Unit mapping

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

Elements and performance criteria

E 1   Select ingredients

		KQ	PA	S
PC 1.1	Confirm food production requirements from standard recipes	Q 1.2	T1 T2a T2b WS3	N/A
PC 1.2	Calculate ingredient amounts according to requirements	Q 1.3	T2b-d	N/A
PC 1.3	Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements	Q 1.4 Q 1.5 Q 1.6	T2a T3a, b WS3	N/A

E 2   Select, prepare and use equipment

		KQ	PA	S
PC 2.1	Select type and size of equipment suitable to requirements	Q 2.1 Q 2.2	T4a T4b	N/A
PC 2.2	Safely assemble and ensure cleanliness of equipment before use	Q 2.3 Q 2.4	T4c-e	N/A
PC 2.3	Use equipment safely and hygienically according to manufacturer instructions	Q 2.4 Q 2.5 Q 2.6	T6h	N/A

E 3   Portion and prepare ingredients

		KQ	PA	S
PC 3.1	Sort and assemble ingredients according to food production sequencing	Q 3.1.a Q 3.1.b Q 3.2	T5a-e	N/A
PC 3.2	Weigh and measure wet and dry ingredients according to the recipe and quantity of desserts required	Q 3.5 Q 3.6 Q 3.7	T5a WS3	N/A
PC 3.3	Minimise waste to maximise profitability of desserts produced	Q 3.8	T5f WS7	N/A

KQ: Knowledge questions PA: Practical assessment Task (T), Log book (LB), Workplace Skills (WS) S: Simulations	KQ	PA	S
E 4 **Produce desserts and sauces**			
PC 4.1 Produce desserts following standard recipes to achieve desired product characteristics	Q 4.1 Q 4.2.a Q 4.2.b Q 4.3 Q 4.4.a Q 4.4.b Q 4.5	T6a-d T6f WS3 WS5	N/A
PC 4.2 Follow special dietary recipes to produce desserts for those with special dietary requirements	Q 4.6 Q 4.7 Q 4.8	T6a T6b T6c T6d WS3	N/A
PC 4.3 Produce dessert sauces of correct temperature, consistency and flavour	Q 4.9 Q 4.10 Q 4.11	T6g T8b WS3 WS5	N/A
PC 4.4 Make food quality adjustments within scope of responsibility	Q 4.12 Q 4.13	T7a T8a W8	N/A
E 5 **Portion, present and store desserts**			
PC 5.1 Portion desserts to maximise yield and profitability of food production	Q 5.1 Q 5.2	T9a WS4 WS7	N/A
PC 5.2 Complement desserts by using accompaniments and garnishes that enhance flavour and texture of desserts	Q 5.3 Q 5.4	T9d T9e	N/A
PC 5.3 Plate desserts attractively, according to standard recipes and practicality of service	Q 5.5 Q 5.6 Q 5.7	T9a-f WS3	N/A
PC 5.4 Store desserts in appropriate environmental conditions	Q 5.8	T10a-g T11i	N/A
PC 5.5 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 5.9 Q 5.10	T11a-o	N/A

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Knowledge evidence

		KQ	PA	S
KE 1	Culinary terms and common trade names for:			
	▪ variety of desserts	Q 1.3 Q 1.4 Q 3.3 Q 3.5 Q 4.1 Q 4.2 Q 4.3 Q 4.5 Q 4.7 Q 4.12 Q 5.4 Q 5.7 Q 5.8		N/A
	▪ ingredients commonly used to produce desserts specified in the performance evidence	Q 1.3 Q 1.4 Q 3.3 Q 3.4.b Q 3.5 Q 4.2.a Q 4.2.b Q 4.7 Q 5.4	T2a T3a T3b T5a-e	N/A
	▪ setting agents used to produce desserts, including animal and plant-based	Q 3.4.a Q 3.4.b		N/A
	▪ substitute ingredients used to produce desserts for special dietary recipes	Q 4.7		N/A
KE 2	Adjustments to desserts to accommodate common special dietary requirements:			
	▪ gluten free	Q 4.7		N/A
	▪ low kilojoule	Q 4.7		N/A
	▪ low sugar	Q 4.7		N/A
	▪ sugar free	Q 4.7		N/A
	▪ type one and two diabetic	Q 4.7		N/A
	▪ vegan	Q 4.7		N/A

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KE 3 Meaning of:			
▪ food allergy	Q 4.8		N/A
▪ food intolerance	Q 4.8		N/A
KE 4 Key health and legal consequences of failing to address special dietary requirements	Q 4.6		
KE 5 Contents of date codes and rotation labels for stock	Q 1.6	T3a	N/A
KE 6 Cookery methods and processes used when preparing desserts:		T5a-e T6c-h T7a T8a	N/A
▪ adding fats and liquids to dry ingredients	Q 4.2.b Q 4.3		N/A
▪ baking	Q 4.3		N/A
▪ chilling	Q 4.5		N/A
▪ flambé	Q 4.3		N/A
▪ freezing	Q 4.5		N/A
▪ poaching	Q 4.3		N/A
▪ reducing	Q 4.3		N/A
▪ selecting and preparing appropriate dessert moulds	Q 4.4.a Q 4.4.b		N/A
▪ stabilising	Q 4.3		N/A
▪ steaming	Q 4.3		N/A
▪ stewing	Q 4.3		N/A
▪ stirring and aerating to achieve required consistency and texture	Q 4.2.b		N/A
▪ weighing or measuring	Q 3.5 Q 3.6 Q 3.7		N/A
▪ sifting dry ingredients	Q 4.2.a		N/A
▪ tempering chocolate	Q 4.3		N/A
▪ whisking, folding, piping and spreading	Q 4.2.b Q 4.3 Q 5.7		N/A

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KE 7 Cooking temperatures and times for desserts	Q 1.2 Q 4.9 Q 4.10 Q 4.12 Q 4.13	T6d T6e	N/A
KE 8 Techniques to garnish, decorate, plate and present desserts	Q 5.3 Q 5.4 Q 5.6	T9e	N/A
KE 9 Indicators of freshness and quality of stocked ingredients for desserts	Q 1.4	T3a	N/A
KE 10 Mise en place requirements for producing desserts	Q 1.1 Q 1.2 Q 1.3 Q 1.4 Q 2.1 Q 2.2 Q 2.3 Q 3.1.a Q 3.1.b Q 3.2 Q 3.5 Q 3.6 Q 3.7 Q 3.8 Q 4.2 Q 4.3 Q 4.4 Q 4.10 Q 4.11 Q 4.12	T1 T2a-d T3a T3b T4a-e T5a-f T6a-h	N/A
KE 11 Appropriate environmental conditions for storing desserts and re-usable by products of their preparation to:			
▪ ensure food safety	Q 5.8	T10a-g	
▪ optimise shelf life	Q 5.8	T10a 10b 10d-f	N/A
KE 12 Safe operational practices using essential functions and features of equipment used to produce desserts	Q 2.3 Q 2.4 Q 2.5 Q 2.6	T4a-e T6h	N/A

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Performance evidence			
PE 1 Follow standard and special recipes to produce and present at least eight different desserts from the list below, including at least four hot and four cold desserts: ▪ bavarois ▪ crème brulee ▪ crème caramel ▪ crêpes ▪ fritters ▪ meringues ▪ mousse ▪ panna cotta ▪ parfait ▪ pies ▪ poached or stewed fruit ▪ puddings ▪ soufflé ▪ tarts		T1 T2a-d T3a T3b T4a-e T5a-f T6a-h T7a T7b T8a T8b T9a-i	N/A
PE 2 Follow standard and special recipes to produce at least two different frozen components to be included in any of the above eight desserts		T1 T2a-d T2b T3a T3b T4a-e T5a-f T6a-h T7a T7b	N/A
PE 3 Ensure that at least one of the hot and one of the cold desserts above are produced to meet different special dietary requirements		T1 T2 T3 T4 T5 T6 T7 T9	N/A

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PE 4 Produce and use each of the following sauces at least once when preparing above eight desserts (at least once across production of the eight desserts): ▪ chocolate based sauces ▪ custards and crèmes ▪ fruit purées, sauces or coulis ▪ sabayon or foams		T1 T2a-d T3a T3b T4a-e T5a-f T6a-h T7a T7b T8a T8b T9d	N/A
PE 5 Use each of the garnishes and decorations below at least once when preparing above desserts (at least once across production of the eight desserts): ▪ fruits ▪ jellies ▪ tempered chocolate ▪ wafer or tuille ▪ nuts		T9e	N/A
PE 6 Use appropriate cookery methods and processes when producing the above desserts, to achieve the desired: ▪ appearance ▪ colour ▪ consistency ▪ moisture content ▪ shape ▪ size ▪ structure ▪ taste ▪ texture		T6c-e T7b	N/A
PE 7 Prepare above desserts: ▪ that are consistent in quality, size, shape and appearance ▪ within commercial time constraints ▪ following procedures for portion control and food safety practices when handling and storing desserts		T7b T9i WS1 WS2 WS4 WS5 WS6	N/A

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Foundation skills			
FS 1 Reading skills to: ▪ locate information in standard recipes to determine preparation requirements	Q 1.2 Q 1.3	T1 T2a-c WS3	N/A
▪ locate and read date code and stock rotation labels	Q 1.6	T3a	N/A
FS 2 Writing skills to: ▪ write notes on recipe requirements and calculations	Q 1.3	T2d	N/A
FS 3 Numeracy skills to: ▪ calculate the number of portions	Q 1.3	T2b T2c T2d	N/A
FS 4 Planning and organising skills to: ▪ efficiently sequence the stages of food preparation and production		T5a WS1 WS2 WS3	N/A
FS 5 Self-management skills to: ▪ manage own speed, timing and productivity		WS2	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 special 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.