

Unit mapping

KQ: Knowledge questions

PA: Practical assessment – Task (T), Workplace Skills (WS)

KQ

PA

S

S: Simulations

Elements and performance criteria

E 1 Identify customer preferences

PC 1.1	Identify current customer profile for the food business	Q 1.1 Q 1.2	T 2a-c	N/A
PC 1.2	Identify food preferences of customer base to inform recipe planning	Q 1.3 Q 1.4	T 2a-e	N/A

E 2 Plan dishes

PC 2.1	Generate a range of ideas for dishes or food production ranges	Q 2.1 Q 2.2 Q 2.3	T 4a-g	N/A
PC 2.2	Choose dishes to meet organisational service style and cuisine and customer preferences	Q 2.4 Q 2.5	T 5a-e	N/A
PC 2.3	Include balanced variety of dishes or food production items for the style of service and cuisine	Q 2.6	T 5d	N/A

E 3 Cost recipes

PC 3.1	Itemise proposed components of included dishes or food production items	Q 3.1 Q 3.2 Q 3.3	T 6a-d	N/A
PC 3.2	Calculate portion yields and costs from raw ingredients	Q 3.4 Q 3.5	T 7a-b	N/A
PC 3.3	Assess cost-effectiveness of proposed dishes or food production items and identify ingredients that provide high yield	Q 3.6 Q 3.7 Q 3.8	T 8a-g	N/A
PC 3.4	Price dishes to ensure maximum profitability	Q 3.9 Q 3.10	T 9a-e	N/A

E 4 Write dish description

PC 4.1	Write dish descriptions using words that appeal to customer base and fit with the business service style	Q 4.1	T 10a-h	N/A
PC 4.2	Use correct names for style of cuisine	Q 4.2 Q 4.3	T 10b	N/A

E 5 Evaluate dishes

PC 5.1	Use feedback from supervisor or colleagues to determine saleability of dishes	Q 5.1 Q 5.2 Q 5.3	T 11a-d	N/A
PC 5.2	Adjust recipes based on feedback and profitability	Q 5.4 Q 5.5	T 13a-c	N/A

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

KE 1	Organisation-specific information:		
	▪ sources of information on current customer profile and food preferences	Q 1.1 Q 1.2 Q 1.4	N/A
	▪ service style and cuisine	Q 1.4 Q 2.1	N/A
	▪ costs of supply for ingredients	Q 2.4	N/A
KE 2	Methods and formulas for calculating portion yields and costs from raw ingredients:		
	▪ food cost percentage	Q 3.11	N/A
	▪ budgeted sales price	Q 3.11	N/A
	▪ standard measures	Q 3.11	N/A
	▪ standard yield tests	Q 3.4 Q 3.11	N/A
	▪ GST addition and subtraction	Q 3.11	N/A
KE 3	Characteristics of different menu types listed in the performance evidence, including portion size	Q 2.1	N/A
KE 4	Food preferences relating to:		
	▪ classical and contemporary dining trends	Q 1.4 Q 2.1	N/A
	▪ cultural and ethnic influences	Q 1.4 Q 2.1	N/A
	▪ seasonal dishes	Q 1.4 Q 2.1	N/A
	▪ variety of food products	Q 1.4 Q 2.1	N/A
KE 5	Characteristics of different customer groups:		
	▪ age range	Q 1.4	N/A
	▪ buying power	Q 1.4	N/A
	▪ gender	Q 1.4	N/A
	▪ dietary requirements or preferences	Q 1.4	N/A
	▪ location	Q 1.4	N/A
	▪ social and cultural background	Q 1.4	N/A

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

KE 6	Influence of seasonal products and commodities on recipe content	Q 2.3		N/A
KE 7	Culinary terms for a variety of cuisines	Q 4.2 Q 4.3		N/A

Performance evidence

PE 1	Plan and cost recipes for three complete dishes for four of the following menu types (12 recipes in total): <ul style="list-style-type: none">▪ à la carte▪ buffet▪ cyclical▪ degustation▪ set or table d'hôte		T 1a-d T 2a-e T 3a-c T 4a-g T 5a-e T 7a-b T 8a-g	N/A
PE 2	Identify the food preferences of customer groups and use to inform recipe planning for the above 12 dishes		T 3a-c T 5a-e	N/A
PE 3	Seek feedback from supervisor or colleagues and implement improvements to dishes as required		T 11 a-d T 12a-d T 13a-c	N/A
PE 4	Develop the above recipes using: <ul style="list-style-type: none">▪ standard recipe cards in spreadsheet format, including:<ul style="list-style-type: none">– method– portion size– ingredients– units of measure– description– equipment– food cost percentage– GST		T 5a T 6a-d T 10a-h	N/A

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

FS 1	Writing skills to: <ul style="list-style-type: none"> prepare product descriptions to creatively explain dishes and promote sales 	Q 4.1 Q 4.2 Q 4.3	T 10a-i WS 3	N/A
FS 2	Oral communication skills to: <ul style="list-style-type: none"> listen and respond to routine customer feedback, and ask questions that inform recipe choice 		T 12a T 12e	N/A
FS 3	Numeracy skills to:			N/A
	<ul style="list-style-type: none"> calculate the cost of producing dishes 	Q 3.5 Q 3.11	T 7a-c WS 3	N/A
	<ul style="list-style-type: none"> calculate mark-ups and selling price for profitability 	Q 3.9 Q 3.10 Q 3.11	T 7c WS 3	N/A
	<ul style="list-style-type: none"> compare menu items based on their anticipated yield, budgetary constraints and profitability 	Q 3.2 Q 3.4 Q 3.11	T 7a-b	N/A
FS 4	Problem-solving skills to:			N/A
	<ul style="list-style-type: none"> evaluate the food service preferences of the customer profile and plan recipes to meet those preferences 	Q 2.4	WS 4	N/A
	<ul style="list-style-type: none"> identify unprofitable dishes and adjust recipes to increase yield of dishes 		T 8g T 9d	N/A

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

FS 5	Planning and organising skills to: <ul style="list-style-type: none">access and sort all information required for recipe planning and for coordinating a menu development process	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 2.1 Q 2.2 Q 2.3 Q 2.4 Q 2.5 Q 2.6 Q 3.1 Q 3.2 Q 3.3 Q 3.4 Q 3.5 Q 3.6 Q 3.7 Q 3.8 Q 3.9 Q 3.10 Q 4.1 Q 4.2 Q 4.3 Q 5.1 Q 5.2 Q 5.3 Q 5.4 Q 5.5	T 1a-d T 2a-e T 3a-c WS 2	N/A
FS 6	Technology skills to: <ul style="list-style-type: none">use computers and software programs to cost and document menus		T 5a T 6a-d WS 3	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.
