**Student Pack**

What is the purpose of this document?

The StudentPack is the document you, the student, needs to complete to demonstrate competency. This document includes the context and conditions of your assessment, the tasks to be completed by you and an outline of the evidence to be gathered.

The information includes the following:

* Information related to the unit of competency
* Guidelines and instructions to complete each task and activity
* A student evaluation form

**Student Evaluation Form**

These documents are designed after conducting thorough industry consultation. Students are encouraged to evaluate this document and provide constructive feedback to their training organisation if they feel that this document can be improved.

**Link to other unit documents**

* The Student Pack is a document for students to complete to demonstrate their competency. This document includes context and conditions of assessment, tasks to be administered to the student, and an outline of the evidence to be gathered from the student.
* The Unit Mapping is a document that contains information and comprehensive mapping with the training package requirements.
* The Unit Requirements is a document that contains information related to the unit of competency for the Training Organisation staff and students.

**Document Usage**

CAQA Resources

<https://caqaresources.com.au/>

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# **Student and trainer details**

|  |  |
| --- | --- |
| **Student details** | |
| Full name: |  |
| Student ID: |  |
| Contact number: |  |
| Email address: |  |
| **Trainer details** | |
| Full name: |  |

# **Qualification and unit of competency**

|  |  |
| --- | --- |
| **Qualification/Course/Program Details** | |
| Code: |  |
| Name: |  |
| **Unit of competency** | |
| Code: | SITHKOP012 |
| Name: | Develop recipes for special dietary requirements |
| Releases: | 1.0 |
| Release date: | 10/Jun/2022 |

# **Assessment Submission Method**

|  |
| --- |
| By hand to trainer/assessor  By email to trainer/assessor  Online submission via Learning Management System (LMS)  Any other method \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Please describe here) |

# **Student declaration**

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| * I have read and understood the information in the Unit Requirements prior to commencing this Student Pack * I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice; * I have kept a copy of this Student Pack and all relevant notes, attachments, and reference material that I used in the production of this Student Pack; * For the purposes of assessment, I give the trainer/assessor permission to:   + Reproduce this assessment and provide a copy to another member of staff; and   + Take steps to authenticate the assessment, including communicating a copy of this assessment to a plagiarism checking service (which may retain a copy of the assessment on its database for future plagiarism checking).   Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date: \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# **Assessment Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| The student must be assessed as satisfactory in each of the following assessment methods in order to demonstrate competence in a variety of ways. | | | |
| **Evidence number/ Task number** | **Assessment method/ Type of evidence/ Task name** | | **Sufficient evidence recorded/Outcome** |
| Assessment task 1 | Knowledge Test (KT) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| Assessment task 2 | Skills Test | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Outcome** | C  NYC | Date assessed: | Trainer signature: |

# **Completion of the Assessment Plan**

|  |
| --- |
| Your trainer is required to fill out the Assessment Plan Outcome records above, when:   * You have completed and submitted all the requirements for the assessment tasks for this cluster or unit of competency. * Your work has been reviewed and assessed by your trainer/assessor. * You have been assessed as either satisfactory or unsatisfactory for each assessment task within the unit of competency. * You have been provided with relevant and detailed feedback.   Every assessment has a “Feedback to Student” section used to record the following information. Your trainer/assessor must also ensure that all sections are filled in appropriately, such as:   * Result of Assessment (satisfactory or unsatisfactory) * Student name, signature and date * Assessor name, signature and date * Relevant and detailed feedback |

# **Unit Requirements**

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| --- |
| You, the student, must read and understand all of the information in the Unit Requirements before completing the Student Pack. If you have any questions regarding the information, see your trainer/assessor for further information and clarification. |

Pre-Assessment Checklist: Task 1 - Knowledge Test

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| --- |
| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| Make sure you have completed the necessary prior learning before attempting this assessment.  Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  Make sure you understand what evidence is required to be collected and how.  Make sure you know your rights and the Complaints and Appeal process.  Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix - Appendix A and negotiate these with your trainer/assessor).  Make sure that you have access to a computer and the internet (if you prefer to type the answers).  Make sure that you have all the required resources needed to complete this assessment task.  The due date of this assessment task is in accordance with your timetable.  In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.  I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  I confirm that the purpose and procedure of this assessment task has been clearly explained to me.  I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  I confirm that I am ready for assessment.  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Assessment method-based instructions and guidelines: Knowledge Test

|  |
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| **Assessment type** |
| * Written Questions |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the first (1) assessment task you must successfully complete to be deemed competent in this unit of competency. * The Knowledge Test is comprised of ten (10) written questions * You must respond to all questions and submit them to your Trainer/Assessor. * You must answer all questions to the required level, e.g. provide an answer within the required word limit, to be deemed satisfactory in this task * You will receive your feedback within two (2) weeks, and you will be notified by your Trainer/Assessor when your results are available. |
| Applicable conditions: |
| * All knowledge tests are untimed and are conducted as open book assessment (this means you can refer to your textbook during the test). * You must read and respond to all questions. * You may handwrite/use a computer to answer the questions. * You must complete the task independently. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your written skills and knowledge to your trainer/assessor. |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’s Student Handbook. |
| Location: |
| * This assessment task may be completed in:   a classroom  learning management system (i.e. Moodle),  workplace,  or an independent learning environment.   * Your trainer/assessor will provide you with further information regarding the location for completing this assessment task. |
| Instructions for answering the written questions: |
| * Complete a written assessment consisting of a series of questions. * You will be required to answer all the questions correctly. * Do not start answering questions without understanding what is required. Read the questions carefully and critically analyse them for a few seconds; this will help you to identify what information is needed in the answer. * Your answers must demonstrate an understanding and application of the relevant concepts and critical thinking. * Be concise, to the point and write answers within the word-limit given to each question. Do not provide irrelevant information. Remember, quantity is not quality. * You must write your responses in your own words. * Use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups based on attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender-inclusive language should be used. * When you quote, paraphrase, summarise or copy information from other sources to write your answers or research your work, always acknowledge the source. |
| Purpose of the assessment |
| This assessment task is designed to evaluate student’s knowledge essential to plan cooking operations in a range of contexts and industry settings and knowledge regarding the following:   * Knowledge of the culinary terms and common trade names for:   + substitute ingredients used to produce dishes for special dietary requirements   + ingredients suitable for meeting different nutritional needs   + ingredients that cause common allergic reactions   + food additives and preservatives * Knowledge of the main types, culinary characteristics and ingredients of special diets that are part of contemporary Australian society:   + lifestyle   + medical   + religious * Knowledge of the characteristics of special dietary requirements of customer groups mentioned in the performance evidence * Knowledge of the role of other professionals who may be involved in recipe planning for customers:   + allied health professionals   + dietitians   + medical specialists   + nutritionists * Knowledge of the main types and characteristics of:   + drug-food interactions   + food allergy   + food intolerance   + religious dietary sanctions * Knowledge of the key health, legal and reputational consequences of failing to address special requirements, including:   + allergic reactions   + anaphylaxis   + food sensitivity or intolerance reactions   + customer preferences and aversions * Knowledge of the basic principles and practices of nutrition:   + nutrient groups and their food sources:     - vitamins     - minerals     - fibre     - carbohydrates     - fats     - protein     - water   + influences on food choice   + food labelling and interpretation   + role and implications of using food additives and preservatives   + health implications of food choices   + role of good nutrition in avoiding dietary diseases   + effects of various cooking methods and food storage on nutrients * Knowledge of the primary components and recommendations of the Australian Dietary Guidelines, in particular those for older Australians, children and adolescents and their use in recipe planning * Knowledge of the methods and formulas for calculating portion yields and costs from ingredients:   + standard measures   + standard yield tests   + food cost percentage   + budgeted sales price   + GST addition or subtraction * Knowledge of the methods to gain feedback on suitability of recipes:   + discussion with colleagues   + discussion with customers   + consultation with other professionals |

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| Task instructions |
| * This is an individual assessment. * To ensure your responses are satisfactory, consult a range of learning resources and other information such as handouts, textbooks, learner resources etc. * To be assessed as Satisfactory in this assessment task, all questions must be answered correctly. |

Assessment Task 1: Knowledge Test

**Provide your response to each question in the box below.**

|  |  |  |  |
| --- | --- | --- | --- |
| Q1: | Outline the following culinary terms and common trade names for the items mentioned in column 1 of the table given below:   1. Substitute ingredients used to produce dishes for special dietary requirements. 2. Ingredients suitable for meeting different nutritional needs 3. Ingredients that cause common allergic reactions 4. Food additives and preservatives | Satisfactory response | |
| **yes** | **no** |
| |  |  | | --- | --- | | **Culinary terms and common trade names:** | **Description:** | | Substitute ingredients used to produce dishes for special dietary requirements: | | | Gluten-free: |  | | Dairy-free: |  | | Ingredients suitable for meeting different nutritional needs: | | | High in protein: |  | | High in vitamin c: |  | | Ingredients that cause common allergic reactions: | | | Peanuts: |  | | Eggs: |  | | Food additives and preservatives: | | | Artificial sweeteners: |  | | Preservatives: |  | | | | |
| Q2: | Outline the main types, culinary characteristics, and ingredients of special diets that are present in contemporary Australian society based on the three elements listed in column 1 of the table below:   1. Lifestyle 2. Medical 3. Religious | **Satisfactory response** | |
| **yes** | **no** |
| |  |  |  |  | | --- | --- | --- | --- | | **Elements:** | **Types (Any two)** | **Culinary charcterstics:** | **Ingredients of special diets:** | | Lifestyle: |  |  |  | | Medical: |  |  |  | | Religious: |  |  |  | | | | |
| Q3: | Outline the characteristics of special dietary requirements of customer groups mentioned in the performance evidence with the help of the table given below:   |  |  | | --- | --- | | **Special dietary requirements of customer groups:** | **Description: (50-80 words each)** | | Adolescents: |  | | Athletes: |  | | Children: |  | | Defence force personnel: |  | | Elderly people: |  | | People in health care: |  | | Ill or injured people: |  | | People with nutritional and energy requirements due to physical condition: |  | | People in areas affected by disaster or environmental extremes: |  | | People in remote areas: |  | | **Satisfactory response** | |
| **yes** | **no** |
| Q4: | Outline the role of the following professionals who may be involved in recipe planning for customers with the help of the table given below:   |  |  | | --- | --- | | **Types of professionals:** | **Description of the role (30-50 words each)** | | Allied health professionals: |  | | Dietitians: |  | | Medical specialists: |  | | Nutritionists: |  | | **Satisfactory response** | |
| **yes** | **no** |
| Q5: | Explain the main types and characteristics of the following elements with the help of the table given below:   |  |  |  | | --- | --- | --- | | **Elements:** | **Types: (Any two)** | **Characteristics: (Any two)** | | Drug-food interactions: |  |  | | Food allergy: |  |  | | Food intolerance: |  |  | | Religious dietary sanctions: |  |  | | **Satisfactory response** | |
| **yes** | **no** |
| Q6: | Answer the following questions regarding the key health, legal and reputational consequences of failing to address special requirements.  6.1 How do you address allergic reactions? Write your answer in 50-80 words.  6.2 Explain anaphylaxis in 50-80 words.  6.3 Discuss the food sensitivity or intolerance reactions in 50-80 words.  6.4 Discuss the customer preferences and aversions for addressing special requirements in 50-80 words. | **Satisfactory response** | |
| **yes** | **no** |
|  | | | |
| Q7: | Answer the following requestions regarding basic principles and practices of nutrition.  7.1 Explain the following nutrient groups and their food sources with the help of a table given below:   |  |  |  | | --- | --- | --- | | **Nutrient groups:** | **Description: (30-50 words each)** | **Food sources: (any two)** | | Vitamins |  |  | | Minerals: |  |  | | Fibre: |  |  | | Carbohydrates: |  |  | | Fats: |  |  | | Protein: |  |  | | Water: |  |  |   7.2 Explain the influences of nutrient groups on food choice in 50-80 words.  7.3 What is food labelling and interpretation? Write your answer in 50-80 words.  7.4 Discuss the role and implications of using food additives and preservatives in 50-80 words.  7.5 Outline the health implications of food choices in 50-80 words.  7.6 What is the role of good nutrition in avoiding dietary diseases? Write your answer in 50-80 words.  7.7 Discuss the effects of various cooking methods and food storage on nutrients in 50-80 words. | Satisfactory response | |
| **yes** | **no** |
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| Q8: | Answer the following questions regarding the primary components and recommendations of the Australian dietary guidelines, in particular those for older Australians, children and adolescents and their use in recipe planning.  8.1 Outline the primary components and recommendations of the Australian dietary guidelines, in particular, those for:   1. Older Australians 2. Children and adolescents   (Write your answer for each of the above points in 30-50 words).  8.2 Discuss using Australian dietary guidelines in recipe planning in 50-80 words. | Satisfactory response | |
| **yes** | **no** |
|  | | | |
| Q9: | Explain the following methods and formulas for calculating portion yields and costs from ingredients:   |  |  | | --- | --- | | Methods and formulas | Explanation (50-80 words) | | Standard measures |  | | Standard yield tests |  | | Food cost percentage |  | | Budgeted sales price |  | | GST addition or subtraction |  | | **Satisfactory response** | |
| **yes** | **no** |
| Q10: | Explain the following methods to gain feedback on the suitability of recipes:   1. Discussion with colleagues 2. Discussion with customers 3. Consultation with other professionals.   (Write your answer for each of the above points in 50-80 words). | **Satisfactory response** | |
| **yes** | **no** |
|  | | | |

* 1. Assessment Results Sheet

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| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and/or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  Vocational competencies at least to the level being delivered  Current relevant industry skills  Current knowledge and skills in VET, *and undertake*  Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of this assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Pre-Assessment Checklist: Task 2 – Skills Test

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| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| Make sure you have completed the necessary prior learning before attempting this assessment.  Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  Make sure you understand what evidence is required to be collected and how.  Make sure you know your rights and the Complaints and Appeal process.  Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).  Make sure that you have access to a computer and the internet (if you prefer to type the answers).  Make sure that you have all the required resources needed to complete this Assessment Task (AT).  The due date of this assessment task is in accordance with your timetable.  In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.  I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  I confirm that the purpose and procedures of this assessment task has been clearly explained to me.  I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  I confirm that I am ready for assessment.  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Assessment method-based instructions and guidelines: Skills Test

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| **Assessment type** |
| * Skill Test - Develop recipes for special dietary requirements |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the second (2) assessment task you must successfully complete to be deemed competent in this unit of competency. * This assessment task is a Skills Test. * This assessment task consists of four (4) practical demonstration activities.   + Activity 1: Identify recipe requirements.   + Activity 2: Develop recipes for special diets.   + Activity 3: Cost and document special recipes   + Activity 4: Monitor suitability of special recipes * You will receive your feedback within two (2) weeks, and you will be notified by your trainer/assessor when your results are available. * You must attempt all activities of the project for your trainer/assessor to assess your competence in this assessment task. |
| Applicable conditions: |
| * This skill test is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook or other learner materials during the test). * You will be assessed independently on this assessment task. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your skills, techniques and knowledge to your trainer/assessor. * Your trainer/assessor may ask you relevant questions during this assessment task |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’s Student Handbook. |
| Location: |
| * This assessment task may be completed in:   a classroom  learning management system (i.e. Moodle),  workplace,  or an independent learning environment.   * Your Trainer/Assessor will provide you with further information regarding the location for completing this assessment task. |
| Purpose of the assessment |
| The purpose of this assessment task is to assess the student’s knowledge and skills essential to develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons in a range of contexts and industry settings.   * Skills to write recipes and recommendations for cooking methods. * Skills to listen and respond to routine customer feedback and ask questions of health and other professionals to inform recipe choice. * Skills to calculate the cost of producing dishes. * Skills to research information on emerging dietary trends. * Skills to identify budgetary constraints and adjust recipes to suit. * Skills to access and sort information required for recipe planning to coordinate a timely and efficient development process. * Skills to use computers and software programs to cost and document recipes. |

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| --- |
| Task instructions |
| * The assessment task requires the student to develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons. * This task is to be completed in a simulated work environment set up by the training organisation. * The student must use the templates provided to document their response. * The student must use the formulas provided to cost menus. * You must assess the performance as per the performance criteria and checklist provided. |

Assessment Task 2: Skills Test

**Skills Test**

This assessment task requires the student to develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons.

This includes:

* Identifying recipe requirements
* Developing recipes for special diets
* Costing and documenting special recipes
* Monitoring suitability of special recipes.

This task is to be completed in a simulated commercial kitchen. This simulated commercial kitchen will be arranged by your trainer/assessor.

The simulated workplace environment must meet the following criteria:

|  |  |
| --- | --- |
| **Are there opportunities for students to:** | **Yes/No/NA** |
| Follow standard operating/workplace procedures |  |
| Use up-to-date software and equipment |  |
| Work within stated timelines to meet deadlines |  |
| Gain experience in the challenges and complexities of dealing with multiple tasks |  |
| Experience prioritising competing tasks and dealing with contingencies |  |
| Deal with customers, clients, or other colleagues |  |
| Work with others in a team |  |
| Communicate with diverse groups |  |
| Find, discuss and test solutions to problems |  |
| Explore health and safety issues in the workplace environment |  |
| Answer practically oriented, applied knowledge questions |  |
| Show the level of written and verbal expression sufficient for the work requirements |  |
| Work independently and manage workload |  |

**Scenario:**

You are recently appointed as a chef in Golden Chick restaurant in Melbourne. This restaurant is a part of a food chain. This restaurant has been established for almost two years. There is a strong competition in the food chain industry in Melbourne and many restaurants have been established for more than two decades.

This restaurant normally prepares and serves a variety of nutritious food items to compete in the market. John is the owner of Golden Chick restaurant and has hired you to prepare a variety of dishes based on dietary and cultural food requirements. He wants to increase the productivity of the restaurant by increasing customer satisfaction to be able to compete efficiently in the market.

John approached you and said that you need to develop and cost recipes for the dietary and culturally requirements of the customers.

You are required to develop recipes that comply with the Australian dietary and nutritional guidelines for the following groups:

* Adolescents
* Athletes
* Children
* Defence force personnel
* Elderly people
* People in health care
* Ill or injured people
* People with nutritional and energy requirements due to physical condition
* People in areas affected by disaster or environmental extremes.
* People in remote areas

Notes:

* Two (2) of the above eight recipes must reflect one or more lifestyle dietary requirements.
* Four (4) of the above eight recipes must address one or more medical dietary requirements.
* Two (2) of the above eight recipes must address one or more religious dietary requirements.
* The above recipes must be developed demonstrating:
  + methods for responding to feedback and adjusting recipes.
  + basic principles and practices of nutrition.

To develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons, you need to:

* Write recipes and recommendations for cooking methods.
* Listen and respond to routine customer feedback and ask questions of health and other professionals to inform recipe choice.
* Calculate the cost of producing dishes.
* Research information on emerging dietary trends.
* Identify budgetary constraints and adjust recipes to suit.
* Access and sort information required for recipe planning to coordinate a timely and efficient development process.
* Use computers and software programs to cost and document recipes.

In these activities, your assessor/trainer will act as the owner and manager of the restaurant and your colleagues will act as professionals and customers from whom you need to confirm dietary requirements and seek feedback about the menus.

If there are insufficient numbers of students in the class, the trainer/assessor will act in multiple roles at appropriate times.

**Task:**

This assessment task requires the student to develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons for the following eight (8) groups:

* Adolescents
* Athletes
* Children
* Defence force personnel
* Elderly people
* People in health care
* Ill or injured people
* People in remote areas

During the completion of this assessment task, you will need to complete the following activities:

* Activity 1: Identify recipe requirements.
* Activity 2: Develop recipes for special diets.
* Activity 3: Cost and document special recipes
* Activity 4: Monitor suitability of special recipes

**Roles and responsibilities: Trainer/assessor:**

* The trainer/assessor will ensure that the student has access to the staff members in the organisation. The staff members will be assigned the role of different customer groups.
* The trainer/assessor must ensure that the staff members communicate in accordance with the script provided.
* Each student will be assessed individually for all assessment activities.
* Assist you in understanding the task requirements.
* Provide you information about job roles and responsibilities.
* Supervise/Observe you completing the assessment task.
* Assess you in accordance with the performance checklist provided.

**Timeframe to complete the project:**

One month (You have one month to complete the project): Changes to be made by the training organisation)

**Task requirements**

* You will be assessed on your technical knowledge and skills to complete this project.
* You will be assessed on working in a team environment and meeting your job role and responsibilities.
* You must follow the instructions provided by the trainer/assessor.
* The task must be completed in the specified timeframe.

Your trainer/assessor will supervise and observe you completing the above activities.

**Activity 1: Identify recipe requirements.**

In this activity, you are required to identify the dietary and nutritional requirements of the customer groups.

To complete this activity, you are required to follow the steps given below:

**Step 1:** Identify lifestyle, medical or religious recipe requirements of different customer groups.

* Request customer groups to provide information regarding lifestyle, medical or religious recipe requirements.
* Record the identified lifestyle, medical or religious recipe requirements using Template 1.

**Step 2:** Follow dietary advice provided by other professionals where relevant.

**Step 3:** Identify key health and legal consequences of ignoring special dietary requirements of customers and record using Template 1.

**Template 1: Recipe requirements**

|  |
| --- |
| **Recipe requirements (150-200 words)** |
| **Lifestyle, medical or religious recipe requirements of different customer groups** |
|  |
| **Key health and legal consequences of ignoring special dietary requirements of customers** |
|  |

Performance Criteria/Performance Checklist: Activity 1

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Identified lifestyle, medical or religious recipe requirements of different customer groups.   * Requested customer groups to provide information regarding lifestyle, medical or religious recipe requirements. * Recorded the identified lifestyle, medical or religious recipe requirements using Template 1. |  |  |  |
| Followed dietary advice provided by other professionals where relevant. |  |  |  |
| Identified key health and legal consequences of ignoring special dietary requirements of customers. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 2: Develop recipes for special diets.**

In this activity, you are required to develop eight (8) recipes for special diets considering the dietary needs for lifestyle, medical or religious reasons.

To complete this activity, you are required to follow the steps given below:

**Step 1:** Select a variety of suitable foods and recipes to meet specific requirements.

* Request customer groups to provide information regarding lifestyle, medical or religious recipe requirements.
* Record the identified lifestyle, medical or religious recipe requirements using Template 1.

**Step 2:** Identify appropriate combinations of food to meet macro- and micro-nutrient requirements.

**Step 3:** Develop recipes that balance nutritional requirements and variety using computer and software programs (Use MS-Word).

E-mail the recipes prepared to the trainer/assessor.

**Step 4:** Provide recommendations for food preparation, cooking and storage methods to maximise nutritional value of food and record your recommendations using Template 2.

**Template 2: Recommendations for food preparation, cooking and storage methods to maximise nutritional value of food**

|  |
| --- |
| **Recommendations for food preparation, cooking and storage methods to maximise nutritional value of food (50-100 words)** |
|  |

Performance Criteria/Performance Checklist: Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Selected a variety of suitable foods and recipes to meet specific requirements.   * Requested customer groups to provide information regarding lifestyle, medical or religious recipe requirements. * Recorded the identified lifestyle, medical or religious recipe requirements. |  |  |  |
| Identified appropriate combinations of food to meet macro- and micro-nutrient requirements. |  |  |  |
| Developed recipes that balance nutritional requirements and variety using computer and software programs (Use MS-Word). |  |  |  |
| Provided recommendations for food preparation, cooking and storage methods to maximise nutritional value of food. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 3: Cost and document special recipes.**

This activity is a continuation of Activity 1 and Activity 2.

This activity requires you to cost and document special recipes.

To complete this activity, you are required to complete the steps given below.

**Step 1:** Analyse the recipes and itemise proposed components/individual ingredients of dishes.

**Step 2:** Calculate portion yields and costs from raw ingredients.

* 1. Calculate the original weight of the raw ingredient
  2. Process raw ingredients to determine edible product weight
  3. Record the waste or trim weight loss during processing
  4. Subtract waste or trim weight from original weight to calculate edible product weight
  5. Calculate yield using the following formula:
     1. Yield % = Edible product weight / Original weight \* 100

**Step 3:** Calculate costs from raw ingredients using the following formula:

1. Cost of raw ingredients = Original cost \* (Yield Percentage/100)

**Step 4:**Calculate the cost of producing dish by adding costs of all the raw ingredients.

**Step 5:** Assess cost-effectiveness of proposed dishes or food production items and identify ingredients that provide high yield. Mark dishes as cost-effective if average portion yields of all the proposed components of a dish are greater than fifty (50) per cent.

**Step 6:** Price dishes to ensure maximum profitability.

To attain the profitability of fifteen (15) per cent, all the dishes must be sold by adding twenty-five (25) per cent mark-up above the cost of producing the dish. You are required to perform the following tasks:

* Calculate Selling price using the cost of producing dish you have calculated in Part A and by using the following formula:
  + Selling price = (Cost of producing dish \* 15%) + Cost of producing the dish

**Note:** Ten (10) per cent mark-up will be used to cover ancillary expenses.

Step 7: Complete standard recipe cards (spreadsheet provided). Include the following information:

* Method
* Portion size
* Ingredients
* Units of measure
* Description
* Cost of raw ingredients
* Equipment
* Food cost percentage
  + Cost of Producing Dish
  + Mark-ups Percentage
  + Selling Price, exculding GST
  + GST

Performance Criteria/Performance Checklist: Activity 3

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Analysed the recipes and itemised proposed components/individual ingredients of dishes. |  |  |  |
| 1. Calculated portion yields and costs from raw ingredients. |  |  |  |
| 1. Assessed cost-effectiveness of proposed dishes or food production items and identified ingredients that provide high yield. |  |  |  |
| 1. Priced dishes to ensure maximum profitability. |  |  |  |
| 1. Demonstrated numeracy ckills to:  * calculate the cost of producing dishes * calculate mark-ups and selling price for profitability * compare dishes based on their anticipated yield, budgetary constraints and profitability. |  |  |  |
| 1. Demonstrated technology skills to use computers and software programs to cost and document recipes. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 4: Monitor suitability of special recipes**

This activity requires you to monitor the suitability of special recipes.

To complete this activity, you are required to complete the steps given below.

**Step 1:** Use feedback from customers and others to determine suitability of recipes.

**Step 2:** Analyse the suitability of recipes against dietary goals, nutritional requirements and customer needs.

**Step 3:** Adjust recipes based on feedback and suitability.

**Step 4:**Submit the adjusted recipes to the trainer/assessor via e-mail.

Performance Criteria/Performance Checklist: Activity 4

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Used feedback from customers and others to determine suitability of recipes. |  |  |  |
| 1. Analysed the suitability of recipes against dietary goals, nutritional requirements and customer needs. |  |  |  |
| 1. Adjusted recipes based on feedback and suitability. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

* 1. Assessment Results Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  Vocational competencies at least to the level being delivered  Current relevant industry skills  Current knowledge and skills in VET, *and undertake*  Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of the assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Appendix A: Reasonable Adjustments

|  |
| --- |
| **Write (task name and number) where reasonable adjustments have been applied:** |
|  |
| **Reasonable Adjustments** |
| * Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments. * Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed. * The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability. * The trainer/assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented. * The trainer/assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made. * All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department. |

|  |  |  |
| --- | --- | --- |
| Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete) | | |
| **Category** | **Possible Issue** | **Reasonable Adjustment Strategy**  **(select as applicable)** |
| 🞎 LLN | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Confidence | 🞎 Verbal assessment  🞎 Presentations  🞎 Demonstration of a skill  🞎 Use of diagrams  🞎 Use of supporting documents such as wordlists |
| 🞎 Non-English Speaking Background | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Cultural background  🞎 Confidence | 🞎 Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process  🞎 Use methods that do not require a higher level of language or literacy than is required to perform the job role  🞎 Use short sentences that do not contain large amounts of information  🞎 Clarify information by rephrasing, confirm understanding  🞎 Read any printed information to the student  🞎 Use graphics, pictures and colour coding instead of, or to support, text  🞎 Offer to write down, or have someone else write, oral responses given by the student  🞎 Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student’s needs |
| 🞎 Indigenous | 🞎 Knowledge and understanding  🞎 Flexibility  🞎 Services  🞎 Inappropriate training and assessment | 🞎 Culturally appropriate training  🞎 Explore understanding of concepts and practical application through oral assessment  🞎 Flexible delivery  🞎 Using group rather than individual assessments  🞎 Assessment through completion of practical tasks in the field after demonstration of skills and knowledge. |
| 🞎 Age | 🞎 Educational background  🞎 Limited study skills | 🞎 Make sure font size is not too small  🞎 Trainer/Assessor should refer to the student’s experience  🞎 Ensure that the time available to complete the assessment takes account of the student’s needs  🞎 Provision of information or course materials in an accessible format.  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |
| 🞎 Educational background | 🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Discuss with the Student previous learning experience  🞎 Ensure learning and assessment methods meet the student’s individual need |
| 🞎 Disability | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Identify the issues  🞎 Create a climate of support  🞎 Ensure access to support that the student has agreed to  🞎 Appropriately structure the assessment  🞎 Provide information or course materials in an accessible format, e.g. a textbook in braille  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |

| **Explanation of reasonable adjustments strategy used** |
| --- |
|  |

|  |  |
| --- | --- |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | *I declare that I have attached all relevant evidence to provide reasonable adjustment. The training package guidelines and criteria have not been compromised in the process of providing reasonable adjustment to the student. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided explanation of reasonable adjustments strategy used, as required.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |

Appendix B: Learner Evaluation Form

Please complete this evaluation form as thoroughly as you can, in order for us to continuously improve our training quality. The purpose of the evaluation form is to evaluate the areas below:

* logistics and support
* facilitation
* training material
* assessment

Your honest and detailed input is therefore, of great value to us, and we appreciate your assistance in completing this evaluation form!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit of Competency Name | |  | Trainer/Assessor Name | |  | | | |
| Student Name (Optional) | |  | **Dates of Training** | |  | | | |
| Employer/Work site (if applicable) | |  | **Date of Evaluation** | |  | | | |
| A | **Logistics and Support Evaluation** | | | | | | | |
| No. | **Criteria/Question** | | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | The communication regarding the required attendance and time to study to pass this unit was correct | | |  |  |  |  |  |
| 2 | The staff were efficient and helpful. | | |  |  |  |  |  |
| 3 | The training equipment and material used was effective and prepared. | | |  |  |  |  |  |
| 4 | The training venue was conducive to learning (set-up for convenience of students, comfortable in terms of temperature, etc.) | | |  |  |  |  |  |
| Additional Comments on Logistics and Support | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| B | **Trainer/Assessor Evaluation** | | | | | |
| 1 | The trainer/assessor was prepared and knowledgeable on the subject of the program |  |  |  |  |  |
| 2 | The trainer/assessor encouraged student participation and input |  |  |  |  |  |
| 3 | The trainer/assessor made use of a variety of methods, exercises, activities and discussions |  |  |  |  |  |
| 4 | The trainer/assessor used the material in a structured and effective manner |  |  |  |  |  |
| 5 | The trainer/assessor was approachable and respectful of the learners |  |  |  |  |  |
| 6 | The trainer/assessor was punctual and kept to the schedule |  |  |  |  |  |
| 7 | The trainer/assessor was easy to understand and used the correct language |  |  |  |  |  |
| Additional Comments on Training | | | | | | |
|  | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| C | **Learning Evaluation** | | | | | |
| 1 | The learning outcomes of the unit are relevant and suitable. |  |  |  |  |  |
| 2 | The content of the unit was relevant and suitable for the target group. |  |  |  |  |  |
| 3 | The length of the training was suitable for the unit. |  |  |  |  |  |
| 4 | The learning material assisted in the learning of new knowledge and skills to apply in a practical manner. |  |  |  |  |  |
| 5 | The learning material was free from spelling and grammar errors |  |  |  |  |  |
| 6 | Handouts and exercises were clear, concise and relevant to the outcomes and content. |  |  |  |  |  |
| 7 | Learning material was generally of a high standard, and user-friendly |  |  |  |  |  |
| Additional Comments on Learning Evaluation | | | | | | |
|  | | | | | | |