

UNIT TITLE: DESIGN MEALS TO MEET SPECIFIC DIETARY OR CULTURAL NEEDS		NOMINAL HOURS: 100
UNIT NUMBER: D1.HCA.CL3.03		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to design prepare, cook and serve meals, to meet specific dietary or cultural needs in commercial food production environments		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Design meals for specific dietary needs</p> <p>1.1 Identify the requirements for <i>specific diets</i> according to instructions from <i>relevant persons</i></p> <p>1.2 Design meals in accordance with specific dietary needs</p> <p>1.3 <i>Modify recipes</i> for specific dietary needs</p> <p>1.4 Identify <i>essential ingredients</i> for specific dietary needs</p> <p>1.5 Identify and <i>select suppliers</i> for purchasing of products</p> <p>Element 2: Design meals for specific cultural needs</p> <p>2.1 Identify the requirements for specific <i>cultural groups or special customer requests</i> according to instructions from relevant persons</p> <p>2.2 <i>Design meals</i> in accordance with specific cultural needs</p> <p>2.3 <i>Modify recipes</i> for specific cultural needs</p> <p>2.4 Identify essential ingredients for specific cultural needs</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that design meals to meet specific dietary or cultural needs within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p>Specific diets may include:</p> <ul style="list-style-type: none"> • Lactose • Celiac • Diabetic • Glycaemic index • Cholesterol • Allergies • Vegetarian • Halal • Kosher • Trends. 	

2.5 Identify and select suppliers for purchasing of products

Element 3: Produce and present meals for specific dietary and cultural needs

3.1 Select *appropriate ingredients* to ensure optimum quality of end products

3.2 *Prepare and present* food in an appetising and attractive manner to meet basic nutritional needs

3.3 Use appropriate *equipment* and cooking techniques for specific diets and cultural needs

3.4 Prepare and *serve* food

Relevant persons may be related to:

- Service staff
- Functions
- Management
- Dietician
- Doctor
- Customers.

Modify recipes may be related to:

- Recipe's knowledge
- Substitutes
- Texture
- Flavour
- Composition
- Portion.

Essential ingredients should relate to:

- Grains
- Dairy
- Non-dairy
- Nuts
- Textured vegetable protein
- Saturated fats
- Prepared products, including baking powder, soy sauce and stocks
- Meat varieties
- Fish/seafood varieties.

Select suppliers may be related to:

- Local, regional and international supply
- Delivery requirements
- Cost, trading terms
- Relationship
- Product range/variety/specialty
- Availability.

Cultural groups or special customer requests may include:

- Kosher
- Halal
- Vegetarian
- Diabetic/glycaemic index
- Fat free
- Celiac.

Design meals may include:

- Meat free
- Poultry free
- Seafood free
- Dairy free
- Alcohol free.

Appropriate ingredients may be related to:

- Seasonal availability

- Storage capacity
- Menu styles
- Quality and quantity
- Cultural varieties
- Raw foods
- Convenience food products.

Prepare will include a range of cooking methods such as:

- Boil
- Steam
- Bake
- Roast.

Present should include:

- 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.

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, including pressure fryer
- Microwave
- Food processors, mixers, mincers and bowl choppers.

Serve should include:

- Flavour blends
- Time constraints
- Cross contamination
- Religious implications.

Assessment Guide

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

- Knowledge of specific dietary or cultural recipes
- 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 standard
- 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
- 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 specific dietary and cultural needs and the terminology used

- Demonstrate safe and hygienic handling of products
- Appropriate portion control and wastage
- Demonstrate complimentary presentation, garnishing and techniques
- Ability to prepare a variety of meat and offal dishes 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 related to various specific dietary and cultural needs products
- Demonstrated ability to prepare various specific dietary and cultural needs dishes from at least six different recipes of specific dietary and cultural backgrounds
- Demonstrated ability to store various specific dietary and cultural needs dishes to industry and enterprise standards
- Demonstration of creative and artistic skills in preparation, decoration and display of 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 dishes to meet specific dietary and cultural needs within typical workplace conditions and timeframes.

Resource Implications

Training and assessment must include access and use of a fully equipped commercial kitchen and 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 and 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 the preparation and production of products such as ingredient quality and equipment failure
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment