Unit mapping

	KQ	PA	S
KQ: Knowledge questions **PA: Practical assessment** **Task (T), Workplace Skills (WS)** **S: Simulations**			

Elements and performance criteria

E 1   Select ingredients

		KQ	PA	S
PC 1.1	Confirm food production requirements from standard recipes	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 1.5	T 1a-b	N/A
PC 1.2	Calculate the required quantities of buffet food and ingredients according to expected customer traffic	Q 1.6 Q 1.7 Q 1.8	T 2a-b	N/A
PC 1.3	Identify and select ingredients according to recipe, quality, freshness and stock rotation requirements	Q 1.9 Q 1.10 Q 1.11	T 1a-b T 2a-b	N/A
PC 1.4	Check perishable supplies for spoilage or contamination prior to preparation	Q 1.12 Q 1.13 Q 1.14 Q 1.15	T 3a-d	N/A

E 2   Produce and present foods for buffets

		KQ	PA	S
PC 2.1	Use appropriate cookery methods and standard recipes to prepare foods for buffets	Q 2.1 Q 2.2	T 5a-h	N/A
PC 2.2	Produce sauces and garnishes suitable for buffet food items	Q 2.3 Q 2.4	T 6a-c	N/A
PC 2.3	Produce or obtain appropriate buffet showpieces and decorations	Q 2.5 Q 2.6	T 7b-c	N/A
PC 2.4	Use organisational buffet display plans to coordinate the layout of buffet	Q 2.7 Q 2.8 Q 2.9 Q 2.10	T 7a-e	N/A
PC 2.5	Visually evaluate arrangement and presentation of food items and adjust presentation as required	Q 2.11	T 8a-d	N/A
PC 2.6	Display hot and cold buffet food in appropriate service-ware at a safe temperature to avoid food hazards and spoilage	Q 2.12 Q 2.13 Q 2.14	T 7c T 7d	N/A

KQ: Knowledge questions PA: Practical assessment Task (T), Workplace Skills (WS) S: Simulations	KQ	PA	S
E 3 Serve, replenish and store buffet foods			
PC 3.1 Serve food according to organisational standards	Q 3.1	T 9c	N/A
PC 3.2 Follow organisational food safety procedures for serving hot and cold buffet foods to avoid food contamination	Q 3.2 Q 3.3 Q 3.4 Q 3.5	T 9d	N/A
PC 3.3 Use portion control to minimise waste and maximise profit	Q 3.6 Q 3.7	T 9a T 9e	N/A
PC 3.4 Rotate buffet items according to quality, food safety and hygiene requirements	Q 3.8 Q 3.9 Q 3.10	T 10a-d	N/A
PC 3.5 Replenish buffet items throughout the service period to meet customer traffic requirements	Q 3.11 Q 3.12	T 11a-e	N/A
PC 3.6 Store buffet items in appropriate environmental conditions before and after the buffet service period	Q 3.13 Q 3.14 Q 3.15	T 4a-d T 12a-d	N/A

KQ: Knowledge questions PA: Practical assessment Task (T), Workplace Skills (WS) S: Simulations	KQ	PA	S
Knowledge evidence			
KE 1 Culinary terms and trade names for:			
▪ ingredients commonly used to produce buffet items	Q 4.1		N/A
▪ a variety of classical and contemporary buffet items	Q 1.5		N/A
KE 2 Suitable types of foods and dishes for buffets and their characteristics:			
▪ appropriate conditions and temperatures for display and service to maintain optimum quality and food safety	Q 1.13 Q 2.12 Q 3.2 Q 3.3 Q 3.4 Q 3.5 Q 3.6 Q 3.7	T 7d T 7f T 10a-d	N/A
▪ appropriate portions	Q 1.7 Q 1.8	T 7e T 9a	N/A
KE 3 Presentation techniques for food items that comprise buffets	Q 2.7 Q 2.8 Q 2.9 Q 2.11	T 7a-f	N/A
KE 4 Organisational standards for:			
▪ serving buffet foods	Q 2.7 Q 2.8 Q 2.9 Q 3.1 Q 3.6	T 7d-f T 10a-d	N/A
▪ portion sizing	Q 1.7 Q 1.8	T 7e T 9a	N/A
KE 5 Mise en place requirements for producing and presenting foods for buffets	Q 2.1	T 5a T 5b	N/A
KE 6 Appropriate environmental conditions for storing ingredients and buffet food items to:			
▪ ensure food safety	Q 3.13 Q 3.14 Q 3.15	T 4a-d T 12a-d	N/A
▪ optimise shelf life	Q 3.13 Q 3.14 Q 3.15	T 4a-d T 12a-d	N/A

KQ: Knowledge questions PA: Practical assessment 　　　Task (T), Workplace Skills (WS) S: Simulations	KQ	PA	S
KE 7　Organisational food safety procedures for displaying, serving and maintaining hot and cold buffet foods for:			
▪ indoor buffets	Q 2.7 Q 2.12 Q 3.4 Q 3.11 Q 3.12	T 7d T 7f T 9b T 10a-d T 11c	N/A
▪ outdoor buffets	Q 2.7 Q 2.12 Q 3.5	T 7d T 7f T 9b T 10a-d T 11c	N/A
Performance evidence			
PE 1　Present, serve and replenish one breakfast buffet and one other buffet, either lunch or dinner		T 5a-h T 6a-c T 7a-f T 8a-d T 9a-e T 10a-d	N/A
PE 2　For the above breakfast buffet, each of the following must be included: 　▪ eggs 　▪ meat 　▪ pastries 　▪ fresh and tinned fruit 　▪ hot vegetables 　▪ continental items 　▪ sauces and accompaniments		T 5a-h T 6a-c	N/A
PE 3　For the other buffet prepared as above, each of the following must be included: 　▪ meat or poultry 　▪ seafood 　▪ salads 　▪ pasta or noodles 　▪ breads 　▪ fruit and vegetables 　▪ cheese 　▪ smallgoods 　▪ dessert items 　▪ accompaniments		T 5a-h T 6a-c	N/A

KQ: Knowledge questions PA: Practical assessment Task (T), Workplace Skills (WS) S: Simulations	KQ	PA	S
PE 4 Produce required quantity of buffet dishes and items for above buffets that:			
▪ are consistent in quality, size, shape and appearance for each buffet		T 5e T 7e	N/A
▪ use appropriate garnish and presentation techniques		T 6b	N/A
PE 5 Prepare dishes for above buffets: ▪ within commercial time constraints and deadlines ▪ reflecting required quantities to be produced ▪ following procedures for portion control and food safety practices when producing, displaying and serving hot and cold buffet food ▪ using appropriate showpieces and decorations		T 5a-h T 6a-c T 7d T 7f WS 1	N/A
Foundation skills			
FS 1 Reading skills to:			
▪ locate information in standard recipes to determine food preparation requirements		T 1a-b	N/A
▪ locate and read date codes and rotation labels on food products		T 11c T 12d	N/A
FS 2 Numeracy skills to:			
▪ calculate required quantities of buffet food for expected customer traffic		T 2a-b T 7e T 9a	N/A
▪ weigh and measure ingredients for bulk food preparation		T 6d	N/A
▪ calculate temperatures for the safe display of food items		T 7d T 9d	N/A
FS 3 Problem-solving skills to			
▪ recognise potential food safety hazards and make adjustments to avoid any issues		T 3b T 3c	N/A
▪ recognise shortages of food for level of customer traffic and replenish buffet items		T 11a-e	N/A
FS 4 Planning and organising skills to: ▪ efficiently sequence the stages of food preparation and production		T 5a-f	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

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 or as simulations. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations 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.