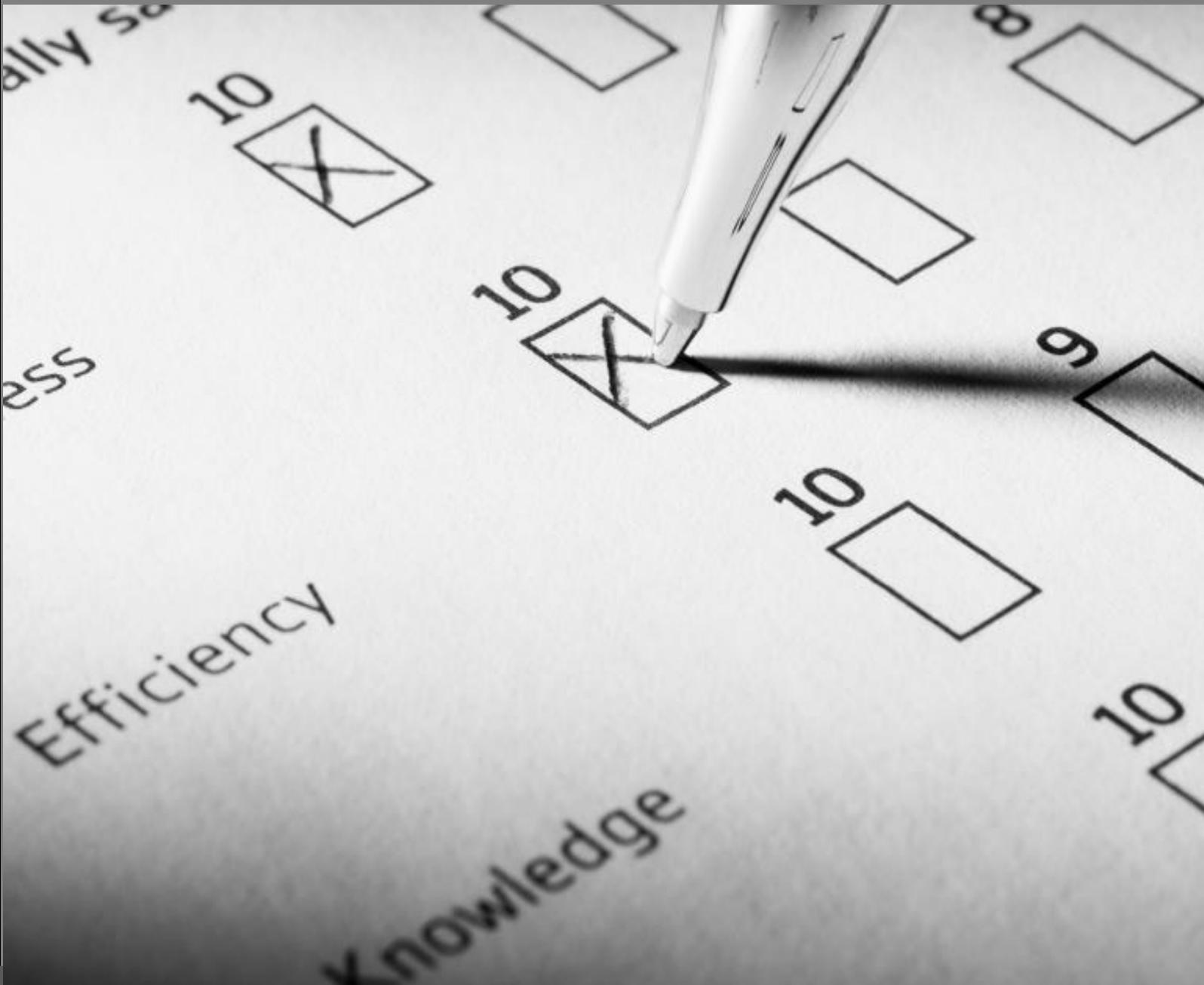# Select prepare and serve various cheeses

D1.HCC.CL2.21

Assessor Manual

# Select prepare and serve various cheeses

## D1.HCC.CL2.21

## Assessor Manual

**Disclaimer**

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# Table of Contents

# 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 VARIOUS CHEESES | NOMINAL HOURS: 10 |
|---|---|

**UNIT NUMBER:** D1.HCC.CL2.21

**UNIT DESCRIPTOR:** This unit deals with skills and knowledge required by cooks and chefs to select, prepare serve and store a variety of cheeses to meet the requirements of the various food service outlets of the enterprise.

| ELEMENTS AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE |
|---|---|
| **Element 1: Select supplier to purchase cheese and equipment**<br><br>**1.1** Identify and *select suppliers* for purchasing of products<br><br>**1.2** Identify *cheese varieties* required by the enterprise<br><br>**Element 2: Prepare cheese for service**<br><br>**2.1** Bring product to appropriate *serving temperature*<br><br>**2.2** Use correct *preparation equipment* safely<br><br>**2.3** Prepare required *garnishes and accompaniments* to complement service style | **Unit Variables**<br><br>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<br><br>This unit applies to all industry sectors that prepare and serve cheese in food outlets within the labour divisions of the hotel and travel industries and may include:<br><br>1    Food Production<br><br>*Select suppliers* may be related to:<br><br>• Local, regional and international supply<br><br>• Delivery requirements<br><br>• Cost and trading terms<br><br>• Relationship<br><br>• Product range/variety. |

| | |
|---|---|
| **Element 3: Present cheese** | *Cheese varieties* may be related to: |
| **3.1** *Present* cheese to enterprise standards | • Hard |
| **3.2** Decorate cheese with complementary garnishes and accompaniments | • Soft |
| **Element 4: Store cheese** | • Rind |
| **4.1** *Minimise wastage* through correct purchasing practices | • Mould |
| **4.2** Minimise wastage through correct *storage* practices | • Blue |
| **4.3** Apply appropriate *hygiene* standards in the storage and handling of cheese | • Fresh |
| **4.4** Access and use cheese *leftovers* appropriately | • Local and regional varieties. |
| | *Serving temperature* may be related to: |
| | • Variety |
| | • Service style |
| | • Time of the year. |
| | Preparation equipment may be related to: |
| | • Boards, trays and plates |
| | • Cutting equipment, including heated wires |
| | • Knives. |
| | Garnishes and accompaniments may include: |
| | • Vegetables and fruit, both fresh and dried |
| | • Nuts |
| | • Breads and crackers |
| | • Flowers and leaves |
| | • Fruit pastes and chutneys |

|  | <ul><li>Pastry</li><li>Sauces, sweet/savoury</li><li>Dietary and cultural styles/flavours.</li></ul> *Present* should include: <ul><li>Colour</li><li>Height</li><li>Texture</li><li>Service and storage temperature</li><li>Ceramics</li><li>Glass</li><li>Crystal</li><li>Mirrors</li><li>Trays</li><li>Classical and cultural aspect</li><li>Neatly and attractively</li><li>Ease of service.</li></ul> *Minimise wastage* should include: <ul><li>Storage space</li><li>Volume requirements, including a la carte, functions and specials</li><li>First in, first out (FIFO)</li><li>Receiving times, as needed</li><li>Quality, including matured</li><li>Cutting/portioning.</li></ul> |
|---|---|

*Storage* may include:

- Cool room temperature
- Cool room placement
- Length of time in cool storage
- Appropriate process followed, including wrapped and containers
- Storage containers before assembly
- Storage containers after assembly.

*Hygiene* may include:

- Dietary and cultural styles/flavours
- Temperature and humidity
- Personal hygiene
- Cross-contamination.

*Leftovers* may relate to:

- Standard recipes
- Menu items
- Functions
- Menu item development.

**Assessment Guide**

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

- Knowledge of correct method is demonstrated for handling cheese
- 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 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. |
| | **Critical Aspects of Assessment** |
| | Evidence of the following is essential: |
| | • Knowledge of the classifications and characteristics of cheeses, garnishes and accompaniments and the terminology used |
| | • Demonstrate safe and hygienic handling of products |
| | • Knowledge and application of appropriate portion control and wastage |
| | • Demonstrate complementary presentation, garnishing and techniques |
| | • Demonstrate safe knife skills and other associated equipment |
| | • Demonstration of commodity knowledge, including quality aspects |

- Knowledge of specific terminology related to various cheeses, garnishes and accompaniments

- Demonstrate ability to prepare various cheeses, garnishes and accompaniments from at least four different recipes and cultural backgrounds

- Demonstrate ability to store various cheeses, garnishes and accompaniments to industry and enterprise standards

- Demonstrate creative and artistic skills in preparation, decoration and display of cheeses, garnishes and accompaniments.

**Context of Assessment**

This unit may be assessed on or off the job:

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

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

- Demonstration of skills on more than one occasion

- Preparation of various cheese, garnish and accompaniments 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 | 1 | Work cooperatively with other team members |
| Using mathematical ideas and techniques | 1 | Calculate portions; weigh and measure quantities against standard recipes and/or menu requirements |

| | | | |
|---|---|---|---|
| | Solving problems | 1 | Identify and correct problems in preparing and producing products, such as ingredient quality and equipment failure |
| | Using technology | 1 | Use mechanical kitchen equipment, including weighing equipment |

# Oral Questions

| | |
|---|---|
| **Student name** | |
| **Assessor name** | |
| **Location/venue** | |
| **Unit of competency** | Select prepare and serve various cheeses<br><br>D1.HCC.CL2.21 |
| **Instructions** | 1. Ask student questions from the attached list to confirm knowledge, as necessary<br><br>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')<br><br>3. Write short-form student answer in the space provided for each question. |

| Questions | Response | |
|---|---|---|
| | PC | NYC |
| 1. What factors do you consider when selecting a cheese supplier? | ❏ | ❏ |
| 2. How do you determine the cheese varieties required by the workplace? | ❏ | ❏ |

| Questions | Response | |
|---|---|---|
| | PC | NYC |
| 3.  What factors determine the service temperature for a cheese? | ❏ | ❏ |
| 4.  What equipment is required/used for preparing cheese for service? | ❏ | ❏ |
| 5.  Name three varieties of cheese and describe how to prepare a garnish or accompaniment for each. | ❏ | ❏ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 6. Explain/describe standard cheese presentation standards for service of cheese to guests at table. | ❑ | ❑ |
| 7. Describe a cheese platter and explain the garnishes you would add to compliment presentation. | ❑ | ❑ |
| 8. How can wastage of cheese be minimised through correct purchasing practices? | ❑ | ❑ |

| Questions | Response | |
| --- | --- | --- |
| | PC | NYC |
| 9. What storage practices should you implement to minimise cheese wastage? | ❏ | ❏ |
| 10. Identify hygiene standards and practices which should be applied to optimise the safety of food being served. | ❏ | ❏ |
| 11. Give me three examples of how cheese left-overs may be effectively and safely used to minimise waste and optimise revenue. | ❏ | ❏ |

# Written Questions

## Select prepare and serve various cheeses – D1.HCC.CL2.21

**Student Name:** _____

Answer all the following questions and submit to your Trainer.

1. Name 4 basic ingredients that make up cheese.

    _____

    _____

    _____

    _____

2. What is the average fat content of hard cheese?

    _____

3. Name 6 styles of cheese.

    _____

    _____

    _____

4. What make 'blue' cheese mouldy?

    _____

5. What is the service temperature for cheese?

    _____

    _____

6. What cheese would you not bring to room temperature before serving?

    _____

    _____

7. What condition must utensils be when used for serving cheese?

    _____

    _____

8.   Name 2 pieces of equipment used to cut cheese.

     _____

     _____

9.   Name 3 accompaniments to cheese.

     _____

     _____

     _____

10.  How much cheese is considered a serve?

     _____

     _____

11.  Describe how much accompaniments might be placed on plate per serve.

     _____

     _____

12.  How is wastage minimised through correct and proper purchasing?

     _____

     _____

13.  Name 4 styles of cheese and describe how best to store them.

     _____

     _____

     _____

     _____

14.  What is the most important hygiene requirement when handling cheese?

     _____

     _____

15.  How is left over cheese utilised to reduce costs.

     _____

     _____

# Answers to Written Questions

## Select prepare and serve various cheeses – D1.HCC.CL2.21

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

1.   **Name 4 basic ingredients that make up cheese.**

   - Milk
   - Salt
   - Rennet
   - Cultures.

2.   **What is the average fat content of hard cheese?**

   35%.

3.   **Name 6 styles of cheese.**

   - Fresh
   - Stretched curd
   - Hard
   - Cheddar
   - White mould
   - Blue mould
   - Semi hard. Round hole
   - Washed rind.

4.   **What make 'blue' cheese mouldy?**

   Injected inoculants.

5.   **What is the service temperature for cheese?**

   Room Temperature approx 18°C.

6.   **What cheese would you not bring to room temperature before serving?**

   Fresh cheese that is being used as a dessert and has been sweetened and flavoured would not be served at room temperature.

   The natural flavour characteristics that do come out when cheese is at room temperature have been compromised by the addition of sugar and flavouring.

7.   **What condition must utensils be when used for serving cheese?**

   Clean.

8.  **Name 2 pieces of equipment used to cut cheese.**

    - Cheese wire
    - Knife.

9.  **Name 3 accompaniments to cheese**

    - Fruit
    - Bread
    - Sauces
    - Vegetables.

10. **How much cheese is considered a serve?**

    - 80-90g
    - 30gm of each.

11. **Describe how much accompaniments might be placed on plate per serve.**

    **How much per serve?**
    - 1/4 fresh pear per person
    - 6 almonds
    - 3 slices of fruit bread
    - 4 water crackers
    - 3 dried apricots
    - 70g per cheese.

12. **How is wastage minimised through correct and proper purchasing?**

    Purchase only what is required.

13. **Name 4 styles of cheese and describe how best to store them.**

    - Chilled
    - Wrapped in original wrapping
    - Stored in food safe containers.

14. **What is the most important hygiene requirement when handling cheese?**

    Have clean hands and clean utensils.

15. **How is left over cheese utilised to reduce costs.**

    Used in cooking special dishes.

# Observation Checklist

| | |
|---|---|
| **Student name** | |
| **Assessor name** | |
| **Location/venue** | |
| **Unit of competency** | Select prepare and serve various cheeses<br><br>D1.HCC.CL2.21 |
| **Dates of observation** | |
| **Instructions** | 1. Over a period of time observe the student completing each of the following tasks:<br><br>    a) Select supplier to purchase cheese and equipment<br><br>    b) Prepare cheese for service<br><br>    c) Present cheese<br><br>    d) Store cheese<br><br>2. Enter the date on which the tasks were undertaken<br><br>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise<br><br>4. Complete the feedback sections of the form, if required. |

| Did the candidate | Yes | No |
|---|---|---|
| **Element 1: Select supplier to purchase cheese and equipment** | | |
| Identify and select suppliers for purchasing of products | ❑ | ❑ |
| Identify cheese varieties required by the enterprise | ❑ | ❑ |
| **Element 2: Prepare cheese for service** | | |
| Bring product to appropriate serving temperature | ❑ | ❑ |
| Use correct preparation equipment safely | ❑ | ❑ |
| Prepare required garnishes and accompaniments to complement service style | ❑ | ❑ |

| | | |
|---|:---:|:---:|
| **Element 3: Present cheese** | | |
| Present cheese to enterprise standards | ❑ | ❑ |
| Decorate cheese with complementary garnishes and accompaniments | ❑ | ❑ |
| **Element 4: Store cheese** | | |
| Minimise wastage through correct purchasing practices | ❑ | ❑ |
| Minimise wastage through correct storage practices | ❑ | ❑ |
| Apply appropriate hygiene standards in the storage and handling of cheese | ❑ | ❑ |
| Access and use cheese leftovers appropriately | ❑ | ❑ |
| **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<br><br>*Please specify:_____*<br><br>*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 various cheeses<br><br>D1.HCC.CL2.21 | | |

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?<br>*(tick the correct response]* | Yes | No | Not sure |
|---|---|---|---|
| Identifies and selects suppliers to provide cheese to the venue | ❑ | ❑ | ❑ |
| Determines the cheeses required by the venue | ❑ | ❑ | ❑ |
| Prepares cheeses, garnishes and accompaniments for service | ❑ | ❑ | ❑ |
| Decorates and presents cheeses according to industry and venue standards and requirements | ❑ | ❑ | ❑ |
| Minimises cheese wastage through application of correct purchasing, storage and use of left-over protocols | ❑ | ❑ | ❑ |
| Handles cheese according to safe food handling practices and procedures | ❑ | ❑ | ❑ |

| 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 various cheeses | D1.HCC.CL2.21 |
| **Date assessment commenced** | | |
| **Date assessment finalised** | | |
| **Assessment decision** | Pass Competent / Not Yet Competent (Circle one) | |
| **Follow up action required**<br><br>(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 supplier to purchase cheese and equipment** | | | | | | |
| Identify and select suppliers for purchasing of products | | | | | | |
| Identify cheese varieties required by the enterprise | | | | | | |
| **Element 2: Prepare cheese for service** | | | | | | |
| Bring product to appropriate serving temperature | | | | | | |
| Use correct preparation equipment safely | | | | | | |
| Prepare required garnishes and accompaniments to complement service style | | | | | | |
| **Element 3: Present cheese** | | | | | | |
| Present cheese to enterprise standards | | | | | | |
| Decorate cheese with complementary garnishes and accompaniments | | | | | | |
| **Element 4: Store cheese** | | | | | | |
| Minimise wastage through correct purchasing practices | | | | | | |
| Minimise wastage through correct *storage* practices | | | | | | |

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 |
|---|---|---|---|---|---|---|
| Apply appropriate hygiene standards in the storage and handling of cheese | | | | | | |
| Access and use cheese leftovers appropriately | | | | | | |
| **Candidate signature:** | | | **Date:** | | | |
| **Assessor signature:** | | | **Date:** | | | |