

TRAINING & ASSESSMENT STRATEGY

SIT40516 Certificate IV in Commercial Cookery

This training and assessment strategy is intended to inform trainers and assessors involved in the delivery of training and the collection of assessment evidence. It is also relevant to students, employers or supervisors. The strategy provides a top down perspective of the course and the training and assessment to be applied. This is a working document and will change over time as the course is subjected to continuous improvement. The training and assessment strategy should be read in conjunction with supporting learning and assessment documentation and CBC's Student Handbook.

Published by the Canterbury Business College (CBC)
email: info@canterburybc.com.au
Internet: www.canterburybc.com.au

Training and Assessment Strategy

Name of RTO	Canterbury Business College Pty Ltd			
Training Package	SIT - Tourism, Travel and Hospitality Training Package			
Code and title of qualification	SIT40516 Certificate IV in Commercial Cookery CRICOS Code – 095009E			
Course Fee / Tuition Fee	<p>\$AU 16,500 (includes tuition fees plus any additional compulsory costs)</p> <p>Please note Canterbury Business College reserves the right to vary Tuition Fees and/or Material Fees without prior notice.</p> <p>Please contact the College prior to enrolling to confirm the current cost and fee structure and refer to the Pre-enrolment Information Pack (Brochure) for Student Refund and Cancellation Policy.</p>			
Qualification Packaging rules	<p>Total number of units = 33 (26 core units plus 7 elective units)</p> <p>Elective units guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.</p>			
Units of competencies				
Cluster Name	Unit Code	Unit Name	Nominal Hours	Core / Elective
TERM 1				
Hospitality - 1	BSBDIV501	Manage diversity in the workplace	40	Core
	BSBITU301	Create and use databases	20	Elective
	BSBITU306	Design and produce business documents	20	Elective
	SITXCOM005	Manage conflict	20	Core
	SITXFIN003	Manage finances within a budget	40	Core
	SITXHRM002	Roster staff	20	Elective
	SITXHRM003	Lead and manage people	20	Core
	SITXMGT001	Monitor work operations	20	Core
TERM 2				
Hospitality - 2	SITXFSA001	Use hygienic practices for food safety	20	Core
	SITXFSA002	Participate in safe food handling practices	40	Core
	SITXWHS002	Identify hazards, assess and control safety risks	20	Elective
	SITXWHS003	Implement and monitor work health and safety practices	40	Core
	SITHCCC020*	Work effectively as a cook	20	Core
	SITHIND002	Source and use information on the hospitality industry	20	Elective
	SITHKOP005*	Coordinate cooking operations	40	Core
TERM 3				
Hospitality - 3	BSBSUS401	Implement and monitor environmentally sustainable work practices	40	Core
	BSBITU202	Create and use spreadsheets	20	Elective
	SITXHRM001	Coach others in job skills	40	Core
	SITXINV002*	Maintain the quality of perishable items	50	Core
	SITHKOP002	Plan and cost basic menus	50	Core

TERM 4				
Prep 1	SITHCCC001*	Use food preparation equipment	40	Core
	SITHCCC005*	Prepare dishes using basic methods of cookery	40	Core
	SITHCCC006*	Prepare appetisers and salads	50	Core
	SITHCCC007*	Prepare stocks, sauces and soups	50	Core
	SITHCCC018*	Prepare food to meet special dietary requirements	20	Core
TERM 5				
Prep 2	SITHCCC008*	Prepare vegetable, fruit, egg and farinaceous dishes	50	Core
	SITHCCC012*	Prepare poultry dishes	50	Core
	SITHCCC013*	Prepare seafood dishes	50	Core
	SITHCCC014*	Prepare meat dishes	50	Core
TERM 6				
Prep 3	SITHCCC019*	Produce cakes, pastries and breads	60	Core
	SITHKOP004	Develop menus for special dietary requirements	40	Core
	SITHPAT006*	Produce desserts	60	Core
	SITXCCS006	Provide service to customers	40	Elective

* Pre-requisite - SITXFSA001 Use hygienic practices for food safety

Course Description	<p>This qualification reflects the role of commercial cooks who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.</p> <p>Job roles</p> <p>This qualification provides a pathway to work in organisations such as restaurants, hotels, clubs, pubs, cafes and coffee shops, or to run a small business in these sectors.</p> <p>Possible job titles include:</p> <ul style="list-style-type: none"> • chef • chef de partie <p><i>(As per SIT-Tourism, Travel and Hospitality Training Package)</i></p>
Duration	<p>The training program for Certificate IV in Commercial Cookery is conducted over a 78-weeks period (includes term breaks) and is divided into 6 terms.</p> <p>CBC students will attend class equivalent to 20 hours per week in full-time mode.</p> <p>Total Duration with Holidays = 78 weeks Holidays = 18 weeks</p> <p>Please contact info@canterburybc.com.au for a copy of timetable.</p>
Pre-requisite requirements	<p><i>There are no entry requirements for this qualification.</i> <i>(As per SIT-Tourism, Travel and Hospitality Training Package)</i></p> <p><i>Pathways into the qualification</i></p> <p>It is recommended that individuals entering this qualification hold lower level qualification/s, such as certificate III in commercial cookery and/or gain industry experience prior to entering the qualification.</p> <p><i>Pathways from the qualification</i></p> <p>After achieving this qualification, individuals may engage in further learning in vocational or higher education through Diploma and Degree qualifications in Hospitality Management.</p>
Licensing, legislative, regulatory or certification considerations	<p>No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.</p>
Language Literacy and Numeracy (LLN) requirements	<ul style="list-style-type: none"> • Canterbury Business College is committed to provide education opportunities to its students from non-English-speaking background (NESB). • Canterbury Business College will use enrolment procedures aimed at ensuring that only students with the requisite LLN skills enrol in its courses as stated in its assessing student's qualifications and English language proficiency Policy and Procedure. • Canterbury Business College recognises the need to pay particular attention to issues related to language in its training and assessment, in order to cater to the needs of the largest section of its target market, i.e. NESB students.

	<ul style="list-style-type: none"> • Canterbury Business College will take all reasonable measures to ensure that its staff are aware of the students' specific learning needs and make reasonable adjustments to training and assessment practices to cater for such needs. • Canterbury Business College reserves the right to refer students whose English language proficiency is demonstrably inadequate for their course to enrol in a package course comprising an ELICOS course of sufficient duration in an approved English Language Teaching (ELT) Centre. • If after the commencement of a program it is identified that a student has a Language, Literacy and Numeracy (LLN) issue; our staff can discuss different ways of conducting training and assessment to assist students to access additional tutorial (generally on Fridays) with the Head Trainer. • Students requiring any assistance or support with language, literacy or numeracy should speak confidentially with their trainers and assessor who will call on the Head Trainer and/or other assessors for assistance and guidance as required.
Clients	<p>CBC's clients for this qualification are international students who would like to develop their skills and knowledge in order to create further educational and employment opportunities.</p> <p>Entry requirements for students:</p> <ul style="list-style-type: none"> • An overall IELTS band 5.5 or equivalent and above (International Students only) • 18 years and above with a High School Certificate (Year 12) • Students will / may have to meet the entry criteria's depending on individual qualification requirements.

Learning and assessment arrangements

Organisation’s Delivery plan

All units within this qualification are combined into clusters (Refer to cluster breakdown). A logical sequence is maintained for all the clusters.

Where applicable unit assessments having similar elements / criteria’s / outcomes will be combined with appropriate assessment tools (Refer to the assessment plan to review the assessment tools used in the qualification) to achieve holistic assessment requirements to complete the qualification.

The clusters are placed in a logical fashion to achieve critical aspects of assessments for progressive development of competency achieved from previous units / clusters. Units within clusters have multiple assessment tools to simulate / reflect real time workplace requirements.

The qualification combines face-to-face trainer led theory/practical classes involving small groups/ individual activities, in a simulated environment resembling the workplace setting as close as possible.

These 33 units of competency have been organised into 6 terms and are delivered throughout the 78 weeks. The tables below set out how the units of competency making up this qualification are clustered for delivery and assessment.

Cluster Name	Unit of Competency
Hospitality - 1	BSBDIV501 Manage diversity in the workplace
	BSBITU301 Create and use databases
	BSBITU306 Design and produce business documents
	SITXCOM005 Manage conflict
	SITXFIN003 Manage finances within a budget
	SITXHRM002 Roster staff
	SITXHRM003 Lead and manage people
	SITXMGTO01 Monitor work operations
Hospitality - 2	SITXFSA001 Use hygienic practices for food safety
	SITXFSA002 Participate in safe food handling practices
	SITXWHS002 Identify hazards, assess and control safety risks
	SITXWHS003 Implement and monitor work health and safety practices
	SITHCCC020* Work effectively as a cook
	SITHIND002 Source and use information on the hospitality industry
	SITHKOP005* Coordinate cooking operations
Hospitality - 3	BSBSUS401 Implement and monitor environmentally sustainable work practices
	BSBITU202 Create and use spreadsheets
	SITXHRM001 Coach others in job skills
	SITXINV002* Maintain the quality of perishable items
	SITHKOP002 Plan and cost basic menus

	Prep 1	SITHCCC001* Use food preparation equipment
		SITHCCC005* Prepare dishes using basic methods of cookery
		SITHCCC006* Prepare appetisers and salads
		SITHCCC007* Prepare stocks, sauces and soups
		SITHCCC018* Prepare food to meet special dietary requirements
	Prep 2	SITHCCC008* Prepare vegetable, fruit, egg and farinaceous dishes
		SITHCCC012* Prepare poultry dishes
		SITHCCC013* Prepare seafood dishes
		SITHCCC014* Prepare meat dishes
	Prep 3	SITHCCC019* Produce cakes, pastries and breads
		SITHKOP004 Develop menus for special dietary requirements
		SITHPAT006* Produce desserts
		SITXCCS006 Provide service to customers

Delivery modes

Simulated workplace environment

CBC ensures that the training delivered is to the standards of a real workplace environment. To meet this requirement CBC has implemented a variety of assessment tools that will be implemented during the course of the qualification. These assessment tools assess various different elements of a real / actual workplace however in a simulated training environment.

CBC meets the need for a real-time workplace simulation environment by:

- A dedicated computer lab to reflect a real-time work environment for all practical training components of the course.
- The CBC trainers represent the role of a real client and portray the workplace demands while working on projects. This includes role play of difficult & diverse type customers.
- Students prepare time lines, schedule milestones, communicate, prepare documentation, conduct training in accordance with the client (trainer)
- Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace.
- Assignments, which include multi-tasking, different roles within assignments, using workplace policies and templates.

Practical sessions will be held in a simulated fully equipped kitchen environment.

•Students will be required to participate in practical skills learning and participation and will use the equipment and tools set out by the college.

Also, emphasis will be made to **simulate workplace situations** in order to develop identified employability skills such as:

- Communicating with colleagues to determine their specific needs and the needs of customers; interpreting verbal and written information on customer requirements to ensure efficient delivery; empathising and negotiating acceptable solutions to colleague and customer problems and complaints; interpreting and providing clear and accurate information to colleagues to ensure a positive outcome.
- Leading team members, providing instructions and building group cohesion; working with kitchen managers and suppliers as a team member and understanding own lead role in meeting the needs of colleagues and customers; understanding the quality service goals of the enterprise and working as a team member to deliver those goals.
- Anticipating problems that may arise in kitchen operations; mitigating problems by making acceptable adjustments to kitchen operations that adhere to the predetermined requirements and colleague and customer requests; identifying and clarifying the extent of problems that may arise during kitchen operations; taking responsibility for or requesting assistance from kitchen managers and suppliers in resolving issues; using predetermined policies and procedures to guide solutions to problems in the kitchen.
- Showing independence and initiative required to take a lead role in kitchen operations; adapting to emerging operational situations and problems by initiating and implementing creative and immediate responses to ensure efficient operational delivery; identifying and discussing a range of hospitality product and service concepts affecting kitchen operations to improve existing product and service options for the enterprise and its customers.

product and service options for the enterprise and its customers.

- Collecting, analysing and organising customer, product and supplier information to allow for efficient kitchen operations; collecting, analysing and selecting appropriate general and specialist information and products to meet the needs of customers, pacing the delivery of information and service to meet operational and service requirements; participating in continuous improvement by reporting success or deficiencies in kitchen operations.
- Understanding and complying with the legal responsibilities that apply to own role in kitchen operations; knowing own job role and responsibilities, acting through self-direction and organising own work time and priorities when preparing for and cooking a diverse range of generalist and specialised food items; reviewing and reflecting on own work performance and seeking feedback and guidance on success in effectively servicing the needs of colleagues and customers.
- Knowing own knowledge and skill strengths and weaknesses; taking responsibility for own professional development; sourcing ongoing learning opportunities and information using a range of mediums and settings to update regularly and proactively the general and specialist cookery knowledge required; sharing information with colleagues.
- Understanding the operating capability of, selecting and using the appropriate technology to prepare for and cook a diverse range of general and specialised food items.

Evidence-gathering techniques / Assessment tools

Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the cluster organisation.

In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative. Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and the student. The form and timing of summative assessment will be discussed with the students at the beginning of each learning sequence.

Please refer to **Appendix 1** for Evidence gathering techniques / Assessment tools.

Combinations of these methods will be used for most situations (eg. observations and oral questioning)

Please contact info@canterburybc.com.au for more information on Evidence gathering techniques / Assessment tools.

Delivery and assessment staff

A qualified Trainer and Assessor who will perform the assessments must possess the following:

- TAE40110 Certificate IV in Training and Assessment
- At least Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery or equivalent
- At least three years of relevant industry experience
- At least three years of teaching/training experience

Staff Matrix is available for review on request.

Recognition of Prior Learning (RPL) / Credit Transfer (CT)

Canterbury Business College recognises the skills and knowledge that students may have gained through previous studies, workplace and life experience. They may be entitled to gain recognition of prior learning before or after commencing the course that may exempt them from attending one or more units.

Students who believe they already have the skills and knowledge required to demonstrate competency can request a copy of the RPL application form. Students are provided with information regarding the evidence required for each qualification and must provide valid, sufficient, current and authentic evidence to demonstrate competency.

RPL is based on a portfolio and interview approach, where students accept the main responsibility for identifying, gathering and submitting evidence about their achievement of the competencies.

The RPL process may involve a practical demonstration assessment.

Where RPL is granted to overseas students the College will notify DIBP of the change to the duration of study or ensure a full-time 20 hour per week load for the student.

Special Needs Arrangements (Reasonable Adjustments)

All students, including those with disabilities, are treated equally, with dignity and be able to enjoy the benefits of the educational experience in the same way.

If there are students with special needs, the trainer/assessor takes into account the students' needs and makes appropriate adjustments to the training environment, wherever feasible and practicable and in consultation with the Principal and Head Trainer.

Transition Arrangements

The Principal / Course Coordinator are fully responsible for ensuring the management of the students into the revised version of this course.

This will include:

- Consultation with appropriate industry personnel to ensure relevance of learning and assessment materials.
- Revising and upgrading of existing assessment tools to the requirements of the revised qualification.
- Creation of new identified assessment tools.
- Revising and upgrading of existing learning materials to the requirements of the revised qualification.
- Creation and purchasing of new learning materials.
- Rewriting of this learning and assessment strategy to match the new qualification
- Training and or up-skilling of existing trainers and assessors into the requirements of the new qualification
- Updating of the trainer assessor matrix, mapping tables and other relevant documents against the new qualification.

Intervention Strategies

An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. Canterbury Business College endeavours to anticipate students' needs and implements a range of intervention strategies. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent or if he/she does not show an understanding of the course being taught, the student may be asked to:

- Discuss an intervention plan with the Head Trainer.
- Sit for a re-assessment.
- Attend a number of supervised studying hours.
- Repeat the unit

Assessment Process

The following describes the process for conducting assessments against the units of competency identified:

– **Step 1: Prepare for assessment.** The assessor is to:

- establishes the context and purpose of the evidence to be collected;
- identify and analyse the units of competency, training package and CBC's assessment strategy to identify the evidence requirements; and
- review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

– **Step 2: Prepare the student.** The assessor meets with the student to:

- explain the context and purpose of the assessment and the assessment process;
- explain the units of competency to be assessed and the evidence to be collected;
- outline the assessment procedure and the preparation the student should undertake, and answer any questions;
- assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people individual needs;
- seek feedback regarding the student's understanding of the evidence requirements and assessment process; and
- determine if the student is ready for assessment.

Step 3: Plan and prepare the evidence-gathering process. The assessor must:

- establish a plan for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision;
- organise equipment or resources required to support the evidence-gathering process; and
- coordinate and brief other personnel involved in the evidence-gathering process.

	<p>– Step 4: Collect the evidence and make the assessment decision. The assessor must:</p> <ul style="list-style-type: none"> • establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility; • collect appropriate evidence and match compatibility to the unit of competency; • incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies; • evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; • consult and work with other staff, or technical experts involved in the assessment process; • record details of evidence collected; and • make a judgement about the student’s competence based on the evidence and the relevant unit(s) of competency.
	<p>– Step 5: Provide feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:</p> <ul style="list-style-type: none"> • clear and constructive feedback on the assessment decision; • information on ways of overcoming any identified gaps in competency revealed by the assessment; • the opportunity to discuss the assessment process and outcome; and • information on reassessment and the appeals processes if applicable.
	<p>– Step 6: Record and report the result. The assessor must:</p> <ul style="list-style-type: none"> • record the assessment outcome according to the policies and procedures • maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures; • maintain the confidentiality of the assessment outcome; and • report the assessment outcome to CBC.
	<p>– Step 7: Review the assessment process. On completion of the assessment process, the assessor must:</p> <ul style="list-style-type: none"> ▪ review the assessment process; ▪ report on the positive and negative features of the assessment to those responsible for the assessment procedures; and • if necessary, suggest to CBC management ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled management meeting or assessment validation.

- **Step 8: Participate in the reassessment and appeals process.** The assessor must:
 - provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options;
 - provide the student with information on the reassessment and appeals process;
 - report any assessment decision that is disputed by the student to the appropriate personnel; and
 - participate in the reassessment or appeal according to the policies and procedures.

Assessment validation process

The processes used to validate assessment activity in this program are:

1. Pre-assessment

Assessment strategies are developed through consultation with industry representatives to ensure assessment methods are consistent with industry needs. Assessment tools and activities are validated by assessors from within the RTO or from another RTO that delivers the same or a similar course, or from external industry representatives.

Validation before assessment focuses on:

- the design of assessment activities;
- the assessment methods that are to be used;
- the benchmarks against which each participant is assessed.

2. Post-assessment

In order to ensure that assessment outcomes are reliable across a range of assessors, over a range of contexts and over time, Canterbury Business College conducts post-assessment validation.

The Post-assessment Validation process focuses on:

- The assessment tasks and the assessment process;
- The evidence of participants' performance;
- The assessment decisions made on the samples of evidence provided;
- Reporting and record keeping.

It includes the following activities:

- Validation meetings;
- Moderation process;
- Student and Trainer/Assessor's Feedback;

Assessment Moderation Process

The Head Trainer/Assessor conducts Assessment moderation at the end of each term by collecting samples of assessment evidence from all assessors for the same unit of competency, and compares the outcomes of the assessment process against the assessment and unit requirements.

Feedback from students and trainers/assessor is collected to support the continuous improvement of the assessment process and assessment tools used by the RTO.

Other requirements

- All staff (including full time, part time and casual) involved in the delivery and assessment of this qualification, have direct access to the current version of the SIT-Tourism, Travel and Hospitality Training Package, including the appropriate units of competency, assessment guidelines and qualification structure through the TGA website.
- All staff (including full time, part time and casual) involved in delivering the program, have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.
- All assessors have access to point and electronic copies of the assessment tools used in this program. Learning resources are supplied to all students
- The RTO has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. (Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.)
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program.
- Classrooms for the delivery of Theory based Units
 - Tables & Chairs, Whiteboard or Flipchart
 - Data projector
 - Computers with Internet access / WIFI
- Office Equipment for practical demonstration assessments
 - Desks or work stations with Ergonomic Chairs
 - Computers with Internet Access
 - Photocopier
- Text books and reference library
Please refer to **Appendix 2** for Resource Material / Textbooks
- Kitchen based practical units resources
 - Students will be provided with access to commercial cooking facilities including cook tops, deep fryer and microwave.
 - Students will be provided with their own kitchen equipment set and chef's uniform including hat — the cost is included in the materials fees for this course

Please refer to **Appendix 2** for Resource Material / Textbooks

	<p>Recording assessment evidence and candidate feedback</p> <p>It is mandatory that assessors record detailed evidence of the student's demonstrated knowledge and skills. The comments fields within the assessment tools are to be used to record detailed commentary on the knowledge and skills demonstrated by the student. The Assessment Summary Report is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.</p> <p>This completed assessment record will be retained by CBC in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by CBC relating to a particular unit of competency or as part of a general audit of CBC's assessment strategy.</p> <p>Candidates should be given a chance to comment on their performance prior to getting feedback from the assessor.</p> <p>At the conclusion of the assessment, the assessor will complete the Assessment Summary Report for each candidate and indicate whether the candidate is competent or not yet competent. The Assessment Summary Report together with all assessment materials should be retained and filed within the student's academic record.</p> <p>Re-assessment</p> <p>Students who are assessed as not yet competent are to be provided with detailed feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.</p> <p>For more information, please refer to Resit / Re-assessment procedure section in the Student Handbook.</p>
<p>Benchmarks for assessment</p>	<p>In accordance with the Tourism, Travel and Hospitality Training Package, the endorsed unit of competency is the benchmark for assessment. As such, the unit of competency being assessed in these assessment activities has been unpacked to identify the required knowledge and skills to be demonstrated by the student. These are represented in the observation assessment criteria, and written knowledge questions which have been developed by analysing the whole unit including elements of competence, performance criteria, range information, required knowledge and skills and the evidence guide. These have been represented in the sequence this work is usually performed. The assessor is required to facilitate the observation of these knowledge and skills and is required to record what was actually observed to evidence these benchmarks of assessment.</p>

Third Party Arrangement	<p>Canterbury Business College has an agreement with Cogninet Australia Pty Ltd to provide training and assessment services which include trainer's management and compliance services.</p> <p>Contact details: Cogninet Australia Pty Ltd Level 5, 29-37 Bellevue St Surry Hills, NSW 2010 Email: info@cogninet.com.au Web: www.cogninet.com.au</p>
Learner's rights for training and assessment	<p>Please read Student Handbook for learner's rights and obligation under Tuition Protection Scheme section. A copy of Student Hand Book can be downloaded from CBC website (www.cbc.nsw.edu.au)</p>
Industry Consultation	<p>Canterbury Business College has liaised with the following organization / individuals for its industry consultation for the Tourism, Travel and Hospitality Training Package. Minutes of meeting / discussion are available for review on request.</p> <p>Devraj VASON <i>Director</i> Dilli Jazz - Indian Restaurant 49 Station St, Wentworthville NSW 2145 Mobile: 0407 170 912</p> <p>Piyarat NARUNGSIIYA / Saran LIMCHAROEN <i>Directors</i> Wandee Thai Restaurant 1/60-62 Foveaux St, Surry Hills NSW 2010 Ph: 02 9281 0092</p>

CEO's endorsement:	Gajinder Paul	Date:	15 March 2017
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Assessment Plan for SIT40516 Certificate IV in Commercial Cookery

Cluster Name	Assessment Tools												
	Demonstration / Practical	Projects		Report Writing	Portfolio	Case Scenario - Problem Solving	Written Exam	Research Documentation		Role Play	Presentation	Discussion	Oral Questioning
Hospitality - 1													
BSBDIV501 Manage diversity in the workplace		√			√		√				√		√
BSBITU301 Create and use databases	√	√					√						
BSBITU306 Design and produce business documents	√	√		√			√	√				√	
SITXCOM005 Manage conflict	√					√	√			√			√
SITXFIN003 Manage finances within a budget		√		√	√		√						√
SITXHRM002 Roster staff	√	√						√				√	√
SITXHRM003 Lead and manage people	√	√		√		√	√						
SITXMGT001 Monitor work operations				√	√	√	√						√

Hospitality - 2															
SITXFSA001 Use hygienic practices for food safety	✓								✓				✓	✓	
SITXFSA002 Participate in safe food handling practices	✓												✓	✓	
SITXWHS002 Identify hazards, assess and control safety risks		✓					✓		✓				✓		
SITXWHS003 Implement and monitor work health and safety practices	✓			✓	✓	✓	✓				✓				
SITHCCC020* Work effectively as a cook	✓											✓	✓	✓	
SITHIND002 Source and use information on the hospitality industry				✓		✓	✓	✓					✓	✓	
SITHKOP005* Coordinate cooking operations	✓											✓	✓	✓	
Hospitality - 3															
BSBSUS401 Implement and monitor environmentally sustainable work practices							✓	✓	✓				✓	✓	
BSBITU202 Create and use spreadsheets	✓	✓						✓							
SITXHRM001 Coach others in job skills	✓				✓			✓			✓			✓	
SITXINV002* Maintain the quality of perishable items	✓	✓											✓	✓	
SITHKOP002 Plan and cost basic menus	✓			✓		✓		✓				✓	✓	✓	
Prep 1															
SITHCCC001* Use food preparation equipment	✓												✓	✓	✓
SITHCCC005* Prepare dishes using basic methods of cookery	✓			✓				✓		✓	✓	✓	✓	✓	
SITHCCC006* Prepare appetisers and salads	✓			✓				✓		✓	✓	✓	✓	✓	
SITHCCC007* Prepare stocks, sauces and soups	✓			✓				✓		✓	✓	✓	✓	✓	

SITHCCC018* Prepare food to meet special dietary requirements	√			√				√		√	√	√	√
Prep 2													
SITHCCC008* Prepare vegetable, fruit, egg and farinaceous dishes	√			√				√		√	√	√	√
SITHCCC012* Prepare poultry dishes	√			√				√		√	√	√	√
SITHCCC013* Prepare seafood dishes	√			√				√		√	√	√	√
SITHCCC014* Prepare meat dishes	√			√				√		√	√	√	√
Prep 3													
SITHCCC019* Produce cakes, pastries and breads	√			√				√		√	√	√	√
SITHKOP004 Develop menus for special dietary requirements	√			√				√		√	√	√	√
SITHPAT006* Produce desserts	√			√				√		√	√	√	√
SITXCCS006 Provide service to customers					√		√						√

Appendix 2 – Resource Material / Textbooks

SIT40516 Certificate IV in Commercial Cookery		Resource Provider
1	BSBDIV501 Manage diversity in the workplace	- Canterbury Business College - Futura Group / Smallprint - Cogninet Australia
2	BSBITU301 Create and use databases	- Canterbury Business College - Smallprint - Cogninet Australia
3	BSBITU306 Design and produce business documents	- Canterbury Business College - Smallprint - Cogninet Australia
4	SITXCOM005 Manage conflict	- Canterbury Business College - Futura Group / Smallprint - Cogninet Australia
5	SITXFIN003 Manage finances within a budget	- Canterbury Business College - Futura Group - Cogninet Australia
6	SITXHRM002 Roster staff	- Canterbury Business College - Futura Group - Cogninet Australia
7	SITXHRM003 Lead and manage people	- Canterbury Business College - Futura Group / Smallprint / RTO Materials - Cogninet Australia
8	SITXMGT001 Monitor work operations	- Canterbury Business College - Futura Group / Smallprint - Cogninet Australia

9	SITXFSA001 Use hygienic practices for food safety	- Canterbury Business College - Futura Group - Cogninet Australia
10	SITXFSA002 Participate in safe food handling practices	- Canterbury Business College - Futura Group - Cogninet Australia
11	SITXWHS002 Identify hazards, assess and control safety risks	- Canterbury Business College - Futura Group - Cogninet Australia
12	SITXWHS003 Implement and monitor work health and safety practices	- Canterbury Business College - Futura Group - Cogninet Australia
13	SITHCCC020* Work effectively as a cook	- Canterbury Business College - Futura Group - Cogninet Australia
14	SITHIND002 Source and use information on the hospitality industry	- Canterbury Business College - Cogninet Australia - Futura Group
15	SITHKOP005* Coordinate cooking operations	- Canterbury Business College - Cogninet Australia - Futura Group
16	BSBSUS401 Implement and monitor environmentally sustainable work practices	- Canterbury Business College - Cogninet Australia - Futura Group
17	BSBITU202 Create and use spreadsheets	- Canterbury Business College - Smallprint - Cogninet Australia
18	SITXHRM001 Coach others in job skills	- Canterbury Business College - Cogninet Australia - Futura Group

19	SITXINV002* Maintain the quality of perishable items	- Canterbury Business College - Cogninet Australia - Futura Group
20	SITHKOP002 Plan and cost basic menus	- Canterbury Business College - Cogninet Australia - Futura Group
21	SITHCCC001* Use food preparation equipment	- Canterbury Business College - Cogninet Australia - Futura Group
22	SITHCCC005* Prepare dishes using basic methods of cookery	- Canterbury Business College - Cogninet Australia - Futura Group
23	SITHCCC006* Prepare appetisers and salads	- Canterbury Business College - Cogninet Australia - Futura Group
24	SITHCCC007* Prepare stocks, sauces and soups	- Canterbury Business College - Cogninet Australia - Futura Group
25	SITHCCC018* Prepare food to meet special dietary requirements	- Canterbury Business College - Cogninet Australia - Futura Group
26	SITHCCC008* Prepare vegetable, fruit, egg and farinaceous dishes	- Canterbury Business College - Cogninet Australia - Futura Group
27	SITHCCC012* Prepare poultry dishes	- Canterbury Business College - Cogninet Australia - Futura Group
28	SITHCCC013* Prepare seafood dishes	- Canterbury Business College - Cogninet Australia - Futura Group

29	SITHCCC014* Prepare meat dishes	- Canterbury Business College - Cogninet Australia - Futura Group
30	SITHCCC019* Produce cakes, pastries and breads	- Canterbury Business College - Cogninet Australia - Futura Group
31	SITHKOP004 Develop menus for special dietary requirements	- Canterbury Business College - Cogninet Australia - Futura Group
32	SITHPAT006* Produce desserts	- Canterbury Business College - Cogninet Australia - Futura Group
33	SITXCCS006 Provide service to customers	- Canterbury Business College - Cogninet Australia - Futura Group