



NATIONALLY RECOGNISED  
TRAINING

# Training and assessment strategy

SIT20416 Certificate II in Kitchen Operations – 4 QCE points CORE

St Joseph's College, Toowoomba

Disclaimer: The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. CORRECT AT THE TIME OF PRINTING 22/07/2019

# Section 1 Program overview

## 1.1 National requirements

School name	St Joseph's College, Toowoomba
RTO ID	30103
QCAA no.	257
Qualification code	SIT20416
Qualification title	Certificate II in Kitchen Operations

## 1.2 Qualification

Requirement	Packaging rules
<b>Qualification description and job roles</b>	<p>This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not provide the skills required by commercial cooks, which are covered in SIT30816 Certificate III in Commercial Cookery.</p> <p>This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> <li>• breakfast cook</li> <li>• catering assistant</li> <li>• fast food cook</li> <li>• sandwich hand</li> <li>• takeaway cook.</li> </ul>
<b>Packaging rules</b>	<p><b>13 units must be completed:</b></p> <ul style="list-style-type: none"> <li>• 8 core units plus 5 elective units.</li> </ul> <p><i>The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.</i></p>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<b>Entry requirements</b>	<p>There are no formal qualification entry requirements.</p> <p>Entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</li> <li>• Attend and participate in scheduled training and assessment.</li> <li>• Participate in workplace tasks to employer expectations.</li> <li>• Be able to work in an industry environment and handle industry standard equipment.</li> <li>• Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</li> </ul>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<b>Mode of delivery</b>	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> <li>• face to face in a simulated workplace environment for required performance and knowledge evidence</li> <li>• work experience in commercial work site — third party report</li> <li>• online for some components of training for knowledge evidence</li> <li>• in a classroom ('off the job') for some components of training for knowledge evidence</li> </ul>
<b>Delivery location</b>	The delivery location is the principle place of business of the RTO.
<b>Program duration</b>	Total program duration is 2 years of delivery and assessment.
<b>Amount of learning</b>	<p>The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The nominal volume of learning for this program is <b>R 2 years</b>.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• <b>R 220 hours</b> of scheduled training and assessment activity</li> <li>• one-on-one instruction as required</li> <li>• personal study time, either off the job or at home</li> <li>• additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies</li> <li>• online learning activities</li> </ul> <p>Total amount of learning: <b>R 1200–2400 hours</b></p>
<b>Learning resources</b> (Std 1.3)	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> <li>• enable students to meet the requirements for each unit of competency</li> <li>• support the number of students undertaking the training and assessment.</li> </ul>
<b>Assessment resources</b>	<p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.</p> <p>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.</p>
<b>Evidence-gathering conditions</b>	<ul style="list-style-type: none"> <li>• Will be progressively gathered for groups of units simultaneously.</li> <li>• Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event.</li> <li>• Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports.</li> <li>• Will be done under the specific assessment conditions required by the units.</li> </ul>
<b>Work placement arrangements for students</b>	<p><b>SITHCCC011 Use cookery skills effectively:</b></p> <p><b>Safely and hygienically prepare and serve menu items to industry and organisational quality standards for a minimum of twelve complete service periods (shifts) that cover a combination of:</b></p> <ul style="list-style-type: none"> <li>• <b>breakfast</b></li> <li>• <b>dinner</b></li> <li>• <b>lunch</b></li> <li>• <b>special function</b></li> </ul> <p><b>At least 6 of these service periods will be in school time. The remainder will be for the student to arrange. Third party report required.</b></p>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<b>Third party arrangements</b> (Adjust as appropriate)	<p><i>Legal name: TOOWOOMBA REGIONAL GROUP APPRENTICESHIP COMPANY PTY. LIMITED</i></p> <p><i>Trading name: Downs Group Training; The Apprenticeship Company</i></p> <p><i>ACN (or ABN if no ACN): 010 704 613</i></p> <p><b>Deliver and Assess;</b>  <b>HLTAID003 Provide first aid</b></p> <p><i>Legal name: Aurora Training Institute Pty Ltd</i></p> <p><i>Trading name: Aurora Training Institute</i></p> <p><i>ACN (or ABN if no ACN):081 027 634</i></p> <p><b>Deliver and Assess;</b>  <b>SITHFAB002 Provide responsible service of alcohol</b>  <b>SITHGAM001 Provide responsible gambling services</b>  <b>SITXFIN001 Process financial transactions</b>  <b>SITXWHS001 Participate in safe work practices</b></p>
<b>Educational and support services</b>	<p>Learners in this cohort are school students.</p> <p>The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours, to develop the required skills and knowledge.</p> <p>Full details on accessing additional support are contained in the student handbook.</p> <p>R:\Vocational Education\Voc Ed\HANDBOOKS- MAGAZINE\Student Handbook\VET Student Information Handbook 2018 v15.doc</p>
<b>Early termination of program</b>	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <ul style="list-style-type: none"> <li>students will be issued with a statement of attainment for any successfully completed units of competency</li> <li>any fees paid toward the program will be refunded on a pro rata basis.</li> </ul> <p>Full details of RTO's refund policy are contained in Student Handbook.</p> <p><b>R:\Vocational Education\VQF\VET Policies and Procedures\Policies and Procedures\Financial management 9.doc</b></p>
<b>Transition</b>	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program then:</p> <ul style="list-style-type: none"> <li>if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version</li> <li>if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.</li> </ul>
Requirement	Description
<b>Certificates and Statements of Attainment</b>	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days of all conditions being met:</p> <ul style="list-style-type: none"> <li>an <b>AQF certificate and record of results</b> will be issued if the qualification in which the learner is enrolled is complete</li> <li>a <b>statement of attainment</b> will be issued if the qualification in which the learner is enrolled is partially complete</li> </ul>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<b>Credit arrangements</b>	<p><b>Transitioning from an old version to a new version of a training product</b></p> <p>If the national register (training.gov.au) deems a superseded unit of competency to be equivalent to its new replacement, students may claim credit for a successfully completed superseded unit.</p>
	<p><b>If a student already holds a unit of competency</b></p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>
<b>Recognition of prior learning (RPL) arrangements</b>	<p>Students may request recognition of prior learning (RPL) assessment.</p> <p>Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>
	<p>R:\Vocational Education\VQF\VET Policies and Procedures\Policies and Procedures\Assessment 9.doc</p>
<b>Reissuing of Certificates and Statements of Attainment</b>	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p>
	<p>The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.</p> <p>R:\Vocational Education\VQF\VET Policies and Procedures\Policies and Procedures\Administrative &amp; records management procedures11.doc</p>
<b>Unique Student Identifier (USI)</b>	<p>The school RTO will not issue an AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual.</p>
	<p>A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: <a href="http://usi.gov.au/Students/pages/default.aspx">http://usi.gov.au/Students/pages/default.aspx</a></p>

Requirement	Description
<b>Recording results</b>	<ul style="list-style-type: none"> <li>• Evidence-gathering instruments are used as evidence of a student's progress toward competency.</li> <li>• The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents.</li> <li>• Students may continue to submit evidence until they exit the program.</li> <li>• Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed.</li> <li>• RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer or Withdrawn) in Student Data Capture System (SDCS).</li> <li>• All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program.</li> <li>• RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.</li> </ul>

<b>Student profiles</b>	<ul style="list-style-type: none"> <li>• Student profiles are updated by the assessor and are accessible to students on request.</li> <li>• Assessors update the profile to confirm an individual student’s submission of evidence and record interim and final outcomes.</li> <li>• RTO management uses final outcomes recorded in student profiles to update SDCS.</li> </ul>
<b>Projects and evidence-gathering instruments</b>	<ul style="list-style-type: none"> <li>• All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document.</li> <li>• A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.</li> </ul>

## Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy.

**Relevant standards:** 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

**Note:** A prerequisite unit may be delivered through an integrated approach with the secondary unit; it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit

Core and elective units being offered	Unit type	Pre-requisite unit required?
BSBWOR203 Work effectively with others	CORE	<input type="checkbox"/>
SITHCCC001 Use food preparation equipment	CORE	<input checked="" type="checkbox"/>
SITHCCC005 Prepare dishes using basic methods of cookery	CORE	<input checked="" type="checkbox"/>
SITHCCC011 Use cookery skills effectively	CORE	<input checked="" type="checkbox"/>
SITHKOP001 Clean kitchen premises and equipment	CORE	<input checked="" type="checkbox"/>
SITXFSA001 Use hygienic practices for food safety*	CORE	<input type="checkbox"/>
SITXINV002 Maintain the quality of perishable items	CORE	<input checked="" type="checkbox"/>
SITXWHS001 Participate in safe work practices	CORE	<input type="checkbox"/>
SITHCCC002 Prepare and present simple dishes	ELEC	<input checked="" type="checkbox"/>
SITXCCS003 Interact with customers	ELEC	<input type="checkbox"/>
SITHIND002 Source and use information on the hospitality industry	ELEC	<input type="checkbox"/>
HLTAID003 Provide first aid	ELEC	<input type="checkbox"/>
SITHFAB007 Serve food and beverage	ELEC	<input checked="" type="checkbox"/>
SITHFAB004 Prepare & serve non-alcoholic beverages	OTHER	<input checked="" type="checkbox"/>
SITHFAB002 Provide responsible service of alcohol	OTHER	<input type="checkbox"/>
SITHGAM001 Provide responsible gambling services	OTHER	<input type="checkbox"/>
SITXFIN001 Process financial transactions	OTHER	<input type="checkbox"/>

### Optional units and flexibility

*Electives were chosen to meet Training package requirements. They also aim to equip the students with work ready skills for industry. These electives also match the Trainer/Assessor skill set.*

## Section 3 Program details

Assessment project / activity / task (All codes and names must match Section 8)				
<b>Project 1</b>	<b>SITPR1</b>			
<b>Estimated duration</b>	Year 11 Term 1	<b>Unit/s for which evidence will be gathered</b> Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units.)	<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	<b>Introduction to Kitchen Operations</b> All students have a Learner Workbook which holds a number of activities, both formative and summative. The summative assessments include : <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities;               <ul style="list-style-type: none"> <li>• General practicals; learning skills/layout/procedures assessed using observations of hygiene</li> <li>• Oral – SITHIND002 Source and use information on the hospitality industry</li> <li>• Student - Clean kitchen check list</li> </ul> </li> </ul>	SITHIND002 Source and use information on the hospitality industry SITXFSA001 Use hygienic practices for food safety HLTAID003 Provide first aid	<b>Observation checklist</b>	<input checked="" type="checkbox"/> OBIND002 OBFSA001
			<b>Portfolio – Workbook</b> <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities</li> </ul> <b>Review folio of work against specifications</b>	<input checked="" type="checkbox"/> WBIND002 WBFSA001
			<b>Credit transfer - DGT</b>	
<b>Project 2</b>	<b>SITPR2</b>			
<b>Estimated duration</b>	Term 2	<b>Unit/s for which evidence will be gathered</b> Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>



Assessment project / activity / task (All codes and names must match Section 8)

<p><b>Description (summary)</b></p>	<p><b>Takeaways – Food RSA, RSG and Finance</b></p> <p>All students have a Learner Workbook which holds a number of activities, both formative and summative. The summative assessments include :</p> <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities;             <ul style="list-style-type: none"> <li>• Takeaways – Winter Warmers – practical tasks – cooking per ordered meals (family or single) for staff and parents. – as per order form. Trials of meals to assess suitability.</li> <li>• Small written project</li> <li>• Practical cookery projects – Open day</li> <li>• Student – check list – food prep sheet</li> </ul> </li> </ul>	<p><i>BSBWOR203 Work effectively with others</i> <i>SITHCCC001 Use food preparation equipment</i> <i>SITHCCC005 Prepare dishes using basic methods of cookery</i> <i>SITHCCC011 Use cookery skills effectively</i> <i>SITHKOP001 Clean kitchen premises and equipment</i> <i>SITXINV002 Maintain the quality of perishable items</i></p> <p><i>SITHCCC002 Prepare and present simple dishes</i> <i>SITHIND002 Source and use information on the hospitality industry</i> <i>SITHFAB004 Prepare &amp; serve non-alcoholic beverages</i> <b><i>SITHFAB002 Provide responsible service of alcohol</i></b> <b><i>SITHGAM001 Provide responsible gambling services</i></b> <b><i>SITXFIN001 Process financial transactions</i></b> <b><i>SITXWHS001 Participate in safe work practices</i></b></p>	<p><b>Observation checklist</b></p> <p><input checked="" type="checkbox"/></p> <p><b>Portfolio – Workbook</b></p> <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities</li> </ul> <p><b>Review folio of work against specifications</b></p> <p><input checked="" type="checkbox"/></p> <p><b>Student Work placement Logbook</b></p> <p><input type="checkbox"/></p> <p><b>Credit transfer – Aurora Training</b></p>	<p>OBWOR203 OBCCC001 OBCCC005 OBCCC011 OBKOP001 OBINV002 OBCCC002 OBIND002 OBFAB004</p> <p>WBWOR203 WBCCC001 WBCCC005 WBCCC011 WBKOP001 WBINV002 WBCCC002 WBIND002 WBFAB004</p>
<p><b>Project 3</b></p>	<p><b>SITPR3</b></p>			
<p><b>Estimated duration</b></p>	<p><i>Term 3</i></p>	<p><b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i></p>	<p><b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)</p>	<p><b>Evidence-gathering tool code</b></p>

Assessment project / activity / task (All codes and names must match Section 8)

<b>Description (summary)</b> <b>Breakfast Café – Service and Takeaways</b> <b>Grandparents day, Award Night &amp; Art Show</b> All students have a Learner Workbook which holds a number of activities, both formative and summative. The summative assessments include: <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities;                         <ul style="list-style-type: none"> <li>• Café/coffee shop – breakfast and lunch – a la carte menu – very simple production all made to order.</li> <li>• Small written project</li> <li>• Practical cookery projects – grandparents day, awards night and art show</li> </ul> </li> </ul>	SITXCCS003 Interact with customers SITHFAB007 Serve food and beverage BSBWOR203 Work effectively with others SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXINV002 Maintain the quality of perishable items SITHCCC002 Prepare and present simple dishes SITHFAB004 Prepare & serve non-alcoholic beverages	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	OBCCS003 OBFAB007 OBWOR203 OBCCC001 OBCCCC05 OBCCC011 OBKOP001 OBINV002 OBCCC002 OBFAB004
		<b>Portfolio – Workbook</b> <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities</li> </ul> <b>Review folio of work against specifications</b>	<input checked="" type="checkbox"/>	WBCCS003 WBFAB007 WBWOR203 WBCCC001 WBCCCC05 WBCCC011 WBKOP001 WBINV002 WBCCC002 WBFAB004
		<b>Student Work placement Logbook</b>	<input checked="" type="checkbox"/>	
<b>Project 4</b>	<b>SITPR4</b>			
<b>Estimated duration</b>	Term 4	<b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>
<b>Description (summary)</b> <b>Breakfast Café – Service and Takeaways</b> <b>Coffee Shop – Service and Takeaways</b> All students have a Learner Workbook which holds a number of activities, both formative and summative. The summative assessments include :	SITXCCS003 Interact with customers SITHFAB007 Serve food and beverage BSBWOR203 Work effectively with others SITHCCC001 Use food preparation equipment	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	OBCCS003 OBFAB007 OBWOR203 OBCCC001 OBCCCC05

Assessment project / activity / task (All codes and names must match Section 8)

	<ul style="list-style-type: none"> <li>Skills Activity</li> <li>Knowledge &amp;</li> <li>Performance Activities;                             <ul style="list-style-type: none"> <li>Café/coffee shop – breakfast and lunch – a la carte menu – very simple production all made to order.</li> <li>Small written project:</li> <li>Practical cookery projects – grandparents day, awards night and art show</li> </ul> </li> </ul>	<p>SITHCCC005 Prepare dishes using basic methods of cookery</p> <p>SITHCCC011 Use cookery skills effectively</p> <p>SITHKOP001 Clean kitchen premises and equipment</p> <p>SITXINV002 Maintain the quality of perishable items</p> <p>SITHCCC002 Prepare and present simple dishes</p> <p>SITHFAB004 Prepare &amp; serve non-alcoholic beverages</p>			<p>OBCCC011</p> <p>OBKOP001</p> <p>OBINV002</p> <p>OBCCC002</p> <p>OBFAB004</p>
			<p><b>Portfolio – Workbook</b></p> <ul style="list-style-type: none"> <li>Skills Activity</li> <li>Knowledge &amp;</li> <li>Performance Activities</li> </ul> <p>Review folio of work against specifications</p>	<input checked="" type="checkbox"/>	<p>WBCCS003</p> <p>WBFAB007</p> <p>WBWOR203</p> <p>WBCCC001</p> <p>WBCCCC05</p> <p>WBCCC011</p> <p>WBKOP001</p> <p>WBINV002</p> <p>WBCCC002</p> <p>WBFAB004</p>
			<p><b>Student Work placement Logbook</b></p>		
<b>Project 5</b>	<b>SITPR5</b>				
<b>Estimated duration</b>	Year 12 Term 1	<b>Unit/s for which evidence will be gathered</b> Mapping tool aligns evidence to performance and knowledge requirements see Section 8.	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)		<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	<p><b>Coffee Shop – Service and Takeaways</b></p> <p>All students have a Learner Workbook which holds a number of activities, both formative and summative. The summative assessments include :</p> <ul style="list-style-type: none"> <li>Skills Activity</li> <li>Knowledge &amp;</li> <li>Performance Activities:</li> </ul>	<p>SITXCCS003 Interact with customers</p> <p>SITHFAB007 Serve food and beverage</p> <p>BSBWOR203 Work effectively with others</p> <p>SITHCCC001 Use food preparation equipment</p> <p>SITHCCC005 Prepare dishes using basic methods of cookery</p>	<p><b>Observation checklist</b></p>	<input checked="" type="checkbox"/>	<p>OBCCS003</p> <p>OBFAB007</p> <p>OBWOR203</p> <p>OBCCC001</p> <p>OBCCCC05</p> <p>OBCCC011</p> <p>OBKOP001</p>

Assessment project / activity / task (All codes and names must match Section 8)				
	<ul style="list-style-type: none"> <li>Café/coffee shop – breakfast – a la carte menu – more extensive choice</li> <li>Incursion – Mark White - Chef</li> </ul>	<p><i>SITHCCC011 Use cookery skills effectively</i></p> <p><i>SITHKOP001 Clean kitchen premises and equipment</i></p> <p><i>SITXINV002 Maintain the quality of perishable items</i></p> <p><i>SITHCCC002 Prepare and present simple dishes</i></p> <p><i>SITHFAB004 Prepare &amp; serve non-alcoholic beverages</i></p>	<p><b>Portfolio – Workbook</b></p> <ul style="list-style-type: none"> <li>Skills Activity</li> <li>Knowledge &amp; Performance Activities</li> </ul> <p>Review folio of work against specifications</p>	<p>OBINV002 OBCCC002 OBFAB004</p> <p>WBCCS003 WBFAB007 WBWOR203 WBCCC001 WBCCCC05 WBCCC011 WBKOP001 WBINV002 WBCCC002 WBFAB004</p>
			<p><b>Student Work placement Logbook</b></p>	<p><input checked="" type="checkbox"/></p>
<b>Project 6</b>	<b>SITPR6</b>			
<b>Estimated duration</b>	<i>Term 2</i>	<b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	<p><b>Luncheon – Service</b></p> <p>All students have a Learner Workbook which holds a number of activities, both formative and summative. The summative assessments include :</p> <ul style="list-style-type: none"> <li>Skills Activity</li> <li>Knowledge &amp;</li> <li>Performance Activities: <ul style="list-style-type: none"> <li>Luncheon project</li> <li>Project Lunch - Woolworths challenge or/ Café with Table D’Hote menu 2 course</li> </ul> </li> </ul>	<p><i>SITXCCS003 Interact with customers</i></p> <p><i>SITHFAB007 Serve food and beverage</i></p> <p><i>BSBWOR203 Work effectively with others</i></p> <p><i>SITHCCC001 Use food preparation equipment</i></p> <p><i>SITHCCC005 Prepare dishes using basic methods of cookery</i></p> <p><i>SITHCCC011 Use cookery skills effectively</i></p> <p><i>SITHKOP001 Clean kitchen premises and equipment</i></p> <p><i>SITXINV002 Maintain the quality of perishable items</i></p>	<p><b>Observation checklist</b></p>	<p>OBCCS003 OBFAB007 OBWOR203 OBCCC001 OBCCCC05 OBCCC011 OBKOP001 OBINV002 OBCCC002 OBFAB004</p>
			<p><b>Portfolio – Workbook</b></p> <ul style="list-style-type: none"> <li>Skills Activity</li> </ul>	<p>WBCCS003 WBFAB007</p>

Assessment project / activity / task (All codes and names must match Section 8)				
		<p>SITHCCC002 Prepare and present simple dishes</p> <p>SITHFAB004 Prepare &amp; serve non-alcoholic beverages</p>	<ul style="list-style-type: none"> <li>• Knowledge &amp; Performance Activities</li> </ul> <p>Review folio of work against specifications</p>	<p>WBWOR203</p> <p>WBCCC001</p> <p>WBCCC005</p> <p>WBCCC011</p> <p>WBKOP001</p> <p>WBINV002</p> <p>WBCCC002</p> <p>WBFAB004</p>
			<p>Student Work placement Logbook</p>	<p><input checked="" type="checkbox"/></p>
<b>Project 7</b>	<b>SITPR7</b>			
<b>Estimated duration</b>	Term 3	<b>Unit/s for which evidence will be gathered</b> Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	<p><b>Dinner – Service</b></p> <p>All students have a Learner Workbook which holds a number of activities, both formative and summative. The summative assessments include :</p> <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities: <ul style="list-style-type: none"> <li>• Project Dinner – D’Hote menu 5 course</li> </ul> </li> </ul>	<p>SITXCCS003 Interact with customers</p> <p>SITHFAB007 Serve food and beverage</p> <p>BSBWOR203 Work effectively with others</p> <p>SITHCCC001 Use food preparation equipment</p> <p>SITHCCC005 Prepare dishes using basic methods of cookery</p> <p>SITHCCC011 Use cookery skills effectively</p> <p>SITHKOP001 Clean kitchen premises and equipment</p> <p>SITXINV002 Maintain the quality of perishable items</p> <p>SITHCCC002 Prepare and present simple dishes</p> <p>SITHFAB004 Prepare &amp; serve non-alcoholic beverages</p>	<p><b>Observation checklist</b></p>	<p><input checked="" type="checkbox"/></p> <p>OBCCS003</p> <p>OBFAB007</p> <p>OBWOR203</p> <p>OBCCC001</p> <p>OBCCCC05</p> <p>OBCCC011</p> <p>OBKOP001</p> <p>OBINV002</p> <p>OBCCC002</p> <p>OBFAB004</p>
			<p><b>Portfolio – Workbook</b></p> <ul style="list-style-type: none"> <li>• Skills Activity</li> <li>• Knowledge &amp;</li> <li>• Performance Activities</li> </ul> <p>Review folio of work against specifications</p>	<p><input checked="" type="checkbox"/></p> <p>WBCCS003</p> <p>WBFAB007</p> <p>WBWOR203</p> <p>WBCCC001</p> <p>WBCCC005</p> <p>WBCCC011</p> <p>WBKOP001</p>

**Assessment project / activity / task** (All codes and names must match Section 8)

				WBINV002 WBCCC002 WBFAB004
			<b>Student Work placement Logbook</b>	<input checked="" type="checkbox"/>

