

Unit mapping

KQ: Knowledge questions

PA: Practical assessment

Task (T), Log book (LB), Workplace Skills (WS)

KQ

PA

S

S: Simulations

Elements and performance criteria

E 1 Select ingredients

PC 1.1	Confirm food production requirements from standard recipes	Q1.1 Q1.2	T1a–g WS5	N/A
PC 1.2	Calculate ingredient amounts according to requirements	Q1.3	T3a T3b T6b T6c WS6	N/A
PC 1.3	Identify and select appetiser and salad ingredients from stores according to recipe, quality, freshness and stock rotation requirements	Q1.4a Q1.4b Q1.5a Q1.5b Q1.5c Q1.6a Q1.6b	T5a–c	N/A
PC 1.4	Check perishable supplies for spoilage or contamination prior to preparation	Q1.7 Q1.8	T5b–d	N/A

E 2 Select, prepare and use equipment

PC 2.1	Select type and size of equipment suitable to requirements	Q2.1 Q2.2	T4a	N/A
PC 2.2	Safely assemble and ensure cleanliness of equipment before use	Q2.3 Q2.4	T4b T9c WS4	N/A
PC 2.3	Use equipment safely and hygienically according to manufacturer instructions	Q2.5 Q2.6a Q2.6b Q2.6c Q2.7	T9a–d T9f WS4	N/A

E 3 Portion and prepare ingredients

PC 3.1	Sort and assemble ingredients according to food production sequencing	Q3.1	T6a	N/A
PC 3.2	Weigh and measure ingredients and create portions according to recipe	Q3.5 Q3.6 Q3.7	T6b T6c WS6	N/A
PC 3.3	Clean and cut salad ingredients using basic culinary cuts according to quality standards	Q3.8 Q3.9	T7a T8a	N/A
PC 3.4	Minimise waste to maximise profitability of food items prepared	Q3.10	T6c T6d WS8	N/A

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KQ**PA****S****S: Simulations****Elements and performance criteria****E 4 Prepare appetisers and salads**

PC 4.1	Select and use relevant cookery methods for salads and appetisers	Q4.1 Q4.2 Q4.3	T10a-c	N/A
PC 4.2	Prepare sauces and dressings according to recipe	Q4.4 Q4.5 Q4.6a Q4.6b Q4.6c	T11a-d	N/A
PC 4.3	Follow standard recipes and make food quality adjustments within scope of responsibility	Q4.7a Q4.7b Q4.8	T12a-c WS5 WS9	N/A

E 5 Present and store appetisers and salads

PC 5.1	Present prepared food items on appropriate service-ware	Q5.1 Q5.2	T13a T14a	N/A
PC 5.2	Add dips, sauces and garnishes according to standard recipes	Q5.3a Q5.3b Q5.4	T15a T15b	N/A
PC 5.3	Visually evaluate dish and adjust presentation	Q5.5 Q5.6	T16a T16b	N/A
PC 5.4	Store dishes in appropriate environmental conditions	Q5.7	T18a-d	N/A
PC 5.5	Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives	Q5.8a Q5.8b Q5.9 Q5.10	T18a-d T19a-i WS3	N/A

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KQ**PA****S****S: Simulations****Knowledge evidence**

KE 1	Culinary terms and trade names for ingredients commonly used in the production of different appetisers and salads	Q1.3 Q3.2 Q3.3 Q3.9 Q4.1 Q4.2 Q4.3 Q4.5 Q4.6a Q4.6b Q4.6c	T1a	N/A
KE 2	Contents of date codes and rotation labels for stock	Q1.5a Q1.5b Q1.5c Q1.6a Q1.6b	T5a 17c 18b	N/A
KE 3	Historical and cultural origins of appetisers and salads	Q3.4		N/A
KE 4	Characteristics of different appetisers and salads:			
	<ul style="list-style-type: none"> ▪ appearance and presentation: <ul style="list-style-type: none"> – balance – colour – contrast 	Q3.2 Q4.4 Q4.5 Q5.2 Q5.3a Q5.3b		N/A
	<ul style="list-style-type: none"> ▪ classical and contemporary variations 	Q3.3		N/A
	<ul style="list-style-type: none"> ▪ freshness and other quality indicators 	Q1.4a Q1.4b Q1.8		N/A
	<ul style="list-style-type: none"> ▪ service style 	Q5.1 Q5.2		N/A
	<ul style="list-style-type: none"> ▪ taste 	Q3.2 Q4.4 Q4.5 Q5.2 Q5.3a Q5.3b		N/A
	<ul style="list-style-type: none"> ▪ texture 	Q3.2 Q4.4 Q4.5 Q5.2 Q5.3a Q5.3b		N/A

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KE 5	Quality indicators for appetisers and salads	Q1.4a Q1.4b Q1.5a Q1.5b Q1.5c Q1.7 Q1.8 Q4.7a Q4.7b Q4.8	T5b T18a	N/A
KE 6	Cookery methods for appetisers and salads specified in the performance evidence	Q4.1 Q4.2 Q4.3	T10a T11b	N/A
KE 7	Dressings, sauces and garnishes for salads	Q4.4 Q4.5 Q4.6a Q4.6b Q4.6c Q5.3a Q5.3b Q5.4	T15a T15b	N/A
KE 8	Mise en place requirements for appetisers and salads	Q1.1 Q3.1a Q3.1b Q3.6	T1a-g T3a T3b T4a T4b T5a-d T6a-d T7a T7b T8a	N/A
KE 9	Plating methods for practicality of service and customer consumption	Q5.1 Q5.2 Q5.3a Q5.3b Q5.4 Q5.5 Q5.6	T13a 3b T14a T14b T15a T15b T16a-c	N/A
KE 10	Appropriate environmental conditions for storing appetiser and salad products to: <ul style="list-style-type: none"> ▪ ensure food safety ▪ optimise shelf life 	Q5.7 Q5.9 Q5.10	T17b-d 18b	N/A

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KE 11	Safe operational practices using essential functions and features of equipment used to produce appetisers and salad	Q2.1 Q2.2 Q2.3 Q2.4 Q2.5 Q2.6a Q2.6b Q2.6c Q2.7	T9a-d	N/A
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Performance evidence				
PE 1	Follow standard recipes to prepare the following appetisers and salads: <ul style="list-style-type: none"> ▪ appetisers: <ul style="list-style-type: none"> - antipasto - canapés - tapas ▪ salads, including preparation of dressings as required by recipe: <ul style="list-style-type: none"> - tossed - compound - farinaceous - warm - fruit 		T1a-g T3a T3b T4a T4b T5a T6a-c T7a T7b T8a T10a-c T11a-d T12a-c WS5	N/A
PE 2	Complete mise en place activities and follow standard recipes when preparing above appetisers and salads that use of each of the following ingredients at least once (at least once across preparation of the eight appetisers and salads): <ul style="list-style-type: none"> ▪ bread and bakery items ▪ dairy products ▪ dressing ingredients ▪ dry goods ▪ eggs ▪ farinaceous products ▪ frozen goods ▪ fruit ▪ herbs and spices ▪ meat ▪ poultry ▪ seafood ▪ vegetables 		T1a-g T3a T3b T4a T4b T5a-c T6a-c T7a T7b T8a WS5	N/A

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PE 3	Use each of the following cookery methods at least once when preparing the above appetisers and salads (at least once across preparation of the eight appetisers and salads): <ul style="list-style-type: none">▪ baking▪ boiling▪ frying▪ grilling▪ poaching▪ roasting▪ steaming		T10a-c T11a-d T12a-c	N/A
PE 4	Use food safety practices for handling and storing food		T9e T17a-d T18b WS3	N/A
PE 5	Prepare, plate and present two portions of each of the above appetisers and salads:		T13a T13b T14a T14b T15a T15b T16a-c WS5	N/A
	<ul style="list-style-type: none">▪ within commercial time constraints and deadlines		T1g WS1	N/A
	<ul style="list-style-type: none">▪ following portion control procedures		T6c T14b WS6	N/A
	<ul style="list-style-type: none">▪ responding to at least one special customer request		T2a-c T16c WS7	N/A

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KQ**PA****S****S: Simulations****Foundation skills**

FS 1	Reading skills to: <ul style="list-style-type: none">locate information in food preparation lists and standard recipes to determine food preparation requirements	Q1.2	T1a-g WS5	N/A
	<ul style="list-style-type: none">locate and read date codes and rotation labels on food products.	Q1.4a Q1.4b Q1.5a Q1.5b Q1.5c Q1.6a Q1.6b	T5c	N/A
FS 2	Numeracy skills to: <ul style="list-style-type: none">calculate the number of portions	Q1.3	T1e T3a T3b T6b T14b	N/A
	<ul style="list-style-type: none">determine cooking times and temperatures.	Q1.2	T1d T10b T10c T11c T11d	N/A
FS 3	Planning and organising skills to: <ul style="list-style-type: none">efficiently sequence stages of food preparation and production.		T1a-g T19a-i WS1 WS2 WS5	N/A
FS 4	Self-management skills to: <ul style="list-style-type: none">manage own speed, timing and productivity.		T1a-g T19a-i WS2	N/A

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:

- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:

- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:

- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:

- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:

- knowledge questions
 - project
 - practical assessment
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Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for individual needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:

- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.
