

Unit mapping

KQ: Knowledge questions

PA: Practical assessment

Task (T), Log book (LB), Workplace Skills (WS)

KQ

PA

S

S: Simulations

Elements and performance criteria

E 1 Evaluate market trends and identify target markets

PC 1.1	Identify current customer market based on past and current sales performance	Q 1.1 Q 1.2 Q 1.3	T 1a-d
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PC 1.2	Analyse current customer profile and food service preferences	Q 1.4 Q 1.5 Q 1.6 Q 1.7 Q 1.8	T 2a-c
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PC 1.3	Source information on current and emerging food service trends and customer preferences	Q 1.9 Q 1.10 Q 1.11	T 3a
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PC 1.4	Evaluate market trends for relevance to organisational service style and cuisine	Q 1.12 Q 1.13 Q 1.14	T 3b
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PC 1.5	Identify target markets based on the nature, style and location of the operation	Q 1.15 Q 1.16	T 1d
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E 2 Develop menus

PC 2.1	Evaluate food service preferences of target markets and create menus to meet market needs and preferences	Q 2.1 Q 2.2 Q 2.3	T 4a
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PC 2.2	Develop menus to provide balanced variety of dishes for the style of cuisine	Q 2.4 Q 2.5 Q 2.6 Q 2.7	T 4b-c
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PC 2.3	Sequence menu items according to menu requirements	Q 2.8 Q 2.9	T 5a-c
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PC 2.4	Analyse operational constraints when designing menus	Q 2.10 Q 2.11 Q 2.12 Q 2.13 Q 2.14 Q 2.15	T 6a-c
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PC 3.1	Itemise proposed components of the included dishes	Q 3.1 Q 3.2 Q 3.3	T 7a-b
PC 3.2	Calculate portion yields and costs of ingredients	Q 3.4 Q 3.5 Q 3.6 Q 3.7 Q 3.8 Q 3.9	T 8a-c T 9a-b
PC 3.3	Determine net production costs of menu items	Q 3.10 Q 3.11 Q 3.12 Q 3.13	T 10a-c
PC 3.4	Determine required profit margin and calculate selling price to ensure maximum profitability	Q 3.14 Q 3.15 Q 3.16 Q 3.17 Q 3.18	T 11 a-c
PC 3.5	Assess cost-effectiveness and profitability of proposed dishes to form a menu with balanced yield	Q 3.19 Q 3.20 Q 3.21 Q 3.22	T 12a-d
PC 3.6	Make reasonable cost adjustments to ensure price-competitive menus	Q 3.23 Q 3.24	T 13a-c

E 4 Write menu content

PC 4.1	Write menus using terminology appropriate for the market and organisational service style	Q 4.1 Q 4.2	T 14 a T 16 a-d
PC 4.2	Follow required menu item naming conventions for the style of cuisine	Q 4.3	T 14b
PC 4.3	Present sequence of service on printed menus for ease of customer reading	Q 4.4 Q 4.5 Q 4.6	T 15a-b T 17a-d
PC 4.4	Use accurate and innovative descriptions that promote the sale of menu items	Q 4.7	T 16 a-d

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KQ**PA****S****S: Simulations****Knowledge evidence**

KE 1	Techniques for sourcing information on food service trends and market preferences	Q 1.10 Q 1.13 Q 1.14 Q 2.1
KE 2	Range of current and emerging food service trends relating to:	
	▪ contemporary eating habits	Q 1.11
	▪ cultural and ethnic influences	Q 1.11
	▪ major festivals and events	Q 1.11
	▪ media influence	Q 1.11
	▪ seasonal influences	Q 1.11
	▪ social media	Q 1.11
KE 3	Sources of information on:	
	▪ market statistics	Q 1.3
	▪ customer profiles and preferences	Q 1.6 Q 1.7 Q 1.16
KE 4	Products, service styles and quality expectations that meet market requirements	Q 1.3 Q 1.8 Q 1.9 Q 1.11 Q 1.14 Q 2.1 Q 2.2 Q 2.3
KE 5	Financial operating costs for hospitality and catering organisations, including:	
	▪ consumables	Q 3.11 Q 3.12
	▪ food and ingredients	Q 3.9 Q 3.10
	▪ labour	Q 3.10 Q 3.11
	▪ wastage	Q 5.1

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KE 6	Methods and formulas for calculating portion yields and costs from raw ingredients:			
	▪ food cost percentage	Q 3.4		
	▪ budgeted sales price	Q 3.5		
	▪ standard measures	Q 3.6		
	▪ standard yield tests	Q 3.7		
	▪ GST addition and subtraction	Q 3.8		
KE 7	Different types and styles of:			
	▪ menus	Q 2.2 Q 2.4		
	▪ food outlets	Q 2.2 Q 2.4		
	▪ food service	Q 2.2 Q 2.4		
KE 8	Influence of seasonal products and commodities on menu content and price	Q 2.7 Q 2.11 Q 2.15 Q 3.13		
KE 9	Naming conventions and culinary terms for a variety of cuisines	Q 4.3 Q 4.7		
KE 10	Formats for and inclusions of menus presented to customers:			
	▪ legible text	Q 4.6		
	▪ format matched to customer type	Q 4.7		
	▪ presented in format that is easy to read	Q 4.4 Q 4.5 Q 4.6		
KE 11	Methods to gain feedback on menu performance:			
	▪ qualitative:	Q 5.2		
	– social media			
	– customer surveys			
	– customer discussions			
	– staff discussions and meetings			
	▪ quantitative:	Q 5.2		
	– sales data			

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KE 12	Methods of analysing sales mix and profit performance of menu items:			
	<ul style="list-style-type: none"> menu engineering analysis 	Q 3.19		
	<ul style="list-style-type: none"> sales data 	Q 3.14 Q 3.15 Q 3.16 Q 3.17 Q 3.18 Q 3.20		

Performance evidence

PE 1	Source and evaluate information on current and emerging food service trends, customer preferences and target markets and use to inform menu design outlined below		T 1a-d T 2a-c T3 a-b WS 4
PE 2	Develop and cost one menu from each of the following menu types based on the above information: <ul style="list-style-type: none"> à la carte buffet degustation table d'hôte 		T 4a-d
PE 3	Develop the above four menus demonstrating: <ul style="list-style-type: none"> current and emerging food service trends methods and formulas for calculating portion yields and costs from raw ingredients desired profit margins and mark-up procedures summary of menu costings 		T 4a-c T 5a-c T 6a-c T 7a-b T 8a-c T 9a-b T 10a-c T 11a-c T 12 a-c T 13a-c

Foundation skills

FS 1	Reading skills to: <ul style="list-style-type: none"> read and interpret documents about food service trends, customer profiles and preferences, and market preferences 	ALL	T 1c T 2a T 3a
FS 2	Writing skills to: <ul style="list-style-type: none"> write comprehensive and creatively expressed menus and product descriptions to explain menu dishes and promote sales 	ALL	T 14a-b T16a-d

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FS 3	Numeracy skills to:		
	<ul style="list-style-type: none"> interpret market statistics when calculating the cost of producing dishes for menus 	Q 3.4 Q 3.5 Q 3.6 Q 3.7 Q 3.8 Q 3.9	T 1b-c T 2c T 3b
	<ul style="list-style-type: none"> calculate mark-ups and selling price for profitability 		T 7a-b T 9a-b T 10a-c T 11a-c T 12a-c
	<ul style="list-style-type: none"> compare menu items based on their anticipated yield, budgetary constraints and profitability 		T 7a-b T 8a-c T 9a-b
FS 4	Learning skills to:	Q 1.3	T 1c
	<ul style="list-style-type: none"> continually research and source information on current and emerging food service trends and synthesise this information for menu updates 	Q 1.6 Q 1.7 Q 2.1	T 2a T 3a
FS 5	Problem-solving skills to:	Q 2.10	T 4a-c
	<ul style="list-style-type: none"> consider all operational constraints and develop menus that can be realistically delivered by the organisation 	Q 2.11 Q 2.12 Q 2.13 Q 2.14 Q 2.15 Q 2.16	T 6a-c T 13a-c
FS 6	Initiative and enterprise skills to:	Q 2.1	T 4c
	<ul style="list-style-type: none"> initiate the development of new menus to meet changing customer demands 	Q 2.2 Q 2.3 Q 2.4 Q 2.8 Q 2.9	T 5a-c
FS 7	Planning and organising skills to:	ALL	T 1a-d
	<ul style="list-style-type: none"> access and sort all information required for menu planning and to coordinate a timely and efficient menu development process 		T 2a-c T 3a-b
FS 8	Technology skills to:	ALL	T 17a-d
	<ul style="list-style-type: none"> use computers and software programs to cost and document menus 		

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
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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.
