



CATAPULT

SITHFAB019

Plan and monitor espresso coffee service

Unit/Assessment Mapping (Extract)

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This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit SITHFAB019.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/SITHFAB019/>

Unit mapping and assessment checklist

KQ: Knowledge questions

PT : Performance tasks

✓ : Satisfactory

KQ

PT



Elements and performance criteria

1 Plan coffee beverage service

1.1	Develop coffee beverage menus taking into consideration profit requirements, market focus, demographics and customer preferences	Q 1.1.a, Q 1.1.b	T 1	<input type="checkbox"/>
1.2	Select suppliers and roasters, and make purchases according to budget and quality	Q 1.2	T 1	<input type="checkbox"/>
1.3	Liaise with suppliers and roasters to ensure coffee service meets organisational quality standards	Q 1.3.a, Q 1.3.b	T 1	<input type="checkbox"/>

2 Provide specialist advice on espresso coffee beverages

2.1	Develop and update knowledge of types of coffee beverages	Q 2.1.a, Q 2.1.b	T 2	<input type="checkbox"/>
2.2	Respond to customer questions about espresso coffee beverages	Q 2.2	T 2	<input type="checkbox"/>
2.3	Provide accurate information to staff on coffee beans, ground coffee and espresso coffee beverages	Q 2.3.a, Q 2.3.b	T 2	<input type="checkbox"/>
2.4	Promote coffee beverage appreciation at appropriate opportunities	Q 2.4	T 2	<input type="checkbox"/>
2.5	Develop and display accurate customer information on espresso coffee beverages	Q 2.5	T 2	<input type="checkbox"/>

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PT



3 Monitor quality of coffee beverages

3.1	Identify desirable characteristics of superior espresso coffee beverages	Q 3.1	T 3	<input type="checkbox"/>
3.2	Evaluate coffee beans to ensure freshness	Q 3.2	T 3	<input type="checkbox"/>
3.3	Monitor grind and dose to ensure quality and consistency of espresso extraction	Q 3.3	T 3	<input type="checkbox"/>
3.4	Monitor environmental variations affecting dose, and adjust the grind and dose accordingly	Q 3.4	T 3	<input type="checkbox"/>
3.5	Evaluate espresso coffee beverage quality and diagnose faults and problems in quality of coffee beans, ground coffee and coffee beverages	Q 3.5.a, Q 3.5.b	T 3	<input type="checkbox"/>
3.6	Monitor coffee extractions and service, ensuring quality and consistency	Q 3.6	T 3	<input type="checkbox"/>
3.7	Assess texture and temperature of milk served	Q 3.7	T 3	<input type="checkbox"/>
3.8	Seek and follow up feedback on coffee beverage quality from customers and staff	Q 3.8.a, Q 3.8.b	T 3	<input type="checkbox"/>
3.9	Ensure ingredients and accompaniments are stored appropriately in suitable containers and conditions	Q 3.9.a, Q 3.9.b	T 3	<input type="checkbox"/>
3.10	Ensure coffee beverages are presented correctly and attractively with suitable accompaniments	Q 3.10	T 3	<input type="checkbox"/>

4 Monitor and maintain equipment

4.1	Monitor espresso coffee machine and other equipment for efficiency and reliability of operation	Q 4.1	T 4	<input type="checkbox"/>
4.2	Monitor temperature and water pressure	Q 4.2	T 4	<input type="checkbox"/>
4.3	Develop environmentally sound cleaning, maintenance, waste disposal and recycling practices	Q 4.3	T 4	<input type="checkbox"/>
4.4	Identify need for new equipment and service-ware taking into account relevant considerations and evaluate options	Q 4.4.a, Q 4.4.b	T 4	<input type="checkbox"/>
4.5	Identify situations requiring use of specialist service technicians	Q 4.5	T 4	<input type="checkbox"/>
4.6	Schedule service calls and replacement of worn parts at appropriate times	Q 4.6	T 4	<input type="checkbox"/>

KQ: Knowledge questions**PT : Performance tasks****KQ****PT****✓ : Satisfactory****Knowledge evidence**

Knowledge of current and emerging espresso coffee service trends through various sources:

<ul style="list-style-type: none"> ▪ associations and industry bodies ▪ coffee beverage tastings ▪ coffee reference books ▪ general and trade media, and supplier information ▪ product suppliers, roasters and other baristas ▪ the internet ▪ trade shows 	Q 5.1	<input type="checkbox"/>
Major types of espresso coffee beverages and their characteristics	Q 5.2	<input type="checkbox"/>
Different types of milk, their characteristics and uses for different types of coffee beverages	Q 5.3	<input type="checkbox"/>
For coffee beans and blends: <ul style="list-style-type: none"> ▪ special qualities and flavour characteristics arising from country and area of origin ▪ physical and chemical properties ▪ roasting techniques ▪ effects of roasting and grinding ▪ types of grind and freshness ▪ flavour enhancers and essences 	Q 5.4	<input type="checkbox"/>
Impacts on flavour of coffee beverages of: <ul style="list-style-type: none"> ▪ cleanliness of machines ▪ water temperature and pressure 	Q 4.2	<input type="checkbox"/>
Organisational and industry standards for: <ul style="list-style-type: none"> ▪ service-ware used for espresso coffee beverage presentation ▪ accompaniments used to enhance beverages ▪ presentation of beverages and latte art 	Q 5.5	<input type="checkbox"/>
Appropriate environmental conditions for storing coffee beans, ground coffee, milk and other ingredients to: <ul style="list-style-type: none"> ▪ ensure food safety ▪ optimise shelf life 	Q 3.9.a, Q 3.9.b	<input type="checkbox"/>
Methods to ensure efficient use of ingredients and to minimise wastage	Q 3.9.a, Q 3.9.b	<input type="checkbox"/>

KQ: Knowledge questions

PT : Performance tasks

KQ

PT



✓ : Satisfactory

Equipment used to prepare espresso coffee beverages:

- technical features and functions of different espresso machines and grinders
- cleaning and maintenance procedures for espresso coffee machines and grinders
- routine problems and faults in espresso machines and grinders
- identifying and diagnosing faults
- fine tuning or arranging fine tuning of machines and grinders according to manufacturer instructions and warranty requirements
- removing shower screens or diffusers if appropriate; cleaning using wet method and reassembling

Q 5.6



Work practices for managing large coffee beverage orders

Q 5.7



Methods for evaluating espresso coffee beverage quality:

- customer feedback
- information or data on:
 - repeat business
 - sales of particular types of coffee beverages
- organisational and industry standards
- staff feedback
- sensory analysis

Q 5.8



Cost and profit issues associated with providing espresso coffee service:

- product
- equipment
- accessories
- pricing menu items

Q 1.1.a,
Q 1.1.b



Factors to consider when purchasing new equipment or service-ware:

- cost
- reliability
- reputation of supplier
- service availability
- size and capacity to meet outlet service needs
- technical characteristics
- training in operation

Q 4.4.a,
Q 4.4.b



Information to educate customers about espresso coffee:

- details about coffee beans and grinds
- details of coffee beverage education programs
- types of coffee beverages and accompaniments

Q 2.5



KQ: Knowledge questions

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KQ

PT



✓ : Satisfactory

Performance evidence

Coordinate the operational aspects of espresso coffee preparation for an outlet over at least six service periods

T 2



Monitor the consistency and quality of the following characteristics of espresso coffee beverages during above service:

- appearance, including opacity or transparency
- aroma
- colour
- flavour
- freshness
- presentation
- taste
- volume

T 3



Maintain commercial grade espresso coffee machines and grinders throughout each of the above service periods

T 4



Trainer/ assessor user instructions

smallprint training and assessment materials are a commercially produced resource designed to support and underpin a Registered Training Organisation's (RTO's) delivery strategies.

smallprint resources

As a provider of commercially available resources to a range of client organisations, smallprint is aware of and considerate of their clients' need to be compliant with quality standards such as NVR, AQTF and State VET Regulations.

smallprint ensures that all its resources are current according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

smallprint assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

The RTO 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
- can be consistently applied in a range of assessment situations
- fit effectively with the RTO's TAS

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

If used correctly smallprint assessment tools should provide the basis for a comprehensive assessment in accordance with the rules of evidence and the principles of assessment.

smallprint does not promote that the use of their resources by RTOs will ensure compliance with all VET Regulations.

There are a number of requirements which impact on compliance with VET Regulations and it is the responsibility of the RTO to meet those requirements including the development of their own Training and Assessment Strategy (TAS) or Learning and Assessment Strategy (LAS).

smallprint resources consist of:

- a learning resource
- an assessment workbook

Learning resource

The smallprint learning resource provides content for learning and new skills development.

Each resource is divided into topics which relate directly to the learning elements and performance criteria for each unit.

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

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

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

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

Trainer/ assessor requirements

The trainer/ assessor should provide supplementary information including interpretation of the contents of this resource.

They should initiate discussion about the subject matter and should encourage the learner to contribute their own experiences and interpretations of the material.

The learner should be encouraged by their trainer/ assessor to undertake additional research.

This might include:

- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

The assessment workbook contains the following sections:

- about this unit
- what is competency based training
- how will my competency be assessed
- the tools that will be used to assess competency including:
 - assessment agreement
 - foundation skills checklist
 - skills recognition (RPL) checklist
 - knowledge questions
 - third party agreement
 - performance tasks
 - completion record

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- the structure of units of competency
 - this specific unit
 - how competency-based assessment works
 - assessment conditions applicable to this unit
 - resources required for assessment
 - rules of evidence
 - reasonable adjustment to ensure equity in assessment for people with disability or with special needs
 - complaints and appeals procedures
 - what constitutes competency
 - your role as a trainer/ assessor
-

Assessment agreement

Purpose

To ensure that the learner understands the assessment process.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure the learner understands:

- how and when the assessment will occur
- the tools that will be used to collect evidence
- the assessment conditions that apply to this unit
- adjustments available if special needs apply
- their rights in relation to complaints and appeals
- all work must be their own
- plagiarism is not acceptable

The learner and the trainer/ assessor both need to sign this form.

Foundation skills checklist

Purpose

To determine foundation skills as defined for this unit of competency.

Trainer/ assessor requirements

Foundation skills are generally defined as:

- LLN Skills
 - reading
 - writing
 - oral communication
 - numeracy
- Employability skills
 - navigate the world of work
 - interact with others
 - get the work done

Different training packages identify foundation skill requirements in a variety of ways.

In some packages foundation skills are described as being 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 need to identify the foundation skills levels of the learner to determine whether they have the skills to cope with the training, or whether additional support needs to be provided.

The trainer/ assessor should source and use foundation skills assessment methodologies that are suitable for their learning cohort.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Skills recognition assessment

Purpose

To obtain evidence of existing skills and knowledge through:

- previous training courses
- workplace documents
- skills obtained through unpaid work
- references
- other

Trainer/ assessor requirements

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

Evidence of existing skills may be provided for parts of this unit. This may mean that some of the knowledge questions or performance tasks do not need to be completed.

Where this is done trainer/ assessors should clearly identify and inform the learner what is required.

RTOs may wish to use this section as a Recognition of Prior Learning (RPL) process.

However the trainer/ assessor need to ensure that the evidence provided meets the principles of assessment and rules of evidence.

On completion of the assessment the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Purpose

To obtain evidence of the learner's essential knowledge as outlined in the:

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

The questions address each performance criteria and are designed to elicit responses that provide evidence of the essential knowledge. The questions are also designed to include the specific knowledge requirements that relate to performance criteria.

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

Trainer/ assessor requirements

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

The trainer/ assessor should provide clear instructions to the learner as to:

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

The questions are designed to be answered in written format. The trainer/ assessor may ask for verbal responses. Where verbal responses are provided the trainer/ assessor needs to clearly note this and ensure that responses are recorded verbatim.

When questions are answered the trainer/ assessor should provide feedback to the learner. Where responses are unsatisfactory the learner should be given the opportunity to provide additional information.

On completion of each answer the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Third party evidence collection agreement

Purpose

To provide third parties with clear instructions about their role.

Trainer/ assessor requirements

The performance tasks has been designed to be observed by either a trainer/ assessor or a third party.

This allows for the fact that some tasks may not be directly observable by the trainer/ assessor due to:

- the complexity of the task
- the need for tasks to be repeated or observed over time
- the presence of an observer may compromise workplace safety
- work activities involving issues of confidentiality and privacy

Where a third party is used to observe the tasks the trainer/ assessor must ensure that the third party clearly understands their role and that they are in a position that allows them to regularly and consistently observe the learner's work performance.

They must be informed that:

- they are not required to conduct the assessment
- their feedback is sought as confirmation that the learner has demonstrated the skills covered in the unit to the standard required
- the assessment decision will be made by a qualified assessor

They must also be informed of:

- the tasks to be observed
- the type and the quantity of evidence to be collected and reported
- the number of performances to observe
- the questions to ask to confirm understanding of the tasks
- the time frames and performance standards applicable to the learner's work performance
- the environment in which the tasks should be performed
- how to record their observations

The third party evidence collection agreement should then be signed.

Purpose

To obtain evidence of the learner's ability to:

- perform the tasks outlined in the elements and performance criteria
- perform the specific requirements outlined in the performance evidence

The tasks address:

- individual performance criterion
- where appropriate a group of performance criteria or an element of competency

The tasks are also designed to include the specific performance evidence requirements that relate to performance criteria. Where performance evidence requirements have not been included in performance criteria additional tasks are provided.

The tasks are designed to be observable and provide evidence that the learner has the necessary skills. Observations should occur over a period of time. Performance can be observed in an actual workplace or in a simulated environment.

Some units will require that certain tasks are performed a specific number of times.

Trainer/ assessor requirements

The trainer/ assessor needs to determine which of the tasks need to be performed to ensure a satisfactory outcome.

The trainer/ assessor should provide clear instructions to the learner as to:

- when the tasks are to be performed
- where the tasks are to be performed
- what they are required to do
- how many times the tasks are to be performed
- who will be observing them
- whether additional tasks need to be answered

Where tasks cannot be easily be observed they can be assessed using role plays and simulations. If performance of particular tasks cannot be observed you might enter into a discussion with the learner or ask them to explain a procedure. In some instances tasks might relate to the production of work products (portfolios/ documents/ outcomes). Although it might not be possible for the trainer/ assessor to observe the total process, the end product of work can provide evidence of performance.

When tasks have been completed the trainer/ assessor should provide feedback to the learner. Where performance is unsatisfactory the learner should be given the opportunity to attempt the task/s again.

Where the tasks have been observed by a third party the trainer/assessor should discuss with the third party what has been observed to ensure that all relevant criteria have been covered and that evidence provided meets the principles of assessment and rules of evidence. This should be recorded as part of the trainer/ assessor comments.

On completion of each task the trainer/ assessor should record their final comment and mark as satisfactory/ not satisfactory as appropriate.

Completion record

Purpose

To record the results of work completed in the assessment workbook.

Trainer/ assessor requirements

The trainer/ assessor needs to ensure that the:

- assessment conditions for this unit were met
- learner answered all questions required to the expected standard
- learner performed all the tasks required to the expected standard
- learner has been provided with comments and feedback regarding any additional assessment requirements

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