Mirrors
- Trays
- Classical and cultural aspect
- Neatly and attractively
- Ease of service.

Store may include:

- Cool room temperature
- Cool room placement
- Length of time in cool storage

	• Freezer temperature
	• Length of time in freezer storage
	• Storage containers before assembly
	• Storage containers after assembly
	• Dietary and cultural styles/flavours
	• Labelled
	• Freshness, quality and presentation
	• Temperature and humidity.
	Thawing may relate to:
	• Enterprise and local authority requirements
	• Handling and cool room placement
	• Changing containers.
	Label must include:
	• Date
	• Item name
	• Handler name
	• Time, temperature and storage
	• Correct conditions should include:
	• Temperature and humidity
	• Stock rotation
	• Reporting faults
	• Changing containers.

Assessment Guide

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

- Knowledge of correct method of preparation and cookery is demonstrated for special cuisines
- Ability to identify food products by sight
- Ability to match ingredient quality to intended final product/use
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Ability to demonstrate safe knife handling skills, including the ability to trim and cut to industry and enterprise standards
- Ability to demonstrate safe equipment/utensil practical skills
- Ability to interpret and adhere to local and/or enterprise recipes.

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 the classifications and characteristics of special cuisines and the terminology used
- Demonstrate safe and hygienic handling of products

- Appropriate portion control and wastage

- Demonstrate complementary presentation, garnishing and techniques

- Ability to select and prepare a variety of special cuisines from different recipes and cultural backgrounds

- Demonstrate safe knife skills and other associated equipment

- Prepare and produce a range of dishes using the cooking methods in industry, realistic timeframes and constraints

- Demonstration of commodity knowledge, including quality aspects

- Knowledge of specific terminology

- Demonstrate ability to prepare various special cuisine dishes from at least six different recipes and cultural backgrounds

- Demonstrate ability to store various special cuisines to industry and enterprise standards

- Knowledge of appropriate portion control and wastage

- Demonstrate creative and artistic skills in preparation, decoration and display of special cuisine items.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge

- Assessment must relate to the individual's work area, or area of responsibility

- Demonstration of skills on more than one occasion

- Preparation of various special cuisines within typical workplace conditions and timeframes.

Resource Implications

Training and assessment must include access and use of a fully equipped commercial kitchen, real ingredients and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance

- Oral and written questions

- Third party reports completed by a supervisor

- Project and assignment work

- Sampling of dishes prepared by the student.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; read menus, recipes and task sheets; select and obtain commodities, organise ingredients and task sheets

	Communicating ideas and information	2	Share information with other kitchen and floor service staff; read recipes, menus, instructions and orders
	Planning and organising activities	2	Work within time constraints in a logical sequence; plan logical and efficient sequence and timing of tasks
	Working with others and in teams	2	Work cooperatively with other team members
	Using mathematical ideas and techniques	1	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
	Solving problems	2	Identify and correct problems in preparing and producing products, such as ingredient quality and equipment failure
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment

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Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Select, prepare and serve special cuisines D1.HCC.CL2.20
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Identify one religion and explain how it impacts on menu items.	❑	❑
2. Provide an example of a 'dietary requirement' identifying what ingredients can and cannot be served.	❑	❑

Questions	Response	
	PC	NYC
3. What resources are commonly required when preparing and cooking special cuisines?	❏	❏
4. What are some considerations when selecting food items to be prepared, cooked and served?	❏	❏
5. Why is it important to carefully choose a supplier of ingredients?	❏	❏

Questions	Response	
	PC	**NYC**
6. What are the benefits of using both fresh and convenience foods?	❏	❏
7. What are examples of 'specialist equipment' that is used in a kitchen? What dishes are they used for?	❏	❏
8. Where can kitchen equipment be sourced from?	❏	❏

Questions	Response	
	PC	**NYC**
9. Think of one menu item of your choice. What activities are associated with preparing this dish?	❏	❏
10. Explain one cooking method including the equipment and utensils associated with this method.	❏	❏
11. What is the purpose of 'garnishes'? What are examples of various garnishes? What dishes are they used for?	❏	❏

Questions	Response	
	PC	**NYC**
12. Why is it important to serve hot food at the correct temperature? What can you use to keep food hot?	❑	❑
13. What are the three main storage areas? What is stored in each of these areas?	❑	❑
14. Why is important to thaw food correctly?	❑	❑

Questions	Response	
	PC	**NYC**
15. Select one type of food of your choice (besides eggs). Explain the techniques used to store these items before use.	❏	❏
16. Why is it important to correctly label food in storage?	❏	❏
17. Besides visually looking at food items in storage, what are other ways to ensure the quality of items?	❏	❏

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Written Questions

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Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Identify two cuisine menu items from a country other than your own. Identify the ingredients within these dishes.

    _____

    _____

    _____

    _____

    _____

2. Identify one key festival in your area and identify common dishes served.

    _____

    _____

    _____

    _____

    _____

3. What are key factors influencing food choices?

    _____

    _____

    _____

    _____

    _____

4. What are key components of meals?

    _____

    _____

    _____

    _____

5. What are possible staffing considerations when ensuring sufficient resources to prepare and cook cuisines?

    _____

    _____

    _____

    _____

    _____

6. Why is it important to have the correct resources to prepare, cook and serve cuisines?

    _____

    _____

    _____

    _____

    _____

7. What are different types of appetisers that can be served?

    _____

    _____

    _____

    _____

    _____

8. What are examples of meat and poultry that can be served in cuisines?

    _____

    _____

    _____

    _____

    _____

9.   What are different types of vegetables that can be used in cuisines?

_____

_____

_____

_____

_____

10.   What are some considerations when selecting suitable suppliers?

_____

_____

_____

_____

_____

11.   What are examples of ingredients that are suited to a specific climate?

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12.   What are different types of knives that are used in a kitchen? What are they used for?

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13.   What are examples of 'cooking equipment' used in a kitchen?

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14. Identify one piece of equipment in a kitchen. What activities need to be undertaken to get it ready for service?

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15. What are some activities associated with 'food production'?

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16. Why is it important to have 'standard recipes'? What information is normally included in a recipe?

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17. Identify two cooking methods explaining suitable foods that can be cooked using these methods.

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18. What is the difference between 'boiling' and 'poaching'?

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19. Identify two common sauces explaining what dishes they are used for and how they should be served.

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20. Identify two roasted meats including the common accompaniments for them.

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21. What are examples of possible items that can be used to serve menu items, sauces and accompaniments?

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22. What are some considerations when enhancing the 'attractive appearance' of a dish?

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23. Select one storage area of your choice. Explain how this area should be maintained.

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24. What are the three ways to thaw food correctly?

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25. Why is it important to use correct storage containers and techniques?

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26. Describe how to store eggs.

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27. What information is normally recorded on labels?

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28. What are examples of possible allergen ingredients (food items that people are allergic to) that should be recorded on labels?

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29. What is 'FIFO' and describe the activities associated with this stock rotation technique?

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30. When checking stock, it is also important to check the quality of food items. What should you look for during a visual inspection of items?

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Assessor Manual
Select, prepare and serve special cuisines

Answers to Written Questions

Select, prepare and serve special cuisines – D1.HCC.CL2.20

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 two cuisine menu items from a country other than your own. Identify the ingredients within these dishes.**

    Answers will be varied.

2. **Identify one key festival in your area and identify common dishes served.**

    Answers will be varied.

3. **What are key factors influencing food choices?**

    - Nutrition

    - Key components of meals

    - Health requirements

    - Dietary requirements

    - Food Allergies

    - Vegetarian.

4. **What are key components of meals?**

    - Proteins

    - Starches

    - Vegetables

    - Flavourings

    - Cooking methods

    - Service styles.

5. **What are possible staffing considerations when ensuring sufficient resources to prepare and cook cuisines?**

    - Right skills

    - Right numbers.

6. Why is it important to have the correct resources to prepare, cook and serve cuisines?

Answers will be varied.

7. What are different types of appetisers that can be served?

- Hors d'oeuvres

- Canapés

- Savouries

- Antipasto

- Tapas

- Finger foods

- Sandwiches.

8. What are examples of meat and poultry that can be served in cuisines?

Meat includes:

- Beef

- Lamb

- Veal

- Goat

- Pork.

Poultry includes whole birds or cuts and includes:

- Chicken

- Turkey

- Squab

- Pheasant

- Duck

- Goose.

9. What are different types of vegetables that can be used in cuisines?

- Artichoke
- Asparagus
- Beans
- Beets
- Bok Choy
- Broccoli
- Brussels sprouts
- Cabbage
- Carrots
- Cauliflower
- Celery
- Chilli pepper
- Chives
- Corn
- Cucumber
- Eggplant
- Garlic
- Leeks
- Lettuce
- Onions
- Parsnip
- Peas
- Peppers
- Potatoes
- Pumpkins
- Radish
- Shallots
- Snap peas
- Spinach
- Squash
- Sweet potatoes
- Tomatoes
- Turnips
- Watermelon
- Winter squash.

10. **What are some considerations when selecting suitable suppliers?**

- The product range

- The availability of products

- Delivery requirements

- Cost

- Trading terms.

11. **What are examples of ingredients that are suited to a specific climate?**

Answers will be varied.

Cold climate	Warm climates	Tropical climate	Other climates
Root vegetables • Carrots • Parsnips • Turnips • Beets	**Vegetables** • Zucchini • Capsicum • Chilli • Sweetcorn • Pumpkin	**Vegetables** • Okra • Snake beans	**Dry climates** • Wheat • Salsify
Brassicas • Cabbage • Cauliflower • Broccoli • Bok Choy • Kohlrabi	**Leafy greens** • Spinach • Lettuce • Rocket (argula) • Silverbeet	**Herbs and spices** • Panadan • Turmeric • Curry leaf • Thai coriander	**Wet, cold and dark** • Fungi • Mushrooms
Fruits • Apples • Pears • Quinces	**Fruits** • Oranges • Lemons • Apricots • Peaches	**Tropical Fruits** • Bananas • Papaya • Mango • Lychee • Guava	**Dried fruits** • Dates • Prunes • Sultanas • Raisins

12. **What are different types of knives that are used in a kitchen? What are they used for?**

<u>Chef's knife</u>

The chef's knife is the one you will use most often because it is best suited to chopping, slicing and dicing. The blade of the chef's knife is between 20 and 25 cm long. The handle is offset to allow for knuckle clearance. The blade is wide at the heel and tapers to a point.

<u>Boning knife</u>

The boning knife is thin with a pointed blade, and is about 12 cm long.

It is, as the name implies, used for boning raw meat and poultry.

<u>Paring knife</u>

The paring knife is small with a pointed blade about 7 cm long.

It is the knife for just about every small job in the kitchen such as peeling, cutting, turning (that is, for making barrel [or 'turned'] potatoes, carrots, turnips, swedes) and artistic work such as making decorative garnishes (flowers, fans, baskets, etc.).

<u>Turning knife</u>

The turning knife is small, with a pointed and curved blade which is about 5 cm long.

Because the blade is curved, it should not be used to cut items on a flat surface. It is ideal for turning vegetables.

<u>Palette knives</u>

Also known as 'spatulas', these are used to lift, mix, spread and scrape soft mixtures.

They are also used to flip and lift flat food items such as pancakes.

The blade is thin and flexible with a rounded end.

13. **What are examples of 'cooking equipment' used in a kitchen?**

- Pots, bowls and pans
- Stoves
- Multi process ovens
- Brat pans
- Grillers, salamanders and fryers.

14. **Identify one piece of equipment in a kitchen. What activities need to be undertaken to get it ready for service?**

Answers will be varied.

15. **What are some activities associated with 'food production'?**

Producing food in the commercial environment is multidimensional. Service is about coordinating all these elements:

- Organising and preparing all food items ready for service (mise-en-place) including:
    - Cleaning and preparing vegetables
    - Preparing and portioning meat, poultry, seafood, game and offal
    - Preparing stocks, sauces and dressings
    - Preparing and cooking farinaceous products
    - Preparing garnishes
    - Cooking soups
    - Cooking large or slow cooked items such as roasts, braises and casseroles
    - Preparing or cooking pastries, cakes and desserts
- Having the service equipment clean, heated and stacked ready for service
- Heating or cooking the components of the dishes correctly
- Plating the dishes consistently and attractively.

16. **Why is it important to have 'standard recipes'? What information is normally included in a recipe?**

A standard recipe needs to include:

- Summary of ingredients
- Required quantities or each item
- Specific preparation guidelines
- Garnish and service details
- Portion sizes
- Accurate costs
- % wastage
- Date of last change.

17. **Identify two cooking methods explaining suitable foods that can be cooked using these methods.**

Methods of Cookery	Suitable Foods for Method of Cookery
Boiling	• Soup • Pasta • Whole eggs • Root Vegetables
Poaching	• Fish • Tender poultry cuts • Eggs • Fruits
Steaming	• Fish and shellfish • Chicken • Puddings • Most vegetables
Grilling	• Small cuts of meat • Small goods • Vegetables
Stewing	• Tough meat cuts • Poultry • Fruit
Braising	• Tough meat cuts • Poultry • Game • Fiberous vegetables • Pulses
Baking	• Cakes • Puddings • Custards • Vegetables
Roasting	• Large cuts of meat • Vegetables

Methods of Cookery	Suitable Foods for Method of Cookery
Shallow frying	- Small cuts of lean meat - Offal - Vegetables - Noodles - Eggs
Deep frying	- Small cuts of meat - Battered, crumbed and pastry wrapped items - Potatoes

18. **What is the difference between 'boiling' and 'poaching'?**

- Boiling - Food is completely immersed in liquid and cooked at boiling point (100˚C)

- Poaching - Food is completely submerged in liquid just below boiling point. There should be no visible movement of the liquid.

19. **Identify two common sauces explaining what dishes they are used for and how they should be served.**

Answers will be varied.

20. **Identify two roasted meats including the common accompaniments for them.**

- 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.

21. **What are examples of possible items that can be used to serve menu items, sauces and accompaniments?**

    Possible service items can include:

    - Plates – entrée, main course and side/bread and butter plates

    - Bowls – soup bowls, coupes, finger bowls, dessert bowls, pasta bowls

    - Platters – flatware including china and metal variations, covering a range of sizes: may be used for silver serving meat and vegetables, presenting cold meat, serving cheese and greens, and displaying fruit

    - Jugs – for gravies and sauces, milk and cream: also includes sauce boats

    - Glassware – glasses and bowls for the service of items such as sorbets and a range of dessert items

    - Special purpose equipment – such as oyster plates, cake stands, tiered stands for 'cascading' displays, vegetable dishes, carving boards, cheese boards and sizzle plates

    - Cutlery – this includes the 'normal' range of cutlery (knives, forks and spoons) perhaps with special items such as butter knives, lobster picks and crackers, cake slides, parfait spoons, snail holders/spoons, steak knives, and knives for cutting birthday cakes

    - Take away containers.

22. **What are some considerations when enhancing the 'attractive appearance' of a dish?**

    The key to attractive and appealing food presentation is to remember there are many elements, including:

    Shape:

    - Food can be creatively scattered or in elegant compact servings

    - Repetition is an effective technique either such as laying several (odd numbers are best, 3 or 5 etc) side by side with different sauces or garnishes on each one

    - Biscuit and pastry cutters and moulds are great tools for creating shapes.

    Height:

    - Height can be created by stacking the protein over starches or placing leafy salads on top of proteins

    - Plastic and metal moulds can be used to shape dishes in towers.

    Texture:

    - Varied textures will create more interest.

    Colour:

    - You can use vibrant coloured ingredients as contrast

    - Using tones of the same colour can be effective also.

    Garnish:

    - A garnish should only enhance the look of the dish, not overshadow it

    - Make sure that garnishes complement the ingredients and flavours of the dish.

23. **Select one storage area of your choice. Explain how this area should be maintained.**

Answers will be varied.

24. **What are the three ways to thaw food correctly?**

Frozen food must be thawed before use, also known as 'defrosting, using one of three methods:

- In a refrigerator/cool room

- Use a microwave to defrost, moving pieces of food during the procedure

- Run the item under cold water (less than 20°C).

25. **Why is it important to use correct storage containers and techniques?**

- Reduces risk of contamination in the cool room

- Containers are clean when they are placed into the cool room

- Easier to stack goods in cool room if containers are all regular size

- Easier to rotate stock in cool room

- All stock is checked as it goes from cardboard box to clean plastic storage containers.

26. **Describe how to store eggs.**

Eggs are perishable and fragile therefore should be stored using the following guidelines:

- In a cool humid temperature, they can be stored in the fridge or the dry store

- Away from strong odours e.g. onions and garlic

- In their box with the point down

- Cracked eggs should be used immediately

- Kept dry.

27. **What information is normally recorded on labels?**

- Name of the product

- Ingredients

- Date of manufacture

- Name of person who last worked on food (cooked the food)

- Recommended use by date

- If the product is to be used in another department then it should be on the label as to where the food is destined.

28. What are examples of possible allergen ingredients (food items that people are allergic to) that should be recorded on labels?

- Wheat, gluten

- Milk products

- Soy products

- Yeast

- Eggs

- Seafood allergies

- Nuts, tree and ground.

29. What is 'FIFO' and describe the activities associated with this stock rotation technique?

It means First In, First Out

FIFO techniques

- Move old stock forward and place the new stock behind it

- Lift existing stock up and put new stock under it

- Create a new storage area for new stock and make sure the old stock is used before this new stack is started

- Attach labels to stock to identify when items arrived and which ones must be used next

- Use the use-by dates on stock to assist in determining which products to use next.

30. When checking stock, it is also important to check the quality of food items. What should you look for during a visual inspection of items?

Looking at them to check:

- The use-by dates are current and to identify ones that are approaching their expiry date

- Appearance

- Smell

- Signs of rodent attack.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Select, prepare and serve special cuisines D1.HCC.CL2.20
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Select dishes for special cuisines
	
	   b) Identify and purchase foods
	
	   c) Identify and use specific equipment for special cuisines
	
	   d) Prepare, cook, and serve special cuisine
	
	   e) Store special cuisine products
	
	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: Select dishes for special cuisines		
Identify and select a range dishes for special cuisines	❑	❑
Select dishes taking into account cultural/cuisines or special customer requests	❑	❑
Ensure resources are available to prepare, cook and serve special cuisines	❑	❑
Element 2: Identify and purchase foods		
Select food items/commodities in accordance with dish requirements	❑	❑
Identify and select suppliers for purchasing of products	❑	❑
Ensure availability of food items	❑	❑

Did the candidate	Yes	No
Element 3: Identify and use specific equipment for special cuisines		
Identify and use specific equipment requirement for cuisines	❑	❑
Source specific equipment	❑	❑
Element 4: Prepare, cook, and serve special cuisine		
Prepare food items taking into account special preparation techniques	❑	❑
Cook food items using appropriate equipment and methods of cookery	❑	❑
Prepare and use garnishes, sauces and accompaniments appropriate to special cuisines	❑	❑
Serve food items in accordance with special cuisines requirements	❑	❑
Element 5: Store special cuisine products		
Store fresh and/or Cryovac items correctly	❑	❑
Prepare and maintain correct thawing of special dishes	❑	❑
Store special cuisine products appropriately in correct containers	❑	❑
Label special cuisine products correctly	❑	❑
Ensure correct conditions are maintained for freshness and quality	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor	
Strengths:	
Improvements needed:	
General comments:	

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:	
Name of third party:	**Contact no**
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*
Unit of competency:	Select, prepare and serve special cuisines D1.HCC.CL2.20

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Element 1: Select dishes for special cuisines			
Identify and select a range dishes for special cuisines	❑	❑	❑
Select dishes taking into account cultural/cuisines or special customer requests	❑	❑	❑
Ensure resources are available to prepare, cook and serve special cuisines	❑	❑	❑
Element 2: Identify and purchase foods			
Select food items/commodities in accordance with dish requirements	❑	❑	❑
Identify and select suppliers for purchasing of products	❑	❑	❑
Ensure availability of food items	❑	❑	❑
Element 3: Identify and use specific equipment for special cuisines			
Identify and use specific equipment requirement for cuisines	❑	❑	❑
Source specific equipment	❑	❑	❑

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Element 4: Prepare, cook, and serve special cuisine			
Prepare food items taking into account special preparation techniques	❑	❑	❑
Cook food items using appropriate equipment and methods of cookery	❑	❑	❑
Prepare and use garnishes, sauces and accompaniments appropriate to special cuisines	❑	❑	❑
Serve food items in accordance with special cuisines requirements	❑	❑	❑
Element 5: Store special cuisine products			
Store fresh and/or Cryovac items correctly	❑	❑	❑
Prepare and maintain correct thawing of special dishes	❑	❑	❑
Store special cuisine products appropriately in correct containers	❑	❑	❑
Label special cuisine products correctly	❑	❑	❑
Ensure correct conditions are maintained for freshness and quality	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Select, prepare and serve special cuisines	D1.HCC.CL2.20
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: Select dishes for special cuisines						
Identify and select a range dishes for special cuisines						
Select dishes taking into account cultural/cuisines or special customer requests						
Ensure resources are available to prepare, cook and serve special cuisines						
Element 2: Identify and purchase foods						
Select food items/commodities in accordance with dish requirements						
Identify and select suppliers for purchasing of products						
Ensure availability of food items						
Element 3: Identify and use specific equipment for special cuisines						
Identify and use specific equipment requirement for cuisines						
Source specific equipment						

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 4: Prepare, cook, and serve special cuisine						
Prepare food items taking into account special preparation techniques						
Cook food items using appropriate equipment and methods of cookery						
Prepare and use garnishes, sauces and accompaniments appropriate to special cuisines						
Serve food items in accordance with special cuisines requirements						
Element 5: Store special cuisine products						
Store fresh and/or Cryovac items correctly						
Prepare and maintain correct thawing of special dishes						
Store special cuisine products appropriately in correct containers						
Label special cuisine products correctly						
Ensure correct conditions are maintained for freshness and quality						
Candidate signature			**Date**			
Assessor signature			**Date**			