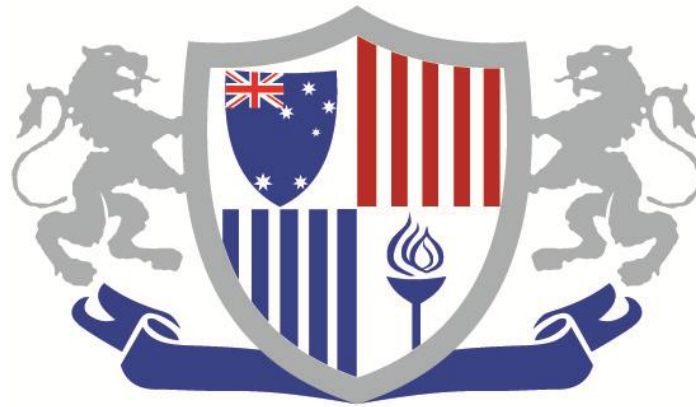


# Australis



Academic, Innovative, Tenacious & Empowerment

## SITHCCC001

# Use food preparation equipment

# Student Assessment

# What is the purpose of this document?

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The Student Pack 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

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CAQA Resources

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

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## 1. Student and trainer details

Student details	
Full name:	
Student ID:	
Contact number:	
Email address:	
Trainer details	
Full name:	

## 2. Qualification and unit of competency

Qualification/Course/Program Details	
Code:	
Name:	
Unit of competency	
Code:	SITHCCC001
Name:	Use food preparation equipment
Releases:	1.0
Release date:	03/March/2016

## 3. Assessment Submission Method

<input type="checkbox"/> By hand to trainer/assessor <input type="checkbox"/> By email to trainer/assessor <input type="checkbox"/> Online submission via Learning Management System (LMS) <input type="checkbox"/> Any other method _____ <div style="text-align: right;">(Please describe here)</div>
--

## 4. Student declaration

<ul style="list-style-type: none"> <li>• I have read and understood the information in the Unit Requirements prior to commencing this Student Pack</li> <li>• 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;</li> <li>• 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;</li> <li>• For the purposes of assessment, I give the trainer/assessor permission to:               <ul style="list-style-type: none"> <li>○ Reproduce this assessment and provide a copy to another member of staff; and</li> <li>○ 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).</li> </ul> </li> </ul> <p>Student signature: _____</p> <p>Date: ____/____/_____</p>
--

## 5. 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 (ST)	S / NS (First Attempt) S / NS (Second Attempt)
<b>Outcome</b>	C <input type="checkbox"/> NYC <input type="checkbox"/> Date assessed:	Trainer signature:

## 6. 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

## 7. Unit Requirements

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

### 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

## 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 twelve (12) 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 the 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 your following skills and abilities:

- Knowledge to assemble and use equipment safely and hygienically.
- Knowledge to perform safe operational practices using essential functions and features of equipment.
- Knowledge to check the cleanliness of equipment before use.
- Knowledge to find and choose knives and other routine and specialised equipment.
- Knowledge to detect and report unsafe or faulty equipment.
- Knowledge to confirm food preparation requirements.
- Knowledge to reduce negative environmental impacts.
- Knowledge to use suitable knives to make precision cuts.
- Knowledge to make minor adjustments to maintain the condition of the equipment.
- Knowledge to maintain equipment cleanliness using suitable cleaning agents.
- Reading Knowledge to locate information in lists and standard recipes in order to determine food preparation requirements as well as interpret manufacturer instructions for equipment used in a commercial cookery context.
- Numeracy Knowledge to measure and use familiar quantities of cleaning agents on food preparation equipment and work with numerical features of equipment to weigh and measure ingredients.
- Knowledge to plan and organise food preparation tasks sequence efficiently.
- Learning Knowledge to locate key information on manufacturer specifications.
- Technical Knowledge to use food preparation equipment.

### 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:	What is mise en place? Write down the tasks performed under mise en place in the workplace. Write your answer in 100-150 words.	<b>Satisfactory response</b>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Q2:	Give any four (4) examples of different types of food preparation equipment. Give any five (5) examples for each type of equipment.	<b>Satisfactory response</b>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>



Q3:	a) Write down four (4) minor adjustments that can be made to equipment. b) Mention five (5) ways to maintain the condition of knives	<b>Satisfactory response</b>	
		<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

Q4:	a) Why is it important to check and clean equipment before using it? Explain in one (1) or two (2) sentences. b) Write three (3) steps that need to be followed when assembling a mixer.	<b>Satisfactory response</b>	
		<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

Q5:	a) List four (4) cleaning agents used for maintaining the cleanliness of equipment. b) Write five (5) cleaning practices suitable for a range of different types of equipment.	<b>Satisfactory response</b>	
		<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

Q6:	What type of kitchen equipment do you use for the following items?	<b>Satisfactory response</b>	
		<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

Dicing a tomato	
Peeling an apple	
Securing meat for carving	
Spreading icing on a cake	
Sautéing prawns	
Poaching eggs	
Mixing a batter	
Crumbing chicken	
Grating cheese	
Slicing carrots	
Roasting vegetables and meat	
Deep frying onion rings in tempura batter	

Q7:	Insert Question hereWrite down five (5) do's, and five (5) don't's for the safe handling of electrical equipment in the kitchen.	<b>Satisfactory response</b>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>

Do's	Don'ts

Q8:	Match the correct knife to an appropriate application.	<b>Satisfactory response</b>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>

No.	TOOL	No.	APPLICATION
1	Bread knife		Turning and carving
2	Chef's knife (French knife)		Large, heavy knife for chopping through bones
3	Paring knife		Larger cuts, slicing, dicing and chopping
4	Turning knife		Serrated edge for slicing bread or tomatoes
5	Boning knife		Removing the meat and skin from fish
6	Filleting knife		Large flat knife for spreading butter, creams and icings on cakes.
7	Cleaver		Trimming, turning and peeling
8	Palette knife		Trimming and boning

Q9:	Explain the following precision cuts. Write one (1) or two (2) sentences for each.	<b>Satisfactory response</b>	
		<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

Brunoise	
Chiffonade	
Mirepoix	
Julienne	
Jardinière	
Macedoine	
Paysanne	
Concasse	

Q10:	Explain the importance of the following activities when handling different types of food in 100-200 words. <ul style="list-style-type: none"><li>• Washing hands before touching and switching between handling one food type to handling a different food type</li><li>• Having specific equipment for different types of food types</li><li>• Cleaning equipment and surfaces before and after handling different food types</li><li>• Keeping food covered and preventing/cleaning any spillages/leakages</li><li>• Maintaining good personal hygiene practices and wearing appropriate PPE when handling different food types.</li></ul>	<b>Satisfactory response</b>	
		<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

Q11:	What can we do to reduce the negative environmental impacts? List seven (7) ways we can do this.	<b>Satisfactory response</b>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Q12:	a) What do you need to do if there is unsafe or faulty equipment in the kitchen? Write your answer in 15-20 words b) Give eight (8) examples of possible equipment faults that need to be reported	<b>Satisfactory response</b>	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>

# Assessment Results Sheet

<b>Outcome</b>	<b>First attempt:</b>
	Outcome (make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/> Date: _____(day)/ _____(month)/ _____(year) Feedback:
<b>Student Declaration</b>	<b>Second attempt:</b>
	Outcome (please make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/> Date: _____(day)/ _____(month)/ _____(year) Feedback:
	<ul style="list-style-type: none"><li>• 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.</li><li>• I have kept a copy of all relevant notes and reference material that I used as part of my submission.</li><li>• 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.</li><li>• 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.</li><li>• All appeal options have been explained to me.</li></ul>

<b>Student Signature</b>	
<b>Date</b>	
<b>Trainer/Assessor Name</b>	
<b>Trainer/Assessor Declaration</b>	<p>I hold:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Vocational competencies at least to the level being delivered</li><li><input type="checkbox"/> Current relevant industry skills</li><li><input type="checkbox"/> Current knowledge and skills in VET, <i>and undertake</i></li><li><input type="checkbox"/> Ongoing professional development in VET</li></ul> <p><i>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.</i></p>
<b>Trainer/Assessor Signature</b>	
<b>Date</b>	
<b>Office Use Only</b>	<p>The outcome of this assessment has been entered into the Student Management System</p> <p>on _____ (insert date)</p> <p>by (insert Name) _____</p>

## Pre-Assessment Checklist: Task 2 - Skills Test

### 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

## Assessment type

- Skills Test - Safely use commercial kitchen equipment to prepare a range of different food types.

## 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 requires the student to demonstrate skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types in this assessment task.
- The student must submit the following documents to the assessor/trainer as evidence of their skill knowledge.
  - Completed template of 'Select equipment to prepare different dishes'.
  - Completed checklists of:
    - Checklist 1: Use equipment to prepare food
    - Checklist 2: Clean and maintain food preparation equipment.
- 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

This assessment task is designed to evaluate your following skills and abilities:

- Skills to assemble and use equipment safely and hygienically.
- Skills to perform safe operational practices using essential functions and features of the equipment.
- Skills to check the cleanliness of equipment before use.
- Skills to identify and select knives and other routine and specialised equipment.
- Skills to detect and report unsafe or faulty equipment.
- Skills to confirm food preparation requirements.
- Skills to reduce negative environmental impacts.
- Skills to use suitable knives to make precision cuts.
- Skills to make minor adjustments to maintain the condition of the equipment.
- Skills to maintain equipment cleanliness using suitable cleaning agents.
- Reading skills to locate information in lists and standard recipes to determine food preparation requirements as well as interpret manufacturer instructions for equipment used in a commercial cookery context.
- Numeracy skills to measure and use familiar quantities of cleaning agents on food preparation equipment and work with numerical features of equipment to weigh and measure ingredients.
- Skills to plan and organise food preparation tasks sequence efficiently.
- Learning skills to locate critical information on manufacturer specifications.
- Technical skills to use food preparation equipment.

#### Task instructions

- This assessment task requires you to demonstrate the skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types.
- You are required to be in their proper uniform.
- You must carefully analyse the recipes given in Appendix D provided to prepare the dishes.
- You must read the Food Safety Program thoroughly. This food safety program will be provided along with this unit.
- Trainer/assessor will provide the equipment required (Refer to Appendix C) to complete this assessment task.
- You must use the provided templates while writing your answers.
- Trainer/assessor will provide details on the time constraints and deadlines to prepare the dishes.
- Your assessor/trainer will assess the performance as per the performance criteria and checklist provided.

## Assessment Task 2 - Skills Test

### Skills Test:

This task must be completed in a commercial kitchen or a simulated work environment servicing customers. A simulated work environment in this context means a space that has been set up with all the equipment and facilities used in a commercial kitchen.

Note: Please refer to the (Appendix C) for the list of equipment, resources, organisational specifications, and cleaning material to utilise in the process of preparing meat dishes according to the industry standard.

### Scenario:

The Veggie Grill is a restaurant located north of Perth. The owner of the restaurant is Mr White. The kitchen staff consists of a team of 10 cooks and kitchen hands. The restaurant is very well managed and has a high level of compliance with regards to occupational health and safety.

You have been interviewed for a chef's position at the restaurant. As part of the interview process and to make sure that you understand how to maintain compliance with regards to health and safety requirements; Mr White wants to observe you performing a range of activities. These activities will assess your skills and knowledge to:

- Safely use commercial kitchen food preparation equipment to prepare a variety of different food types/dishes
- Clean and maintain the food preparation equipment used

Mr White has provided you with the following information:

- Dishes to be prepared
- Food types to be used
- Pieces of equipment to be used
- Standard recipes to be used when preparing the recipes. (Please refer to Appendix D to find information on recipes to be used)

<b>Dishes/Recipe</b>	<b>Food type</b>	<b>Equipment</b>
Onion rings in tempura batter	<ul style="list-style-type: none"> <li>• Vegetable</li> <li>• Batter</li> <li>• Coating</li> <li>• Oil</li> </ul>	<ul style="list-style-type: none"> <li>• Whisk</li> <li>• Measures</li> <li>• Scales</li> <li>• Thermometers</li> </ul>
Vegetable spring rolls	<ul style="list-style-type: none"> <li>• Vegetable</li> <li>• Sauce</li> <li>• Oil</li> </ul>	<ul style="list-style-type: none"> <li>• Knives</li> <li>• Graters</li> <li>• Measures</li> <li>• Thermometers</li> <li>• Mouli</li> <li>• Peeler</li> <li>• Scale</li> </ul>
Parmesan crumbed chicken breast	<ul style="list-style-type: none"> <li>• Poultry</li> <li>• Coating</li> <li>• Oil</li> <li>• Sauce</li> </ul>	<ul style="list-style-type: none"> <li>• Graters</li> <li>• Food processor</li> <li>• Measures</li> <li>• Scales</li> </ul>
Beer battered fillet of fish	<ul style="list-style-type: none"> <li>• Seafood</li> <li>• Oil</li> <li>• Garnish</li> <li>• Batters</li> </ul>	<ul style="list-style-type: none"> <li>• Knives</li> <li>• Measures</li> <li>• Scales</li> </ul>
Fruit smoothie	<ul style="list-style-type: none"> <li>• Fruits</li> </ul>	<ul style="list-style-type: none"> <li>• Blender</li> <li>• Knives</li> <li>• Slicer</li> </ul>
Steak haché with Pommes Frites & cheat's béarnaise sauce	<ul style="list-style-type: none"> <li>• Meat</li> <li>• Vegetable</li> <li>• Oil</li> <li>• Garnish</li> <li>• Condiments</li> <li>• Marinade</li> <li>• Sauce</li> </ul>	<ul style="list-style-type: none"> <li>• Knives</li> <li>• Measures</li> <li>• Mandolin</li> <li>• Slicer</li> <li>• Scales</li> <li>• Thermometer</li> <li>• Peeler</li> <li>• Scales</li> </ul>

To demonstrate the skills and knowledge required to safely use commercial kitchen equipment to prepare a variety of different food types, you need to complete the following activities:

- Activity 1: Confirm food preparation requirements and select food preparation equipment
- Activity 2: Use equipment to prepare food
- Activity 3: Clean and maintain food preparation equipment

*Activity 1: Confirm food preparation requirements and select food preparation equipment*

This part requires you to confirm the quantity and serving requirements from the food preparation list and standard recipes with your trainer/assessor.

After confirming the food preparation requirements, you need to gather all the ingredients that you will need to prepare the above-specified dishes.

Furthermore, considering the information given in the recipes (Appendix D), you are then required to select the type and size of knives and equipment suitable for the requirements.

For each knife and equipment identified, you need to document the safety measures on how to operate them.

Template: Select equipment to prepare different dishes

<b>Equipment required to prepare dishes</b>		
<b>Dishes</b>	<b>Knives and Equipment required</b>	<b>Safety measures</b>
<i>Onion rings in tempura batter</i>		
<i>Vegetable spring rolls</i>		
<i>Parmesan crumbed chicken breast</i>		

<i>Beer battered fillet of fish</i>		
<i>Fruit smoothie</i>		

<i>Steak haché with Pommes Frites &amp; cheat's béarnaise sauce</i>		



## Activity 2: Use equipment to prepare food

This activity requires you to demonstrate the skills and knowledge needed to safely use commercial kitchen equipment to prepare a variety of different food types.

You need to use commercial kitchen food preparation equipment to prepare the variety of dishes specified in the scenario.

When preparing the dishes, you must:

- Follow the standard recipes provided in Appendix D
- Follow the procedures for food safety practices when handling and storing food. Refer to the Food Safety Program provided along with this unit
- Complete the task within the specified time constraints. Your trainer/assessor will provide you with details regarding the time constraints and deadlines to complete this activity.

For each dish to be prepared, you must follow each step documented in the checklist and place a tick mark in the checkboxes after completion.

Checklist: Use equipment to prepare food

<b>Steps</b>	<b>Dishes</b>					
	<i>Onion rings in tempura batter</i>	<i>Vegetable spring rolls</i>	<i>Parmesan crumbed chicken breast</i>	<i>Beer battered fillet of fish</i>	<i>Fruit smoothie</i>	<i>Steak haché with Pommes Frites &amp; cheat's béarnaise sauce</i>
Select knives and other routine and specialised equipment suited to the food preparation task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safely assemble the equipment. Check that you have put the equipment together correctly if in doubt, ask a supervisor or read the manufacturers' instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check the equipment for food stains or dust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean the equipment before use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sort and assemble ingredients according to food recipes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weigh and measure ingredients according to ensure consistency with the recipe requirements.						
Read the manufacturer instructions (To be provided by the trainer/assessor) and use equipment safely and hygienically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow culinary standards to clean and cut ingredients as required. While cutting and portioning ingredients, make sure you minimise waste to maximise the profitability of food items prepared. Follow portion control procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make precision cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the appropriate cooking method and small and large equipment to prepare dishes. Make sure you achieve the desired dish characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 3: Clean and maintain food preparation equipment.

This activity is a continuation of Activity 2.

This activity requires you to demonstrate the skills and knowledge needed to clean and maintain the food preparation equipment that you used while preparing the dishes specified in Activity 2.

When cleaning and maintaining the food preparation equipment, you must:

- Gather the food preparation equipment used for preparing each dish.
- Follow each step documented in the checklist and place a tick mark in the checkboxes after completion.

Checklist: Clean and maintain food preparation equipment

<b>Steps</b>	<b>Food preparation equipment used for each of the below-given dishes</b>					
	<i>Onion rings in tempura batter</i>	<i>Vegetable spring rolls</i>	<i>Parmesan crumbed chicken breast</i>	<i>Beer battered fillet of fish</i>	<i>Fruit smoothie</i>	<i>Steak haché with Pommes Frites &amp; cheat's béarnaise sauce</i>
Disassemble all equipment after use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use different types of cleaning agents to remove stains, bacteria (germs), grease, carbon (burned food) and dirt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wash greasy equipment and pans separately from tableware, glassware and cutlery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use energy, water and other resources efficiently to reduce negative environmental impacts. <ul style="list-style-type: none"> <li>Do not leave taps running when not in use.</li> <li>Always wait until the dishwasher is full before using it.</li> <li>Never wash small equipment under running water; use a bowl of water or fill the sink.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain the condition of equipment and make the following minor adjustments. <ul style="list-style-type: none"> <li>Adjust the blades of the meat slicer.</li> <li>Adjust the speed setting of the food processors or mixers.</li> <li>Sharpen the knives.</li> <li>If scales are not measuring accurately then adjust them.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
While cleaning or maintaining the food preparation equipment, if you realise that something is wrong, notify your supervisor (trainer/assessor) and ask for help.						

**Performance criteria checklist for unit assessment task:**

<b>Trainer/ Assessor to complete</b>			
<b>Assessment activities to be completed</b>	<ul style="list-style-type: none"> <li>• Use food preparation equipment</li> </ul>		
<b>Resources required for the unit assessment task</b>	<ul style="list-style-type: none"> <li>• Unit assessment guide template</li> <li>• Access to live or simulated working environment</li> </ul>		
<b>Does the candidate meet the following criteria</b>	<b>Yes</b>	<b>No</b>	<b>Trainer/Assessor Comments</b>
a) Demonstrated skills to work with numerical features of equipment to weigh and measure ingredients.			
b) Selected the correct type and size of knives and equipment suitable for the food preparation requirements.			
c) Demonstrated skills to efficiently sequence food preparation tasks.			
d) Determined food preparation requirements considering the information given in the standard recipes.			
e) Documented safety measures to operate each knife and equipment were appropriate.			
f) Followed food safety practices when handling and storing food.			
g) Followed manufacturer instructions to assemble and use different types of food preparation equipment.			
h) Ensured that the equipment to be used is clean before use.			
i) Demonstrated planning and organisation skills to sequence food preparation tasks.			
j) Demonstrated skills to make precise cuts.			
k) Commercial time constraints and deadlines were met.			

<p>l) Disassembled all equipment after use.</p>			
<p>m) Appropriate cleaning agents used to remove bacteria (germs), grease, carbon (burned food) and dirt.</p> <ul style="list-style-type: none"> <li>• Used decarbonise to remove heavy carbon burns.</li> <li>• Used disinfectant to kill fungus, bacteria mould.</li> <li>• Used detergent to remove grease and food residue.</li> <li>• Use sanitiser to kill bacteria.</li> </ul>			
<p>n) Measured and used familiar quantities of cleaning agents on food preparation equipment.</p>			
<p>o) Maintained the condition of equipment and made the following minor adjustments.</p> <ul style="list-style-type: none"> <li>• Adjusted the blades of the meat slicer.</li> <li>• Adjusted the speed setting of the food processors or mixers.</li> <li>• Sharpened the knives.</li> <li>• If scales were not measuring accurately, then they were adjusted.</li> </ul>			
<p>p) Notified trainer/assessor in case if there is any fault in the equipment.</p>			

# Assessment Results Sheet

<b>Outcome</b>	<p>First attempt:</p> <p>Outcome (make sure to tick the correct checkbox):</p> <p>Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/></p> <p>Date: _____(day)/ _____(month)/ _____(year)</p> <p>Feedback:</p>
	<p>Second attempt:</p> <p>Outcome (make sure to tick the correct checkbox):</p> <p>Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/></p> <p>Date: _____(day)/ _____(month)/ _____(year)</p> <p>Feedback:</p>
<b>Student Declaration</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I have kept a copy of all relevant notes and reference material that I used as part of my submission.</li> <li>• 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.</li> <li>• 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.</li> <li>• All appeal options have been explained to me.</li> </ul>

<b>Student Signature</b>	
<b>Date</b>	
<b>Trainer/Assessor Name</b>	
<b>Trainer/Assessor Declaration</b>	<p>I hold:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocational competencies at least to the level being delivered</li> <li><input type="checkbox"/> Current relevant industry skills</li> <li><input type="checkbox"/> Current knowledge and skills in VET, <i>and undertake</i></li> <li><input type="checkbox"/> Ongoing professional development in VET</li> </ul> <p><i>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.</i></p>
<b>Trainer/Assessor Signature</b>	
<b>Date</b>	
<b>Office Use Only</b>	<p>The outcome of the assessment has been entered into the Student Management System</p> <p>on _____ (insert date)</p> <p>by (insert Name) _____</p>



## 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)
<input type="checkbox"/> LLN	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Confidence	<input type="checkbox"/> Verbal assessment <input type="checkbox"/> Presentations <input type="checkbox"/> Demonstration of a skill <input type="checkbox"/> Use of diagrams <input type="checkbox"/> Use of supporting documents such as wordlists
<input type="checkbox"/> Non-English Speaking Background	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Cultural background <input type="checkbox"/> Confidence	<input type="checkbox"/> Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process <input type="checkbox"/> Use methods that do not require a higher level of language or literacy than is required to perform the job role <input type="checkbox"/> Use short sentences that do not contain large amounts of information <input type="checkbox"/> Clarify information by rephrasing, confirm understanding <input type="checkbox"/> Read any printed information to the student <input type="checkbox"/> Use graphics, pictures and colour coding instead of, or to support, text <input type="checkbox"/> Offer to write down, or have someone else write, oral responses given by the student <input type="checkbox"/> Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student's needs

### Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)

<input type="checkbox"/> Indigenous	<input type="checkbox"/> Knowledge and understanding <input type="checkbox"/> Flexibility <input type="checkbox"/> Services <input type="checkbox"/> Inappropriate training and assessment	<input type="checkbox"/> Culturally appropriate training <input type="checkbox"/> Explore understanding of concepts and practical application through oral assessment <input type="checkbox"/> Flexible delivery <input type="checkbox"/> Using group rather than individual assessments <input type="checkbox"/> Assessment through completion of practical tasks in the field after demonstration of skills and knowledge.
<input type="checkbox"/> Age	<input type="checkbox"/> Educational background <input type="checkbox"/> Limited study skills	<input type="checkbox"/> Make sure font size is not too small <input type="checkbox"/> Trainer/Assessor should refer to the student's experience <input type="checkbox"/> Ensure that the time available to complete the assessment takes account of the student's needs <input type="checkbox"/> Provision of information or course materials in an accessible format. <input type="checkbox"/> Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures <input type="checkbox"/> Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write <input type="checkbox"/> Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue <input type="checkbox"/> Changes to course design, e.g. substituting an assessment task <input type="checkbox"/> Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift
<input type="checkbox"/> Educational background	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Limited study skills and/or learning strategies	<input type="checkbox"/> Discuss with the Student previous learning experience <input type="checkbox"/> Ensure learning and assessment methods meet the student's individual need
<input type="checkbox"/> Disability	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Limited study skills and/or learning strategies	<input type="checkbox"/> Identify the issues <input type="checkbox"/> Create a climate of support <input type="checkbox"/> Ensure access to support that the student has agreed to <input type="checkbox"/> Appropriately structure the assessment <input type="checkbox"/> Provide information or course materials in an accessible format, e.g. a textbook in braille <input type="checkbox"/> Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures <input type="checkbox"/> Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write <input type="checkbox"/> Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue <input type="checkbox"/> Changes to course design, e.g. substituting an assessment task <input type="checkbox"/> Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift

**Explanation of reasonable adjustments strategy used**

Empty space for providing the explanation of reasonable adjustments strategy used.

<b>Trainer/Assessor Name</b>	
<b>Trainer/Assessor Declaration</b>	<i>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.</i>
<b>Trainer/Assessor Signature</b>	
<b>Date</b>	

## 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!

<b>Unit of Competency Name</b>		<b>Trainer/Assessor Name</b>				
<b>Student Name (Optional)</b>		<b>Dates of Training</b>				
<b>Employer/Worksite (if applicable)</b>		<b>Date of Evaluation</b>				
<b>A</b>	<b>Logistics and Support Evaluation</b>					
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.)					
<b>Additional Comments on Logistics and Support</b>						

No.	Criteria/Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>B</b>	<b>Trainer/Assessor Evaluation</b>					
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					
<b>Additional Comments on Training</b>						

No.	Criteria/Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>C</b>	<b>Learning Evaluation</b>					
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					
<b>Additional Comments on Learning Evaluation</b>						

## Appendix C: Equipment and resource required

### Fixtures and large equipment:

- Commercial-grade workbenches (1.5 m/person)
- Double sink
- Food processors
- Graters
- Griller
- Refrigeration unit with shelving
- Slicing machine
- Storage facilities

### Small equipment:

- Assorted pots and pans
- Blenders
- Can opener
- Containers for hot and cold food
- Colanders
- Cutting boards
- Food handler gloves
- Knife sharpening equipment:
  - Sharpening steels and stones
- Knives:
  - Butchers and boning
  - Chef
  - Filleting
  - Palette
  - Utility
  - Vegetable
- Mandolin
- Mouli
- Planetary mixers
- Scales
- Small utensils:
  - Peelers, corers and slicers
  - Tongs
  - Whisks
- Stainless steel bowls
- Thermometers

### Cleaning materials and equipment:

- Cleaning cloths
- Commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
- Dustpans and brooms
- Garbage bins and bags
- Hand towel dispenser and hand towels
- Mops and buckets
- Separate hand basin and antiseptic liquid soap dispenser for hand washing
- Sponges, brushes and scourers
- Tea towels

### Organisational specifications:

- Equipment manufacturer instructions
- Mise en place lists and standard recipes
- Organisational food safety plan
- Safety data sheets (SDS) for cleaning agents and chemicals

**Variety of commercial ingredients used in food preparation specified in the performance evidence**

**Industry-realistic ratios of kitchen staff to customers.**

## Appendix D: Recipes

### ONION RINGS IN TEMPURA BATTER

#### Ingredients

- 1 large onion cut into rings
- Plain flour for coating

#### Tempura batter

- 80 g self-raising flour
- 40 g cornflour
- 250 ml very cold soda water
- 1 egg
- 50 ml garlic and paprika mayonnaise

#### Method

1. Preheat clean deep fryer to 190°C.
2. Separate the onion rings and coat with flour.
3. Sift both flours together.
4. Whisk the egg and cold soda water together.
5. Quickly whisk in flour.
6. Mix the onion rings through the batter then place carefully into hot deep-frying oil.
7. Remove and drain when light golden in colour.
8. Serve immediately garnished with garlic and paprika mayonnaise.
9. This batter should be used immediately as it must be very cold to ensure crispness.



## VEGETABLE SPRING ROLLS

### Ingredients

- 1 tablespoon vegetable oil
- 3–4 drops sesame oil
- 30 g spring onions, finely sliced
- 30 g cabbage, fine chiffonade
- 30 g carrots, fine julienne
- 30 g mushrooms, finely chopped
- 30 g bean shoots
- ¼ teaspoon grated ginger
- ¼ teaspoon crushed garlic
- ½ teaspoon soy sauce
- Spring roll wrappers
- Egg white

### Method:

1. Heat oils in the pan.
2. Add ginger and garlic and cook briefly.
3. Add remaining vegetables and allow to sweat until just tender.
4. Stir through soy sauce. Remove from heat and allow to cool.
5. Lay wrappers with points facing north/south.
6. Brush edges with a little egg white.
7. Place a portion of cold vegetable mixture onto the wrapper, fold over twice. Then fold sides to the centre and continue rolling forward into a neat firm cylinder.
8. Cover and refrigerate until required.
9. To cook, deep fry rolls at 180°C. until golden brown.

## PARMESAN CRUMBED CHICKEN BREAST

### Ingredients:

- 4 slices white bread – crust removed
- 20 g parmesan finely grated
- 1 tsp dried mixed herbs
- Flour for coating
- eggs whisked for coating
- chicken breasts – skin removed
- Olive oil
- Pinch each salt and white pepper
- Cooked tomato concassé
- Finely chopped parsley

### Method:

1. Place bread into a food processor and work until a fine crumb is achieved.
2. Place crumbs on a flat tray and place in an oven at 100°C until dried out.
3. Allow crumbs to cool then mix in parmesan and herbs.
4. Cover chicken breasts with plastic wrap and using a mallet or rolling pin, flatten to an even thickness.
5. Place chicken through flour, then egg wash, then parmesan crumb mix.
6. Place crumbed chicken on a tray or plate, cover and refrigerate for at least 30 minutes before cooking.
7. Heat oil in a pan and add chicken.
8. Cook to light golden colour on both sides.
9. Place on absorbent paper to drain excess oil.
10. To serve, the chicken and garnish with cooked tomato concassé and chopped parsley.

## **BEER BATTERED FILLET OF FISH**

### **Ingredients:**

- 1 fillet of fish, e.g. whiting
- 100 g plain flour
- Pinch salt and pepper
- 150 ml beer batter
- Cooking oil (for deep frying)
- 60 g tartare sauce
- 2 lemon wedges
- 2 large sprigs flat-leaf parsley

### **Method:**

1. Preheat the deep fryer to 180°C.
2. Pat fish pieces dry with clean kitchen paper then lightly season with salt and pepper.
3. Pass fish through flour to lightly dust, then dip into beer batter, ensuring an even coating. Allow excess to drip off.
4. Carefully lay the pieces of fish into the hot oil (don't drop from a height as this will cause the oil to splash).
5. Using a deep frying lifter, gently move and turn the fish pieces until an even light golden crust is formed.
6. Lift fish pieces out, allow to drain well, then place onto absorbent paper.
7. Serve immediately or keep warm until required (the longer the fish sits, the soggy the batter will become).
8. Serve with tartare sauce and lemon wedges.
9. Garnish with sprigs of parsley.

## FRUIT SMOOTHIE

### Ingredients:

- ½ cup fruit, diced, e.g. peaches, bananas, pineapples, strawberries, mangos
- ¾ cup plain yogurt
- 1 cup milk
- 1 tbsp sugar (optional)

### Method:

- Peel the fruit, if appropriate, and cut up into small pieces.
- Put all the ingredients into a blender and puree them together until smooth.
- Pour into a chilled glass and serve with a straw.

## STEAK HACHÉ WITH POMMES FRITES & CHEAT'S BÉARNAISE SAUCE

### Ingredients:

For the steak and sauce

- 1 tbsp vegetable oil
- 4 shallots, very finely chopped
- 250g freshly ground beef
- 8 thyme sprigs, leaves picked and chopped
- 2tsp Dijon mustard
- 2tbsp plain flour
- 50ml crème fraîche
- 1 egg yolk
- 6 tarragon sprigs, leaves picked and finely chopped
- dressed green salad, to serve

For the Pommes Frites

- large baking potatoes (such as Maris Piper or Russet), peeled
- 2 tbsp vegetable oil

### Method:

1. Heat the oil in a pan and add about 3 /4 of the shallots. Cook for 5-10 mins, stirring occasionally, until soft and starting to caramelize in places. Set aside to cool.
2. In a large bowl, combine the beef, thyme, 1 tsp Dijon and the cooled shallots. Season with black pepper but no salt at this stage (this can cause the meat to dry out). Shape into four patties and dust with flour. Put on a plate, cover with cling film and chill for at least 30 mins (or up to 2 hrs).
3. Meanwhile, prepare the Frites. Slice the potatoes into skinny chips, tipping into a large bowl of cold water as you go. Drain, then transfer to a large pan and cover with fresh water, seasoning with salt. Bring to a fast simmer, boil for 1 min, then drain well. Tip the chips onto a clean tea towel or some kitchen paper, spread in a single layer so they dry and cool quickly. Heat oven to 200C/180C fan/gas 6.
4. Tip the chips into a bowl with the vegetable oil and 1 tsp salt. Toss to coat, then spread out over two large baking trays — Cook for 45 mins or until crisp and golden.
5. When the chips are about 15 mins from being cooked, heat a large frying pan with a drizzle of oil. Season the patties with salt on both sides and cook for 3-4 mins each side, or until they have a dark brown crust but are still slightly pink inside (or cook them for a little longer if you'd prefer them well done). Transfer to a plate, cover with foil and set aside to keep warm while you make the sauce.
6. Return the pan to the heat and tip in the remaining shallots. Fry for 1-2 mins to soften, then remove the pan from the heat and stir in the crème fraîche, remaining Dijon, the egg yolk and tarragon, as well as any resting juices from the beef patties. Season well. Serve the steak with the Pommes Frites and a green salad, with the Béarnaise sauce on the side.