Unit mapping

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

Elements and performance criteria

E 1   Confirm special dietary requirements and select ingredients

		KQ	PA	S
PC 1.1	Confirm dietary requirements of the customer	Q 1.3 Q 1.4 Q 1.5 Q 1.6 Q 1.7	T 1 T 2a	N/A
PC 1.2	Recognise potential consequences of overlooking special dietary requirements of customers.	Q 1.8 Q 1.9	T 2b	N/A
PC 1.3	Access special dietary recipes and select specialised ingredients.	Q 1.10 Q 1.11	T 3a T 3b	N/A
PC 1.4	Identify from recipes and packaging, ingredients that may cause health consequences due to food allergies or intolerance.	Q 1.12 Q 1.13.a Q1.13.b Q 1.14 Q 1.15	T 4b T 5e	N/A
PC 1.5	Exclude ingredients from dishes to meet customer requirements.	Q 1.16	T 2c	N/A

E 2   Prepare foods to satisfy nutritional and special dietary requirements

		KQ	PA	S
PC 2.1	Follow recipes to produce dishes for customers with special dietary requirements.	Q 2.1 Q 2.2	T 5a-i	N/A
PC 2.2	Modify menu items to meet different dietary requests by excluding or substituting ingredients.	Q 2.3	T 2c-e T 4a-g	N/A
PC 2.3	Communicate specific dietary requirements for food preparation to other team members.	Q 2.4 Q 2.5	T 5j T 5k	N/A
PC 2.4	Select appropriate ingredients and preparation techniques to optimise nutritional quality of dishes.	Q 2.6 Q 2.7	T 5d T 5g	N/A
PC 2.5	Use appropriate equipment and cooking techniques for specific dishes.	Q 2.8	T 5f T 5g	N/A
PC 2.6	Identify modified dishes to other team members prior to service.	Q 2.9	T 5k T 6i	N/A

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E 3 **Present prepared food**			
PC 3.1 Present food in an appetising and attractive manner.	Q 3.1 Q 3.2	T 6h	N/A
PC 3.2 Visually evaluate dish and adjust presentation as required.	Q 3.3 Q 3.4	T 6f T 6g	N/A
PC 3.3 Store finished dishes in appropriate environmental conditions.	Q 3.5	T 7a-f	N/A
PC 3.4 Minimise waste to maximise profitability of food items prepared.	Q 3.6	T 5b T 5c T 5f-i T 5i T 6b T 6e T 7a-f	N/A
PC 3.5 Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.	Q 3.1 Q 3.2	T 8a-p	N/A

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Knowledge evidence			
KE 1 Culinary terms and trade names for:			
▪ substitute ingredients used to produce dishes with special dietary recipes	Q 1.11 Q 2.3		N/A
▪ ingredients suitable for meeting basic nutritional needs	Q 1.1 Q 1.2 Q 1.3 Q 1.6 Q 2.7		N/A
▪ ingredients that cause common allergic reactions	Q 1.5 Q 1.13.a Q 1.15		N/A
▪ food additives and preservatives	Q 1.15		N/A
KE 2 Main types and characteristics of:			
▪ food allergy	Q 1.9 Q 1.13		N/A
▪ food intolerance	Q 1.9 Q 1.13		N/A
▪ religious dietary sanctions	Q 1.4		N/A
KE 3 Main types, culinary characteristics and ingredients of special lifestyle diets that are part of contemporary Australian society:			
▪ vegetarian including lacto ovo	Q 1.3		N/A
▪ vegan	Q 1.3		N/A
▪ pescatarian	Q 1.3		N/A
▪ low or no fat	Q 1.3		N/A
▪ high or low carbohydrate	Q 1.3		N/A
▪ high or low protein	Q 1.3		N/A

▪ "fad" diets:
  – paleo
  – raw
  – ketogenic
  – macrobiotic
  – flexitarian
	Q 1.3		N/A

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KE 4 Main types, culinary characteristics and ingredients of special medical diets that are part of contemporary Australian society:			
▪ type one and two diabetes	Q 1.6		N/A

▪   food intolerance:
    – gluten free
    – dairy free
    – FODMAPs
	Q 1.16		N/A

▪ modified texture	Q 1.6		N/A
▪ low or no salt	Q 1.6		N/A

▪   food allergens:
    – peanuts
    – tree nuts
    – eggs
    – cow's milk
    – fish
    – crustacea
    – sesame seeds
    – soy or soy beans
    – cereals containing gluten and their products namely wheat, rye, barley, oats, spelts and their hybridised strains
    – lupin
    – sulphites
	Q 1.13.a		N/A

KE 5 Main types, culinary characteristics and ingredients of special religious diets that are part of contemporary Australian society:			
▪ Halal	Q 1.4		N/A
▪ Hindu	Q 1.4		N/A
▪ Kosher	Q 1.4		N/A
KE 6 Substitutes used in preparation of dishes to meet special dietary requirements	Q 2.3	T 3b	N/A

KQ: Knowledge questions PA: Practical assessment – Task (T), Workplace Skills (WS) S: Simulations	KQ	PA	S
KE 7 Key health, legal and reputational consequences of failing to address special requirements, including:			
▪ allergic reactions	Q 1.8 Q 1.9 Q 2.4		N/A
▪ anaphylaxis	Q 1.8 Q 1.9 Q 2.4		N/A
▪ food sensitivity and intolerance reactions	Q 1.8 Q 1.9 Q 2.4		N/A
▪ customer preferences or aversions	Q 1.8 Q 2.4		N/A
KE 8 Mise en place requirements for special diet foods	Q 1.6 Q 1.7 Q 1.8 Q 1.10 Q 1.11 Q 1.16 Q 2.2 Q 2.3 Q 2.5 Q 2.6	T 4a-g T 5b-l T 6b-g T 6i T 7a-f	N/A
KE 9 Basic principles and practices of nutrition:			

▪ nutrient groups and their food sources
  – vitamins
  – minerals
  – fibre
  – carbohydrates
  – fats
  – protein
  – water
	Q 1.1
	Q 1.2
	Q 2.7
			N/A

▪ influence on food choice	Q 1.2 Q 1.6 Q 2.7		N/A
▪ food labelling and interpretation	Q 1.12	T 5e	N/A
▪ role and implications of using food additives and preservatives	Q 1.14 Q 1.15		N/A
▪ health implications of food choices	Q 1.1 Q 1.2 Q 1.6 Q 1.16 Q 2.1 Q 2.7		N/A
KE 10 Primary components and recommendations of the Australian Dietary Guidelines	Q 1.2		N/A

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Performance evidence			
PE 1	Modify standard recipes to prepare six different dishes that cater to customers with special dietary requirements, including:			N/A
	three different food allergies		T 1 T 2a T 2c T 2d T 2e T 3a T 3b T 4a-g	N/A
	three different food intolerances		T 1 T 2a T 2c T 2d T 2e T 3a T 3b T 4a-g	N/A
PE 2	Exclude or substitute ingredients to meet dietary requirements specified above, while maintaining the nutritional value and integrity of the dish		T 4d T 4 e T 4 g T 4 h T 4 i	N/A
PE 3	Prepare, plate and present two portions of each of the above six dishes:		T 5a-l T 6a-h	N/A
	within commercial time constraints and deadlines		WS2	N/A
	demonstrating effective communication between team members regarding dietary requirements and recipe modifications during production and service of special dishes		T 1b T 4c T 5c T 5j-l T 6c T 6i WS3	N/A
	following procedures for portion control and food safety practices including avoiding cross-contamination when handling and storing food.		T 5d T 5i T 6b T 6e T 7a-f WS5 WS6	N/A

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Foundation skills			
FS 1 Reading skills to: ▪ interpret packaging labels on ingredients and identify ingredients that do not meet special dietary requirements		T 5e	N/A
FS 2 Writing skills to: ▪ record clear, sequenced instructions detailing suitable and unsuitable ingredients and quantities		T 4g	N/A
FS 3 Oral communication skills to: ▪ consult customers and colleagues and note specific information relating to special dietary requirements		T 1a T 1b T 5i-k	N/A
FS 4 Numeracy skills to:			N/A
▪ weigh and measure ingredients		T 5b T 5d	N/A
▪ determine cooking times and temperatures		T 5b T 5h	N/A
FS 5 Learning skills to: ▪ participate in opportunities to develop own skills in responding with special recipes to specific requirements		T 2a T 3a T 3b	N/A
FS 6 Problem-solving skills to: ▪ adjust or substitute standard menu items that respond to special customer dietary needs and requests		T 4d-f	N/A
FS 7 Teamwork skills to: ▪ negotiate suitable response to customer dietary needs with kitchen team members		T 1b T 2a	N/A
FS 8 Planning and organising skills to: ▪ efficiently sequence the stages of food preparation and production		T 5b	N/A
FS 9 Technology skills to: ▪ use commercial food preparation and cooking equipment		T 5f	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.