

# Unit mapping

<b>KQ: Knowledge questions</b>				
<b>PA: Practical assessment – Task (T), Workplace Skills (WS)</b>		<b>KQ</b>	<b>PA</b>	<b>S</b>
<b>S: Simulations</b>				
<b>Elements and performance criteria</b>				
<b>E 1 Identify recipe requirements</b>				
PC 1.1	Identify lifestyle, medical or religious recipe requirements of different customer groups	Q 1.1 Q 1.2 Q 1.3	T 1a-c T 2a-c	N/A
PC 1.2	Follow dietary advice provided by other professionals where relevant	Q 1.4 Q 1.5	T 1b	N/A
PC 1.3	Identify key health and legal consequences of ignoring special dietary requirements of customers	Q 1.6 Q 1.7 Q 1.8	T 3a-e	N/A
<b>E 2 Develop recipes for special diets</b>				
PC 2.1	Select a variety of suitable foods and recipes to meet specific requirements	Q 2.1 Q 2.2 Q 2.3	T 4a-d T 5a-d	N/A
PC 2.2	Identify appropriate combinations of food to meet macro- and micro-nutrient requirements	Q 2.4 Q 2.5 Q 2.6 Q 2.7	T 5a-d	N/A
PC 2.3	Develop recipes that balance nutritional requirements and variety	Q 2.8 Q 2.9 Q 2.10	T 6a-d T 12a-d	N/A
PC 2.4	Recommend food preparation, cooking and storage methods to maximise nutritional value of food	Q 2.11 Q 2.12 Q 2.13 Q 2.14	T 7a-c	N/A
<b>E 3 Cost and document special recipes</b>				
PC 3.1	Calculate expenditure items to determine production costs of recipes	Q 3.1 Q 3.2	T 8a-g	N/A
PC 3.2	Calculate portion yields and costs from ingredients	Q 3.3 Q 3.4 Q 3.5 Q 3.6	T 9a-e	N/A
PC 3.3	Assess cost-effectiveness of proposed dishes against budgetary constraints	Q 3.7 Q 3.8	T 10a-e T 11a-f	N/A

**KQ: Knowledge questions**

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

**KQ**

**PA**

**S**

**S: Simulations**

**E 4 Monitor suitability of special recipes**

PC 4.1	Use feedback from customers and others to determine suitability of recipes	Q 4.1 Q 4.2 Q 4.3	T 13a-d	N/A
PC 4.2	Analyse the suitability of recipes against dietary goals, nutritional requirements and customer needs	Q 4.4	T 14 a-b	N/A
PC 4.3	Adjust recipes based on feedback and suitability	Q 4.5 Q 4.6	T 15a-e	N/A

<b>KQ: Knowledge questions</b>				
<b>PA: Practical assessment – Task (T), Workplace Skills (WS)</b>		<b>KQ</b>	<b>PA</b>	<b>S</b>
<b>S: Simulations</b>				

<b>Knowledge evidence</b>			
KE 1	Culinary terms and common trade names for:		N/A
	▪ substitute ingredients used to produce dishes for special dietary requirements	Q 5.1	N/A
	▪ ingredients suitable for meeting different nutritional needs	Q 5.2	N/A
	▪ ingredients that cause common allergic reactions	Q 5.3	N/A
	▪ food additives and preservatives	Q 5.4	N/A
KE 2	Main types, culinary characteristics and ingredients of special diets that are part of contemporary Australian society:		N/A
	▪ lifestyle	Q 1.3	N/A
	▪ medical	Q 1.3	N/A
	▪ religious	Q 1.3	N/A
KE 3	Characteristics of special dietary requirements of customer groups mentioned in the performance evidence	Q 1.1 Q 1.2 Q 1.3	N/A
KE 4	Role of other professionals who may be involved in recipe planning for customers:		N/A
	▪ allied health professionals	Q 1.4	N/A
	▪ dietitians	Q 1.4	N/A
	▪ medical specialists	Q 1.4	N/A
	▪ nutritionists	Q 1.4	N/A
KE 5	Main types and characteristics of:		N/A
	▪ drug-food interactions	Q 1.3	N/A
	▪ food allergy	Q 1.3	N/A
	▪ food intolerance	Q 1.3	N/A
	▪ religious dietary sanctions	Q 1.3	N/A

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

KE 6	Key health, legal and reputational consequences of failing to address special requirements, including:			N/A
	<ul style="list-style-type: none"> <li>▪ allergic reactions</li> </ul>	Q 1.6 Q 1.7 Q 1.8	T 3a-e	N/A
	<ul style="list-style-type: none"> <li>▪ anaphylaxis</li> </ul>	Q 1.6 Q 1.7 Q 1.8	T 3a-e	N/A
	<ul style="list-style-type: none"> <li>▪ food sensitivity or intolerance reactions</li> </ul>	Q 1.6 Q 1.7 Q 1.8	T 3a-e	N/A
	<ul style="list-style-type: none"> <li>▪ customer preferences and aversions</li> </ul>	Q 1.8	T 3a-e	N/A
KE 7	Basic principles and practices of nutrition:			N/A
	<ul style="list-style-type: none"> <li>▪ nutrient groups and their food sources:               <ul style="list-style-type: none"> <li>– vitamins</li> <li>– minerals</li> <li>– fibre</li> <li>– carbohydrates</li> <li>– fats</li> <li>– protein</li> <li>– water</li> </ul> </li> </ul>	Q 2.4 Q 2.5 Q 2.6 Q 2.7 Q 5.8	T 5a-d	N/A
	<ul style="list-style-type: none"> <li>▪ influences on food choice</li> </ul>	Q 1.3		N/A
	<ul style="list-style-type: none"> <li>▪ food labelling and interpretation</li> </ul>	Q 5.5		N/A
	<ul style="list-style-type: none"> <li>▪ role and implications of using food additives and preservatives</li> </ul>	Q 5.6		N/A
	<ul style="list-style-type: none"> <li>▪ health implications of food choices</li> </ul>	Q 1.3 Q 5.7		N/A
	<ul style="list-style-type: none"> <li>▪ role of good nutrition in avoiding dietary diseases</li> </ul>	Q 1.3 Q 5.7		N/A
	<ul style="list-style-type: none"> <li>▪ effects of various cooking methods and food storage on nutrients</li> </ul>	Q 2.12 Q 2.13	T 7a-c	N/A
KE 8	Primary components and recommendations of the Australian Dietary Guidelines, in particular those for older Australians, children and adolescents and their use in recipe planning	Q 2.8 Q 2.9	T 6b	N/A

<b>KQ: Knowledge questions</b>				
<b>PA: Practical assessment – Task (T), Workplace Skills (WS)</b>		<b>KQ</b>	<b>PA</b>	<b>S</b>
<b>S: Simulations</b>				
KE 9	Methods and formulas for calculating portion yields and costs from ingredients:			N/A
	▪ standard measures	Q 3.4	T 8a-e T 9a-d	N/A
	▪ standard yield tests	Q 3.3 Q 3.4 Q 3.5	T 8a-e T 9a-d	N/A
	▪ food cost percentage	Q 3.4	T 9a-d	N/A
	▪ budgeted sales price	Q 3.4	T 10a-e	N/A
	▪ GST addition or subtraction	Q 3.4	T 11a-f	N/A
KE 10	Methods to gain feedback on suitability of recipes:			N/A
	▪ discussion with colleagues	Q 4.1 Q 4.2	T 13a-d	N/A
	▪ discussion with customers	Q 4.1 Q 4.2	T 13a-e	N/A
	▪ consultation with other professionals	Q 4.1 Q 4.2	T 2a-c T 13a-d	N/A

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

PE 1	Develop recipes that comply with the dietary and nutritional guidelines for at least eight of the following groups:			N/A
	<ul style="list-style-type: none"> <li>adolescents</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
	<ul style="list-style-type: none"> <li>athletes</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
	<ul style="list-style-type: none"> <li>children</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
	<ul style="list-style-type: none"> <li>defence force personnel</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-d	N/A
	<ul style="list-style-type: none"> <li>elderly people</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
	<ul style="list-style-type: none"> <li>people in health care</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
	<ul style="list-style-type: none"> <li>ill or injured people</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2	T1a-c T 4a-d T 6a-d T 7a-c T 12a-e T 15a-e	N/A

<b>KQ: Knowledge questions</b>				
<b>PA: Practical assessment – Task (T), Workplace Skills (WS)</b>		<b>KQ</b>	<b>PA</b>	<b>S</b>
<b>S: Simulations</b>				
	<ul style="list-style-type: none"> <li>people with nutritional and energy requirements due to physical condition</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
	<ul style="list-style-type: none"> <li>people in areas affected by disaster or environmental extremes</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
	<ul style="list-style-type: none"> <li>people in remote areas</li> </ul>	Q 1.1 Q 2.1 Q 3.1 Q 3.2 Q 4.4	T1a-c T 4a-d T 6a-d T 7a-c T 12a-d T 15a-e	N/A
PE 2	Two of the above eight recipes must reflect one or more lifestyle dietary requirements		T 6a-d T 7a-c T 12a-d T 15a-e WS 3	N/A
PE 3	Four of the above eight recipes must address one or more medical dietary requirements		T 6a-d T 7a-c T 12a-d T 15a-e WS 3	N/A
PE 4	Two of the above eight recipes must address one or more religious dietary requirements		T 6a-d T 7a-c T 12a-d T 15a-e WS 3	N/A
PE 5	Develop above recipes demonstrating:			N/A
	<ul style="list-style-type: none"> <li>methods for responding to feedback and adjusting recipes</li> </ul>		T 13a-d T 15a-e	
	<ul style="list-style-type: none"> <li>basic principles and practices of nutrition</li> </ul>		T 6a-d WS 3	

**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"><li>write recipes and recommendations for cooking methods.</li></ul>		T 6a-d T 7a-c T 12a-d T 15a-e	N/A
FS 2	Oral communication skills to: listen and respond to routine customer feedback and ask questions of health and other professionals to inform recipe choice.		T 13a-e	N/A
FS 3	Numeracy skills to: <ul style="list-style-type: none"><li>calculate the cost of producing dishes.</li></ul>	Q 3.6	T 8a-e T 9a-d T 10a-e T 13a-f	N/A
FS 4	Learning skills to: <ul style="list-style-type: none"><li>research information on emerging dietary trends.</li></ul>		T 1a-b WS 1	N/A
FS 5	Problem-solving skills to: <ul style="list-style-type: none"><li>identify budgetary constraints and adjust recipes to suit.</li></ul>	Q 1.1	T 10a-e T 11a-f	
FS 6	Planning and organising skills to: <ul style="list-style-type: none"><li>access and sort information required for recipe planning to coordinate a timely and efficient development process.</li></ul>		T 1a-c T 2a-c	
FS 7	Technology skills to: <ul style="list-style-type: none"><li>use computers and software programs to cost and document recipes.</li></ul>		T 6a-d T 8a-e T 9a-d T 10a-e T 11a-f T 12a-d T 15a-e	



## 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.

---