

# Hospitality Kitchen Operations 2019 – 2020 Cluster D Assessment Task Quality Café Meals



## Units of Competency:

- SITHCCC006: Prepare appetisers and salads
- SITHCCC005: Prepare dishes using basic methods of cookery
- SITHCCC011: Use cookery skills effectively

**Student Name:** \_\_\_\_\_

**Date of Issue:** 19/11/2019

**Due Date:** Part A 5<sup>th</sup> December 9am  
Part B 13<sup>th</sup> December  
Part C 7<sup>th</sup> February 2020

Teachers: The completed student assessment task and the Evidence and Answer guide must be securely retained on QMS for six months after the completion of the course. Also retain any other evidence that demonstrated how the student was deemed competent e.g. written tasks, photographs, videos.

Ultimo RTO 90072  
**STUDENT ASSESSMENT TASK**

Name of VET Course	Hospitality – Kitchen Operations
Qualification Code and Name	SIT20416 Certificate II in Kitchen Operations
Assessor Name(s):	Mr G.Reynolds
Name of Task	Cluster D: Quality Café Meals

Units of Competency Assessed	SITHCCC005: Prepare dishes using basic methods of cookery SITHCCC006: Prepare appetisers and salads SITHCCC011: Use cookery skills effectively
Pre-requisite units	SITXFSA001 Use hygienic practices for food safety
Assessment Conditions	Skills must be demonstrated in an operational commercial kitchen that makes use of perishable food and beverage supplies. This can be: <ul style="list-style-type: none"> <li>• an industry workplace</li> <li>• a simulated industry environment, such as a training kitchen or food and beverage outlet serving customers.</li> </ul> <i>Assessment must ensure access to:</i> A range of fixtures and large equipment; small equipment, measurers; cleaning materials and equipment. Organisational specifications: equipment manufacturer instructions, current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock; mise en place lists, menus, standard recipes, and recipes for special dietary requirements. Guidelines relating to food disposal, storage and presentation requirements; ordering and docketing paperwork; food safety plan; safety data sheets (SDS) for cleaning agents and chemicals.
Resources Required for Assessment	Class notes, Textbooks, Internet sites

**Assessors must satisfy** the Standards for Registered Training Organisations' requirements for assessors; and **have worked in industry for at least three years** where they have applied the skills and knowledge of this unit of competency.

Students must complete knowledge and skills development activities which prepare for and may contribute to assessment of competence.

Assessment method	Units of Competency	Duration [e.g. 1 lesson, 1 week]	Due date
Part A: Written Task	SITHCCC006: Produce appetisers and salads	Maximum 2 weeks, own time	The completed cluster assessment task is to be submitted to the assessor (teacher), following school procedures.
Part B: Observation of Practical Work	SITHCCC005: Prepare dishes using basic methods of cookery SITHCCC006: Prepare appetisers and salads SITHCCC011: Use cookery skills effectively	Observed during an event such as café, function to reflect industry deadlines and customer ratios. Workflow plan to be submitted two weeks prior to service period/function.	
Part C: Portfolio	SITHCCC011 Use cookery skills effectively	Performance to be observed and evidence gathered during service periods, throughout the course AND TWO weeks to prepare and collate Portfolio of Evidence	

*Foundation Skills incorporating language, literacy, numeracy and employment skills required for competent performance are embedded in the units of competency.*

## **Additional Requirements**

I have special needs and require adjustments to undertake this task.  YES  NO

Describe here how the task was modified for special needs and/or EAL/D e.g.

- Altering/simplifying the language used \_\_\_\_\_
- Providing support staff \_\_\_\_\_
- Providing tutorial sessions \_\_\_\_\_
- Providing additional time to complete the task \_\_\_\_\_
- Altering assessment methods used \_\_\_\_\_

Please note, when altering an assessment method such as use of verbal questioning instead of written response teacher must indicate alteration on the task (e.g. **V** written next to question)

## **Student Acknowledgement** (To be completed before student is assessed)

I understand:

- The requirements of the assessment task and assessment methods.
- What is being assessed and can perform the tasks described in this assessment.
- I can apply for Recognition of Prior Learning (RPL), or Credit Transfer
- All work submitted must be my own and must not be copied from another person or source.
- The assessment appeals process.

Name ..... Student's Signature: ..... Date: .....

## Part A: Written Task (Appetisers and Salads)

**Part A** – To successfully complete this assessment and demonstrate your knowledge, you must attempt and complete **ALL** questions satisfactorily.

- This section is to be completed in your own time (maximum 2 weeks).
- You may use your class notes, textbook and learning resources (eg. Didasko, Futura)
- Your assessor will inform you of the due date for this section of the assessment task (page 2).
- Answer questions 1 – 11 in the space provided.

1. Describe suitable environmental conditions **ensuring food safety** and **optimising shelf life** when storing each of the completed dishes listed below when service will be in 2 hours' time:

Nicoise Salad

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Fruit Salad

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Spiced cherry tomato and avocado canapés

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2. List THREE quality checks you should make when selecting lettuces and other leafy greens for appetisers or salads:

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3. Dressings are used in salads to:

- a) Use up left-over salad ingredients
- b) Allow all the flavours of the salad ingredients to blend together
- c) Distinguish the type of salad you have created
- d) Add flavour, moisten ingredients and allow the ingredients to blend together.

4. A vinaigrette is a mixture of:
  - a) One-part vinegar and two parts balsamic vinegar
  - b) Three parts oil to one part vinegar
  - c) One-part vinegar and two parts ghee
  - d) Two parts vinegar to one part oil
  
5. When cutting cabbage, which precision cut would be used to create a traditional coleslaw?
  - a) Chiffonnade
  - b) Macedoine
  - c) Brunoise
  - d) Julienne
  
6. What adjustments to presentation might you need to make after visually evaluating a dish before service?
  - a) Modify ingredients to adjust the flavour and texture of the dish
  - b) Increase portion sizes if the dish looks too small
  - c) Clean up drips and spills. Change dips or sauces if they are incorrect.
  - d) Make sure any special dietary requests have been met.
  
7. A tossed garden salad should be dressed
  - a) The night before service
  - b) Just prior to service
  - c) At the table by the guest
  - d) Two to three hours before service
  
8. Tapas originates from the Mediterranean and include:
  - a) Prawn fritters, Spanish-style kebabs and tomato and anchovy toasts
  - b) Scones, jam and cream and pork pies
  - c) Dim Sims, asparagus in bread and curry puffs
  - d) Sauerkraut, rice paper rolls and pumpemickel
  
9. What must be considered when garnishing cold canapés?
  - a) Canapés are relatively small so the garnish must be in proportion to the item.
  - b) Canapés must catch the customer's eye, so a brightly coloured garnish is required.
  - c) When producing large numbers of the same canapé, use different garnishes for variety.
  - d) Fruit garnishes will deteriorate quickly, making the base of the canapé soggy.
  
10. Complete the table to work out the quantities required to make 1 litre of mayonnaise if the recipe lists the following quantities for 250mL?

Ingredients	250ml	1 litre
egg	1	
oil	250ml	
Dijon mustard	½ tsp	
white wine vinegar	1T	
lemon	1/4	
salt	pinch	

11. Select TWO salads and TWO appetisers from Part B and complete the following table to indicate:

- quality indicators for ingredients used to prepare dish
- indication of spoilage of ingredients and how to dispose of when contaminated
- appropriate storage of each dish

appetiser/Salad	quality Indicators	indicator of spoilage and/or contamination (potential deficiencies) and HOW to dispose of when contaminated	environmental Storage Conditions (including humidity, ventilation, sanitary cleanliness and temperature)

12. a) Select TWO salads and TWO appetisers from Part B. Complete the following table by identifying the characteristics of these dishes.

appetiser/Salad	service style & appearance and presentation (including dressings/garnishes and plating)	nutritional value	taste	texture

<p><b>Student Feedback - Part A: Written questioning</b></p>	<input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>More Evidence Required</b>
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of storing appetisers and salads to ensure food safety and optimise shelf life</li> <li>• Demonstrates knowledge of characteristics of different appetisers and salads including indicators of spoilage and how to dispose of correctly when contaminated.</li> <li>• Quality indicators for appetisers and salads</li> <li>• Appropriate dressings and garnishes</li> </ul>	<p>Teacher feedback to student:</p>
<p><b>Assessor Signature:</b></p>	<p><b>Date:</b></p>



## Part B: Observation of Practical Work– SITHCCC005 & SITHCCC006 & SITHCCC011

**Part B** – To successfully complete this assessment and demonstrate your demonstrated knowledge and practical skills, you must attempt and complete ALL questions satisfactorily.

- Your assessor will inform you of the date/s for your practical assessment.
- Work flow must be prepared for ALL recipes and submitted two weeks prior to the first service period/function.
- Follow hygiene and safety procedures when preparing all dishes.
- Students must prepare ALL recipes provided in a commercial setting – this may be a café, or event (or simulated event) with minimum 6 different customers.

### NOTE TO TEACHERS

- Each student must prepare every recipe listed in Part B.
- Portion control procedures and response to special customer requests and dietary requirements must be demonstrated
- Student observation checklists MUST be completed and signed by assessor with result (S/MER) identified in the Practical Observation Checklist found in the EAG.
- The ingredients for the following recipes will need to be calculated to reflect the required quantities to be produced depending on number of customers (minimum SIX customers per service period to reflect commercial constraints and deadlines).

## Recipes

Follow standard recipes to prepare EACH of the following appetisers and salads:

### Salads:

All recipes MUST be assessed

- **Chicken Caesar Salad** (classical salad)
- **Deconstructed Salad Bowl** (Modern Salad)
- **Nicoise Salad** (cold salad)
- **Bean and Roast Vegetable Salad** (Warm Salad)
- **Fruit Salad**

### Appetisers

- **antipasto** – Lamb kofta, tabouleh, Mediterranean grilled vegetables, hommus dip, parmesan twists
- **canapés** Spiced cherry tomato and avocado
- **hors d'oeuvres** Vegetable pasties with spicy mango chutney
- **tapas** Lemon Pepper Squid and garlic aioli, Chicken meatballs with sweet chilli dipping sauce

**Directions to students:**

1. Students are to work as a team, however each student must demonstrate skills and knowledge of EACH recipe.
2. The time allowed for the service period is specified on the assessment task cover sheet under “duration”. Students are expected to start the service period in full uniform at the scheduled time. There will not be time allocated to change into your uniform.
3. Each student requires a fully equipped tool kit.
4. WHS and personal and environmental hygiene principles should be followed.
5. Student will need to select from ingredients provided, checking for spoilage or contamination prior to preparation.
6. Select correct type and size of equipment suitable to requirements and safely assemble and ensure cleanliness of equipment before use.
7. Your teacher will provide instructions about any additional requirements (including serving requirements and equipment) at the start/prior to the service period.
8. Students are expected to organise all mise en place to prepare the menu item according to the recipe provided. No other recipe can be substituted. This should include organisation of all equipment and collection of ingredients at the start of the assessment task.
9. Ensure that workflow plans are visible during the service period and that they are implemented.
10. The assessor will observe and ask questions during the service period. Written feedback will be provided to students at a later date.
11. If you have any questions regarding the service period, ask your teacher (NOT other students).
12. Cleaning procedures are to be followed during and at the conclusion of the service period/function. You must not leave the kitchen/food preparation area until your teacher has checked that it is clean.
13. Prior to the service period, you will be required to submit:
  - Workflow plan
14. Following the service period/assessment task
  - Completed observation checklist signed by assessor

## Workflow Plan

1. Prepare a workflow plan using the template provided (This should be submitted 2 weeks prior to the service period/function for your teacher to check.)
  - Read through the recipe/s then prepare a detailed list of tasks considering food safety practices for handling different food types.
  - Include appropriate cleaning and storage techniques to minimise the risk of food contamination.
  - The time listed can either be the time of day, or the estimated time it will take you to complete the task (in minutes).
  - List all ingredients that you will use including quantities.
  - List each ingredient only once at the task/step that you will use it.
  - Prepare a detailed list of all equipment you will need and record it on the work flow plan beside the task and ingredients that are relevant.

Name of Menu Item:

Date: \_\_\_\_\_

TIME	TASK	INGREDIENTS/TEMPERATURES*/STORAGE	UTENSILS/EQUIPMENT
<i>*Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points indicated</i>			

TIME	TASK	INGREDIENTS/TEMPERATURES*/STORAGE	UTENSILS/EQUIPMENT
<i>*Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points indicated</i>			

*NB Students can copy additional pages as require*

TIME	TASK	INGREDIENTS/TEMPERATURES*/STORAGE	UTENSILS/EQUIPMENT
<i>*Food storage/holding temperatures to prevent microbial contamination should be used at the critical control points indicated</i>			

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## CHICKEN CAESAR SALAD Classical salad

(serves 1)

### CAESAR SALAD

Oil for frying  
40 g butter / ghee  
½ rasher bacon (frozen, needs to be thawed)  
½ chicken breast fillet (frozen, needs to be thawed)  
4 leaves Cos lettuce  
1 tablespoon grated parmesan  
1 anchovy (optional)  
1 egg  
Splash white vinegar  
1 slice bread

### DRESSING

1 egg yolk  
1 anchovy fillet (optional)  
1 clove of garlic  
1 tablespoon lemon juice (cut and squeeze from a lemon)  
½ teaspoon Dijon mustard  
½ cup olive oil

### Mise en place

- Wash and tear lettuce
- Remove crusts from bread and make 8mm croutons
- Crush garlic
- Boil egg (safely store)
- Remove rind and chop bacon (safely store)
- Clarify butter
- Crush garlic
- Chop anchovy
- Juice lemon
- Remove crusts from bread and make 8mm croutons

### **Clarify Butter**

1. Melt the butter in a small saucepan over low heat
2. When the butter has completely melted, skim (remove) scum off the surface.
3. Pour butter oil into a clean bowl leaving the sediment (milk solids) behind.
4. Remember do not allow butter to boil rapidly.

### **Prepare croutons**

1. Transfer clarified butter to a small saucepan
2. Heat clarified butter
3. Toss the croutons in clarified butter
4. When croutons are golden, drain them on absorbent paper

### **Prepare Dressing**

1. Separate egg. Store egg white appropriately for further use (date, code and refrigerate).
2. Put the crushed garlic and anchovy into a small bowl/food processor, add the egg, lemon juice, Dijon mustard, and whisk/process until smooth.
3. While beating gradually add in the oil, drop by drop at first, then in a thin stream, until the dressing is thick and creamy. Leave aside.

### **Prepare Salad**

1. Remove rind from the bacon and chop the bacon; date, code and refrigerate.
2. Boil water reduce to simmer; lower egg into water and boil for 8 – 10 min. Refresh cold.
3. Fry the bacon in a dry frypan on a low heat and then drain on paper towels.
4. Grill the chicken till cooked.
5. Tear the lettuce leaves into pieces and toss in a medium mixing bowl with croutons, bacon and half the parmesan cheese.
6. Pour dressing over the salad ingredients and toss well.
7. Transfer salad to a serving plate, sprinkle with parmesan cheese and serve.

## Deconstructed Salad Bowl (Modern Salad)

Serves 4



*Students can complete this recipe in pairs. Each student must grill a piece of steak*

### Ingredients

- 2 x 100g beef rump steaks (or other steak)
- 150g vermicelli noodles, cooked according to packet instructions
- 1 cup coriander
- 1 cup mint leaves
- 2 spring onions thinly sliced on the angle
- 1 cucumber
- 1 carrot
- 50 g bean sprouts

### Dressing Ingredients

- 1/2 lemon (zest and juice)
- 1 Kaffir lime leaf
- 1/4 cup (125ml) rice vinegar
- 2 tablespoons fish sauce
- 1/4 cup (55g) caster sugar
- 2 long red chillies
- 1 - 2 garlic cloves

### Mise en place

- Zest half lemon by finely julienning peel (save lemon juice)
- Shred kaffir lime leaf
- deseed and thinly slice chillies
- crush garlic using salt
- pick, wash and dry coriander and mint
- wash and peel carrot remove the top, julienne
- measure all commodities
  - remove the ends of the cucumber and slice into ribbons (using a peeler)

1. Preheat a barbecue or chargrill on high. Cook steak on preheated grill for 3-4 minutes each side for medium-rare or until cooked to your liking. Transfer to a plate. Cover with foil and set aside for 5 minutes to rest. Use a sharp knife to thinly slice the steak.
2. Combine lemon zest, lemon juice, kaffir lime leaf, then place in a pan along with rice vinegar, chilli, fish sauce, garlic and sugar. Bring to a simmer over medium heat, stirring to dissolve the sugar, remove from heat.
3. Cover, date and return to the refrigerator for storage.
4. Present the salad in the bowl by arranging all ingredients beside each other, starting with the noodles to one side, place the sliced beef to the side of the noodles. Arrange carrot and cucumber alongside, sprouts, mint and coriander leaves. Drizzle the cooled dressing over the beef and noodles in the bowl and sprinkle with sliced spring onions as a garnish.





## Nicoise Salad (cold Salad)

(serves 2)

### Ingredients

#### SALAD

- 6 (300g) small chat potatoes
- 200g baby green beans
- 200g can tuna in oil or (fresh tuna optional- pan-fry or grill)
- 100g grape tomatoes,
- 1/3 cup black olives
- 1 baby cos lettuce heart, leaves separated, washed
- 2 eggs
- 3 anchovy fillets in oil
- 1 quantity nicoise dressing

#### NICOISE DRESSING

- 1/3 cup olive oil
- 1/3 cup red wine vinegar
- 1 tablespoon dijon mustard

### Mise en place

- halve potatoes
- trim beans
- drain and flake tuna
- halve tomatoes
- drain olives
- drain and halve anchovies lengthways (optional)

### Dressing

1. Whisk oil, vinegar and mustard in a bowl. Season with salt and pepper.
2. Cover, date and return to the refrigerator for storage

### Salad

1. Boil potatoes in a large saucepan of boiling water for 10 mins until tender, transfer to a large bowl. Retain water.
2. Add the beans to the remaining boiling water and blanch for 1-2 minutes until bright green and just tender. Drain. Slice in half on an angle when cool.
3. Refresh the beans in ice cold water then add beans to the potato
4. Add tuna, tomatoes, olives, lettuce, egg and anchovy to the potato mixture
5. Gently poach eggs
6. Add red wine dressing to salad and toss to combine and top with poached eggs.
7. Season with salt and pepper and serve

## Bean and Roast Vegetable Salad (Warm Salad)

serves 6 (vegetarian)



### Ingredients

#### SALAD

- 1 medium red capsicum
- 1 medium yellow capsicum
- 2 medium zucchinis
- 100g button mushrooms
- 1 medium red onion
- 2 garlic cloves
- 250g cherry tomatoes
- 200g green beans, trimmed
- 2 tablespoons Chango noodles
- 1 - 2 tsp mixed Italian dried herbs

#### DRESSING

- 1 tablespoon olive oil
- 2 tablespoons balsamic vinegar

### Mise en place

- thickly slice capsicums
- Cut zucchini diagonally into 1 cm thick slices
- cut mushrooms in half
- cut red onion into wedges
- crush garlic
- trim beans

### METHOD

#### Vegetables

1. Preheat oven to 200°C/180°C. Place capsicum, zucchini, mushrooms, onion and Italian herbs in a large baking dish. Combine oil, vinegar and garlic in a bowl. Drizzle over vegetables. Toss to coat.
2. Roast for 20 minutes. Add tomatoes. Roast for 15 minutes or until vegetables are tender and tomatoes are starting to collapse.

#### Steamed beans

1. Bring a large saucepan of water to the boil over high heat and place a bamboo steaming basket (or other type of steamer) on top with beans inside.
2. Steam beans for 3 minutes or until bright green and just tender.
3. Pat dry with paper towel to remove any moisture. *Alternatively, use an atmospheric steamer for the beans.*

#### Dressing

1. Combine ingredients in jar with lid and shake vigorously

#### Assemble

1. Add beans to the roast vegetable mixture.
2. Toss to combine.
3. Sprinkle with Chango noodles. Serve.



## Fruit Salad (serves 4)

### Ingredients

#### SALAD

- 300g pineapple
- 400g rockmelon
- 400g seedless watermelon
- 125g (half a punnet) strawberries
- 100g seedless green grapes
- 100g seedless red grapes

#### DRESSING

- 2 passionfruit
- 2 teaspoons lime juice
- 200ml natural yoghurt
- 1 teaspoon cinnamon
- 1 tablespoon dried, shaved coconut (optional)

### Mise en place

- Remove skin and top from the pineapple
- wash grapes and pick from the stem, cut in half
- peel and cut watermelon into 2cm cubes
- peel and cut rockmelon into 2 cm cubes
- wash, hull and quarter strawberries
- pulp passionfruit
- juice lime

### Method

1. Mix together passionfruit pulp, lime juice and the natural yoghurt in a bowl the spoon into a small serving dish.
2. Cover, date and return to the refrigerator for storage
3. Combine fruit in large bowl
4. Portion and serve with yoghurt and coconut

## Spiced cherry tomato and avocado canapé's

**makes 36**

**(vegetarian)**



### Ingredients

- 2 avocados
- 250g cherry tomatoes
- ½ small red onion
- ⅓ C fresh continental parsley
- olive oil spray
- 36 wonton wrappers
- ⅓ C natural yoghurt
- 10-12 drops of Tabasco sauce
- 2 T lemon juice
- salt and pepper

### Mise en place

- preheat oven to 190 °C
- remove stones from avocado
- coarsely chop tomatoes
- brunoise onion
- wash, dry, pick and chop parsley

### Method

1. Spray a mini muffin pan with oil. Press a wonton wrapper into each hole. Bake for 8 minutes or until golden brown. Set aside in the muffin pan to cool.
2. Place avocado and yoghurt in a bowl. Stir to combine. Add the Tabasco sauce to taste. In a separate bowl, combine tomato, onion, lemon juice and parsley. Season with salt and pepper.
3. Spoon the avocado mixture evenly among the wonton cups. Arrange on a serving platter and top with the tomato mixture. Garnish with remaining parsley and serve immediately.



**Spiced Mango apple cider chutney**  
**accompaniment for braised root vegetable pasties**  
**(makes approx. 750ml)**

**Ingredients**

- ½ tablespoon cooking oil
- 2 teaspoons fresh ginger, finely minced
- 1 cloves garlic, finely minced
- 1 large onion finely diced
- ½ red chili, sliced
- ¼ teaspoon ground coriander
- ¼ teaspoon ground cumin
- ¼ teaspoon turmeric
- ¼ teaspoon ground cardamom
- ¼ teaspoon ground cloves
- ¼ teaspoon ground cinnamon
- ¼ teaspoon mixed spice
- ¼ teaspoon salt
- 2 mangoes peeled and diced (Tinned mango may be used)  
Pineapple may be substituted
- ¾ cup white granulated sugar
- ½ cup apple cider vinegar

**Mise en place**

- Finely mince garlic & ginger
- Finely dice onion (brunoise)
- Slice chili
- Peel and dice mango

**Method**

1. Heat the oil over medium-high in a medium stock pot.
2. Sauté the ginger, onion, garlic and red chilies for a minute.
3. Add the spices and sauté for another minute.
4. Add the diced mangoes, sugar, salt, and vinegar and stir to combine.
5. Bring it to a rapid boil and reduce to medium-low.
6. Steady simmer for 1 hour.
7. Remove from heat and allow it to cool.
8. If you prefer smaller chunks, use a potato masher to mash the mixture to the desired consistency.



## Braised root vegetable Pasties (vegetarian)

**makes 4**

### Ingredients

- 100g Parsnips
- 100g Turnips
- 100g Pumpkin
- 100g Potato
- 3 stalks Celery
- 50g Beetroot
- 1 Large onion
- 1 Leek
- 3 cloves Garlic
- 100ml Coconut cream
- 1T spoons olive oil
- Ground Black pepper
- 2 sheets of puff pastry

### Mise en place

- preheat oven to 180 °C
- Dice root vegetables
- Slice onions and leeks

### METHOD

1. Preheat oven to 180°C/Gas 4.
2. Mix your diced roots with a good pinch of salt, pepper, and a gloss of olive oil.
3. Heat a large frying pan. Sizzle the veg over medium-low heat till just tender and starting to colour up.
4. Stir in the onions/leeks. Cook (braise) until soft. Add garlic and spices.
5. Add the coconut milk. Let it cool down. Taste. Add more seasoning and fresh black pepper if you like. Let the mix cool fully before filling your pasties.
6. Roll your pastry out to about ½ cm thick. Using a small saucer or bowl as a guide, cut out 4-6 circles.
7. Brush the inside rim of each circle with egg to help seal the pasties. Add about 5 tbsp. of filling per pastry.
8. Fold the pasties, pinching the edges to seal. Gloss the outside with beaten egg.
9. Bake for 20-25 min, or till golden.
10. Heat spicy mango chutney in microwave and serve

**TAPAS**

**Lemon Pepper Squid and garlic aioli,  
Chicken meatballs with sweet chilli dipping sauce**

**Serves 6**

**Ingredients**

**Lemon Pepper Squid**

- 3 squid hoods
- ½ C rice flour
- 1 T lemon pepper
- Egg white (left from aioli)

**Sauce**

- 120gms garlic aioli

**Ingredients**

**Chicken Meatballs**

- 600gms chicken mince
- 1 C stale bread crumbs
- 100ml Hoi sin sauce
- 2T barbeque sauce
- 1 T ginger
- 1 clove garlic, crushed

**Dipping sauce**

- ½ C vinegar
- ½ C sugar
- 1 birds eye chilli
- ¼ C sweet chilli sauce
- 1T coriander
- ¼ Lebanese cucumber

**Mise en place**

- Clean, score and cut squid into strips
- Make batter with rice flour lemon pepper and egg white

**Method**

**Lemon Pepper Squid**

1. Combine rice flour with lemon pepper and egg white
2. Toss squid in flour
3. Then dip into batter
4. Deep fry squid until golden brown and drain on absorbent paper.
5. Serve with garlic aioli.

**Chicken Meatballs**

1. Mix all ingredients
2. Shape into balls with wet hands.
3. Allow to stand to set.
4. Deep fry until cooked through.
5. Serve with sweet chilli sauce

**Dipping sauce**

1. Combine vinegar, sugar and sweet chilli sauce in small saucepan, bring to the boil and reduce by 1/3
2. Remove from heat. Add chilli, coriander and cucumber and serve

**ANTIPASTO MEZZO PLATE**

**LAMB KOFTA, TABOULEH, MEDITERRANEAN GRILLED VEGETABLES, HOMOUMS DIP, PARMESAN TWISTS**

<p><b>Ingredients</b></p> <p><b>LAMB KOFTA</b></p> <ul style="list-style-type: none"> <li>• 1 Tablespoon egg</li> <li>• 1 brown onion</li> <li>• ½ bunch continental parsley</li> <li>• ½ bunch mint</li> <li>• 6 T cracked wheat (soaked)</li> <li>• 300gms lamb mince</li> <li>• 1T Moroccan seasoning</li> <li>• Salt and pepper</li> <li>• ¼ C oil (cooking)</li> </ul>	<p><b>Mise en place</b></p> <ul style="list-style-type: none"> <li>• soak wheat</li> <li>• chop parsley and mint</li> </ul>
<p><b>TABOULEH</b></p> <ul style="list-style-type: none"> <li>• ½ C fine cracked wheat (burghul)</li> <li>• 1 Lebanese cucumber</li> <li>• 2 small tomato</li> <li>• 6 shallots</li> <li>• 1/2 bunch parsley</li> <li>• 1/2 bunch mint</li> <li>• 2 T fresh lemon juice</li> <li>• 2 T Olive oil</li> <li>• Salt and pepper</li> </ul>	<ul style="list-style-type: none"> <li>• Soak wheat</li> <li>• Chop parsley and mint</li> <li>• Thinly slice shallots</li> <li>• Concasse tomato</li> <li>• Juice lemon</li> <li>• Deseed and dice cucumber</li> </ul>
<p><b>MEDITERRANEAN GRILL</b></p> <ul style="list-style-type: none"> <li>• 3 pocket (pita) bread</li> <li>• 120gms haloumi</li> <li>• 6 slices egg plant</li> <li>• 1 red capsicum</li> <li>• 1T olive oil</li> <li>• 2T French salad dressing</li> </ul>	<ul style="list-style-type: none"> <li>• Slice haloumi into 1cm slices</li> <li>• Slice and salt eggplant</li> </ul>
<p><b>DIP Hommus</b></p> <ul style="list-style-type: none"> <li>• 1 can chick peas</li> <li>• 1t cumin</li> <li>• 2T tahini paste</li> <li>• 3 cloves garlic</li> <li>• Juice of one lemon</li> <li>• 100 ml olive oil</li> </ul>	<ul style="list-style-type: none"> <li>• Drain and rinse chickpeas</li> <li>• Juice lemon</li> </ul>
<p><b>PARMESAN TWISTS</b></p> <ul style="list-style-type: none"> <li>• 2 T olive oil</li> <li>• Pinch sea salt</li> <li>• 1 clove garlic</li> <li>• 1 sheet puff pastry</li> <li>• ½ cup finely grated parmesan</li> </ul>	<ul style="list-style-type: none"> <li>• Crush garlic</li> <li>• Thaw pastry</li> </ul>



### HOMMUS DIP

1. Place all ingredients in food processor and process until combined
2. Cover and place in fridge until required

### LAMB KOFTA

1. Lightly beat egg
2. Brunoise onion
3. Finely chop parsley and mint
4. Place cracked wheat in a heat proof bowl and add boiling water. Allow to stand for 15 minutes and then drain.
5. Add mince, egg, onion, parsley, mint, seasoning and salt and pepper. Mix well.
6. Divide mixture into 6 ball shapes.
7. Store in refrigerator for at least 15 minutes.
8. Heat small cast iron pan on medium heat, with oil and cook lamb for 3-4 minutes or until cooked through.
9. Place onto paper towel ready for serving.

### TABOULEH

1. Place the cracked wheat in a bowl and cover with  $\frac{1}{4}$  cup warm water, leave aside for at least 10 minutes.
2. Finely chop the cucumber, tomato, shallots, parsley and mint and place into a small mixing bowl.
3. Add the softened cracked wheat, lemon juice and olive oil. Mix well and adjust seasoning if necessary.

### MEDITERRANEAN GRILLED VEGETABLES

1. Char grill capsicum – hold over gas burner, (place in bowl) cover with glad wrap and allow to sweat. Once cooled slice into strips.
2. Salt eggplant, rinse and dry. Coat with olive oil. Place on griddle or health grill and cook.
3. Pre heat frypan. Pan fry haloumi turning once till golden brown.
4. Present with twists, kofta and tabouleh.

### PARMESAN TWISTS

1. Preheat oven to 180°C.
2. Place the oil, salt and garlic in a bowl and stir to combine.
3. Brush the pastry with the oil mixture and cut into 1cm strips.
4. Sprinkle with parmesan, twist and place on a baking tray with non-stick baking paper.
5. Bake for 5-8 minutes or until puffed and golden.

## ASSESSOR OBSERVATION CHECKLIST – SITHCCC006 Prepare Appetisers and Salads & SITHCCC005 Prepare dishes using basic methods of cookery

Students: You will be observed demonstrating the following tasks, by an assessor, whilst completing each dish.

<b>Student Name:</b> _____								
Key: ✓ = Observed satisfactory      ✖ = Observed More Evidence Required (MER)      NO = Not Observed								
Prepare each of the following dishes as part of a function/ event catering for minimum SIX different customers								
<b>Chicken Caesar Salad</b>	<b>Salad Bowl</b>	<b>Nicoise Salad</b>	<b>Bean and Roast Vegetable Salad</b>	<b>Fruit Salad</b>	<b>Antipasto</b> Lamb kofta, tabbouleh, Mediterranean an grilled vegetable, hummus dip, parmesan twists	<b>Canapés</b> Spiced cherry tomato and avocado	<b>Hors D'oeuvres</b> Vegetable pastie with spicy mango chutney	<b>Tapas</b> Lemon pepper squid and garlic aioli, chicken meatballs with sweet chili dipping sauce
Date	Date	Date	Date	Date	Date	Date	Date	Date
_ / _ / _	_ / _ / _	_ / _ / _	_ / _ / _	_ / _ / _	_ / _ / _	_ / _ / _	_ / _ / _	_ / _ / _
Were all the above dishes prepared within commercial time constraints and deadlines	<input type="checkbox"/> Yes <input type="checkbox"/> No		Were the above dishes served to customers and responded to special customer requests?	<input type="checkbox"/> Yes <input type="checkbox"/> No		What customer requests did student respond to? (if no requests made, ask student verbally what changes might be requested):		
Dishes reflect quantities to be produced	<input type="checkbox"/> Yes <input type="checkbox"/> No		Portion control and food safety practices followed when preparing dishes when:	<input type="checkbox"/> Handling <input type="checkbox"/> Storing		If response to any of the questions is no, please provide feedback:		
<b>Performance Evidence Observed by Assessor (Detailed criteria in Assessor Evidence and Answer Guide)</b>						<b>Assessor Check: Satisfactory (S) More Evidence Required (MER) Feedback to student</b>		
Student selects ingredients	<input type="checkbox"/> Confirm food production requirements <input type="checkbox"/> Calculate correct ingredient amounts <input type="checkbox"/> Identify and select ingredients from stores							
Student prepares and uses equipment safely and hygienically.	<input type="checkbox"/> Student selects and safely prepares correct equipment ready for use. <input type="checkbox"/> Safely assembles and ensures cleanliness of equipment prior to use <input type="checkbox"/> Uses equipment safely and hygienically							

<p><b>Student completes mis en place safely and efficiently</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sort and assemble ingredients according to food production sequencing</li> <li><input type="checkbox"/> Weigh and measure ingredients and calculate number of portions</li> <li><input type="checkbox"/> Clean and cut ingredients as required</li> <li><input type="checkbox"/> Prepare ingredients</li> <li><input type="checkbox"/> Minimise wastage</li> </ul>	
<p><b>Prepares appetisers and salads and cooks dishes within commercial timeframe according to customer orders.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student follows standard recipes and adjusts taste, temperature and texture as required.</li> <li><input type="checkbox"/> Student selects and uses relevant cookery methods for dishes including salads and appetisers</li> <li><input type="checkbox"/> Cooking process is completed in a logical, planned and safe manner</li> <li><input type="checkbox"/> Sauces and dressings are prepared according to recipe</li> <li><input type="checkbox"/> Select and add accompaniments suited to the dish</li> <li><input type="checkbox"/> Problems identified with cooking process and takes corrective action.</li> </ul>	
<p><b>Student presents dishes for customers and store ingredients appropriately.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Present dishes attractively on appropriate service-ware</li> <li><input type="checkbox"/> Add dips, sauces, garnishes and accompaniments according to standard recipes.</li> <li><input type="checkbox"/> Store dishes in appropriate <i>environmental conditions</i></li> <li><input type="checkbox"/> Visually evaluate dish and <i>adjust presentation</i></li> <li><input type="checkbox"/> Clean work area</li> </ul>	
<p><b>Co-assessor observed performance</b> (Insert Signature / Initials and Date/s)</p>		
<p><b>Assessor Comment</b></p>    <p>I agree that all the above steps in this checklist have been demonstrated <b>S/MER</b></p>		

## ASSESSOR OBSERVATION CHECKLIST SITHCCC011 Use cookery skills effectively.

Students: You will be observed demonstrating the following tasks, by an assessor, whilst completing each dish. All must be observed during practical assessment of SITHCCC008 or additional evidence will be required from additional service period observations.

<p><b>Student Name:</b> _____</p>	
<p>Key: ✓ = Observed satisfactory      ✕ = Observed More Evidence Required (MER) NO = Not Observed</p>	
<p><b>Student works safely and cooperatively with others to support timely and quality food service when performing designated kitchen roles as part of a team to achieve production requirements during service period</b></p>	
<p><b>Student deals with pressure of work and kitchen conditions when multi-tasking and integrates technical and other skills to respond to multiple demands simultaneously during production period.</b></p>	
<p><b>Responded to special customer requests (e.g. Gluten Free – substituted flour)</b></p>	<p><input type="checkbox"/> verbal questioning (response must be recorded) Change made to dish/recipe:</p>
<p><b>Organise and prepare for food service or production</b> Student follows organisational procedures and standard recipe cards when planning, organising and preparing for food service or production.</p>	<p><input type="checkbox"/> cleaning and preparing vegetables and other ingredients <input type="checkbox"/> preparing and portioning food types, ingredients and dishes <input type="checkbox"/> selecting and using service-ware and equipment.</p>
<p><b>Cook menu items for food service or production.</b> Student follows organisational procedures for safety and hygiene procedures when cooking appropriate menu items for food service or production using a range of commercial kitchen equipment based on standard recipes.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> MER</p>
<p><b>Complete end of shift requirements.</b> Student follows organisational procedures when completing end of shift requirements.</p>	<p><input type="checkbox"/> cleaning procedures <input type="checkbox"/> post-shift debrief or handover <input type="checkbox"/> preparing work area for the next food service or production period <input type="checkbox"/> restocking <input type="checkbox"/> storing food items <input type="checkbox"/> updating stock inventory.</p>
<p><b>Co-assessor observed performance</b> (Insert Signature / Initials and Date/s)</p>	
<p><b>Assessor Comment</b></p> <p>I agree that all the above steps in this checklist have been demonstrated S/MER</p>	

## Part C: Portfolio of evidence – compiled by the learner SITHCCC011 Use cookery skills effectively

This task gives you the opportunity to show how you have worked cooperatively with others and individually to develop your skills and knowledge to enter the Hospitality Industry as an effective employee. **SITHCCC011: Use Cookery skills effectively** is the holistic unit for the Hospitality – Kitchen Operations course. That evidence is now to be collated and submitted as a portfolio that you could take with you to job interviews to show potential employers what you can do.

**Instructions to students:**

- Complete and submit each of the following:
  - Twelve Service Periods and
  - Portfolio of Cookery Skills.

**Presentation:**

- You have two weeks to collate the evidence you have gathered during your course to prepare this portfolio.
- The portfolio should be formatted appropriately e.g. word processed (not hand written) with clear section headings.
- It may be presented electronically (e.g. One Note, or a Microsoft Word document), or in hard copy (e.g. a plastic sleeve, display folder) or another form as negotiated with your teacher.
- Evidence for the portfolio may be collected throughout the 240 hour SIT20416 Hospitality course
- Your teacher will provide some allocated class time for developing the portfolio and to give feedback on sighted progress however it is each student’s responsibility to produce and maintain the portfolio during the Preliminary and HSC course.
- **Teachers will need to insert specific requirements for submitting the task electronically or hard copy according to school requirements and policy.**

### Task Description

#### Portfolio of Cookery Skills

During your Preliminary and HSC Hospitality course you are required to collect various forms of evidence to satisfy the requirements of the *holistic unit* SITHCCC011 Use cookery skills effectively.

This evidence will also relate to your participation in a minimum of **12 complete service periods**. During these service periods you need to demonstrate your ability to:

- Organise and prepare for food service
- Cook and serve menu items for food service
- Complete end of shift requirements
- Maintain the cleanliness and tidiness of work areas
- Work as part of a team, multi task and respond to multiple demands in a positive and courteous manner

Evidence for this portfolio can include:

Service Period:	Can provide evidence of:
Cluster A,B & C	Service Periods - evidence to include observation checklists, menus, customer feedback, photographs, videos, job list etc  ONLY if assessed according to the assessor requirements of SITHCCC011
Work placement journal	Prepare and serve multiple items for a <u>maximum</u> of 10 complete service periods (shifts) – ensure a range of shifts are included.
Additional evidence of service periods/functions	Evidence must be provided to show that service periods have been observed and assessed according to the assessor requirements of SITHCCC011 e.g. photos, menus, customer feedback etc.

## Service Periods – portfolio SITHCCC011 Use cookery skills effectively

Each student is to complete **TWELVE SERVICE PERIODS**.

You must complete the '**service period mapping**' (next page) with

- date of service period;
- brief description of type of function (work placement, café, event);
- tick type of function for each service period (each type should be ticked at least once) and
- clearly identify your job role for each service period.

For each service period completed at work placement, additional evidence will need to be provided, including completed **work placement journal date/time logs**.

During these service periods you must demonstrate:

**Safe and hygienic methods** when preparing and serving menu items to industry and organisational quality standards for a minimum of twelve complete service periods (shifts) that cover a combination of:

- breakfast**
- lunch**
- dinner**
- special function**

**Teamwork** skills to: work safely in the kitchen, supporting a safe environment for self and others.

**Self-management** skills to: respond to multiple demands simultaneously to support live service and production period deal with pressure of work and kitchen conditions.

**Evidence must include:** (to be collated and form portfolio in Part C):

- Completed Service Period mapping for TWELVE service periods.
- Observation checklist completed for SITHCCC011 (original submitted with this cluster task)
- Copy of completed Workplace journals (where work placement is identified for service periods) signed by employer.
- ONE job list prepared by student (for a service period)
- Copy of Work Schedule and End of Shift procedures followed during ONE service period
- Observation checklists for ALL service periods (other than those identified in workplace journals).

**Evidence may include:**

- Photograph of student during service period (in uniform)
- Promotional flyers/menus for service periods/functions/cafes
- Post event student evaluation

Service Period Mapping

Service Period	Date of placement/ Function	Type of Function	Job Role/s (brief description)	Service Period	Date of placement/ Function	Type of Function	Job Role/s (brief description)
1		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function		7		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function	
2		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function		8		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function	
3		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function		9		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function	
4		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function		10		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function	
5		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function		11		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function	
6		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function		12		<input type="checkbox"/> breakfast <input type="checkbox"/> lunch <input type="checkbox"/> dinner <input type="checkbox"/> special function	

# Workplace journals (maximum 10 service periods, must cover a range of shifts)

Work Placement Attendance Hours

Student Name: \_\_\_\_\_ VET course \_\_\_\_\_

To be completed by the student and verified by the host employer on page 10.

Date	Start Time	Finish Time	Lunch Break	Total Hours Per day	Service Period <i>(Hospitality only)</i>
e.g. 20.3.15	9.00 am	4.30 pm	Use not include in total	7 hours	Breakfast (B) Lunch (L) Dinner (D)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
<b>Total Hours Completed:</b>					

Was the student absent on any day/s?     Y     N

Did the student inform you of their absence?     Y     N     N/A

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Host Employer's Report

Student Name: \_\_\_\_\_ VET course \_\_\_\_\_

Employability Skill	(Tick the appropriate boxes)
Self-Management	<b>Punctuality</b> <input type="checkbox"/> always on time <input type="checkbox"/> satisfactory <input type="checkbox"/> unsatisfactory (late to arrive/leaves early)
	<b>Appearance and dress for job requirements</b> <input type="checkbox"/> well groomed and neatly dressed <input type="checkbox"/> appropriate <input type="checkbox"/> inappropriate
Initiative and Enterprise	<b>Attention to safety</b> <input type="checkbox"/> excellent <input type="checkbox"/> adequate <input type="checkbox"/> could take more care <input type="checkbox"/> does not wear/use appropriate safety equipment or PPE
	(Circle the appropriate boxes)
Initiative and Enterprise	<input type="checkbox"/> <input type="checkbox"/> shows initiative and can work unsupervised
Learning	<input type="checkbox"/> <input type="checkbox"/> ability to follow instructions
Communication	<input type="checkbox"/> <input type="checkbox"/> ability to communicate with others in the workplace
Teamwork	<input type="checkbox"/> <input type="checkbox"/> ability to work with others
Planning & Organising	<input type="checkbox"/> <input type="checkbox"/> ability to prioritise tasks
Problem Solving	<input type="checkbox"/> <input type="checkbox"/> persistence with given tasks and challenges
Technology	<input type="checkbox"/> <input type="checkbox"/> ability to understand and use technology in the workplace
Cross-Cultural Understanding	<input type="checkbox"/> <input type="checkbox"/> ability to work with people of different backgrounds

Comments:

\_\_\_\_\_

\_\_\_\_\_

Employer's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Thank you for being involved in the work placement program*

## Jobs Checklist (each student must complete the following job checklist identifying tasks that need to be completed for ONE service period. These tasks can change per service period and will depend on booking numbers and mise en place needing replenishing)


More rows can be added as required

## Copy of Work Schedule and End of Shift procedures

Insert copy of work schedule and End of shift procedures followed during ONE service period here (this can be hand written, typed or a photograph of procedures followed):

[Insert work schedule here]



## End of Shift Procedures

[Insert end of shift procedure here]

### You as a Hospitality professional

Insert a photo of yourself wearing your Hospitality Uniform, during a service period:

[Insert photo here]

<b>Student Feedback - Part C: Portfolio of evidence – compiled by the learner</b>	<input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>More Evidence Required</b>
<p>Student provided satisfactory evidence of:</p> <ul style="list-style-type: none"> <li>- Safely and hygienically preparing and serving menu items to industry and organisational quality standards for a <b>minimum of twelve complete service periods</b> covering a combination of:             <ul style="list-style-type: none"> <li>• Breakfast, dinner, lunch and special function</li> </ul> </li> <li>- perform designated kitchen roles as part of a team to achieve production requirements during the above service periods</li> <li>- work professionally undertaking tasks according to team responsibilities and organisational requirements</li> <li>- prepare dishes appropriate to each of the above service periods within the typical workplace time constraints of a busy commercial kitchen</li> </ul>	
<b>Co-assessor observed portfolio of evidence</b>	
(Insert Signature / Initials and Date)	
<b>Assessor Comment</b>	
S/MER	

**Additional Evidence**

List below if supplementary evidence was required to determine competence: e.g. verbal questioning; third party evidence (e.g. work placement employer report, photographs), school events, videos etc. and upload to QMS. If an alternative location is used (e.g. One Drive) The Senior pathways Officer and VET Coordinator must be given access to the evidence

Unit of Competency	Evidence description
SITHCCC005 Prepare dishes using basic methods of cookery	
SITHCCC006 Prepare appetisers and salads	
SITHCCC011 Use cookery skills effectively	

**Assessors must satisfy** the SIT – Tourism, Travel and Hospitality (Release 1.1) training package for assessors to have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

**Instruction to teacher**

Indicate (with a tick✓), which alternate assessment model has been used to determine the assessment outcome for each unit of competency.

Unit of Competency	Model 1- Teacher with Industry Experience Assessment	Model 2- Internal Collaborative Assessment	Model 3- External Collaborative Assessment (Teacher from RTO/Industry Expert)
SITHCCC006 Prepare Appetisers and Salads			
SITHCCC005 Prepare dishes using basic methods of cookery			
SITHCCC011 Use cookery skills effectively			

**If model 2 or 3 is implemented, the collaborator must sign and complete contact details.**

Model 2 – Collaborative Assessment Industry experience verified on QMS <i>The assessment decision has been made collaboratively</i>	Model 3 – External Collaborative Assessment Industry experience verified on QMS or Industry Experience Log <i>The assessment decision has been made collaboratively</i>
Name:	Name:
Signature:	School/Company:
Date:	Signature: <span style="float: right;">Date:</span>

**Assessment Outcome:**

SITHCCC005 Prepare dishes using basic methods of cookery	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITHCCC006 Prepare appetisers and salads	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent
SITHCCC011 Use cookery skills effectively	<input type="checkbox"/> Competent	<input type="checkbox"/> Not yet competent

**If you have been deemed NOT YET COMPETENT for any unit of competency:**

- Refer to the feedback located within the task and make necessary corrections or adjustments and resubmit the task.
- Additional attempt/s are allowed to demonstrate competence. The teacher will record the outcome of additional attempts in the table below:

Unit of Competency	Insert Date of reassessment			Teacher signature
	Outcome: C / NYC	Outcome: C / NYC	Outcome: C / NYC	
SITHCCC005 Prepare dishes using basic methods of cookery				
SITHCCC006 Prepare appetisers and salads				
SITHCCC011 Use cookery skills effectively				

**Teacher's general comment**

.....  
 .....

I declare that I have conducted a fair, valid, reliable and flexible assessment with this student and I have provided appropriate feedback

Teacher's Signature.....

Date: .....

**STUDENT FEEDBACK** - Please provide feedback to your teacher regarding this assessment task

	Yes	No	A bit	Unsure
Did the class work and activities help you to complete this competency task?				
Were the instructions in this task clear?				
Did this task help you to gain a better understanding of the unit of competency being studied and assessed?				
Did you find the task challenging? If yes, why?				
Could this task be improved? If yes, how?				

If you do not agree with the assessment outcome, please ask your teacher about the appeals process.

Student's Signature: .....

Date: .....