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Version no: 1.0

**SITHKOP012 - Develop recipes for special dietary requirements**

**STUDENT ASSESSMENT BOOKLET**

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**ASSESSMENT RECEIPT FORM**

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| --- | --- |
| **STUDENT NAME:** |  |
| **STUDENT ID:** |  |
| **COURSE NAME:** |  |
| **ASSESSOR NAME:** |  |
| **DUE DATE:** |  |
| **UNIT CODE AND TITLE:** | SITHKOP012 - Develop recipes for special dietary requirements |

**NOTE:**

1. This form must be attached on top of the completed Student Assessment Booklet when submitting.
2. The Assessment Receipt Form must be signed and dated.

### DECLARATION:

1. I am aware that penalties exist for plagiarism and cheating.
2. I am aware of the requirements set by my assessor.
3. I have retained a copy of my assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Student Signature: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**About this booklet**

This assessment booklet has been designed for students undertaking face-to-face mode of study to provide information before you undertake these assessments. It also contains assessment tools to assess the skills and knowledge required from you to be deemed competent in this unit.

Please read all the information given to you when you receive this assessment booklet. If you do not understand any part of this booklet, please inform your assessor.

The assessment booklet contains two (2) parts:

**PART 1: Assessment information:** This part contains information on the assessment for this unit of competency and how an assessment will be conducted throughout this unit to achieve the competency. It includes:

* Application of the unit of competency
* Purpose of assessment
* Elements, performance evidence and knowledge evidence requirements of the unit
* Conditions, context, required resources and location of the assessment
* Assessment tasks
* Outline of evidence to be collected
* Administration, recording and reporting the requirements including special adjustments, appeals, reasonable adjustments and assessors’ intervention.

**PART 2: Assessment tasks:** This part contains the information to undertake the assessment task successfully. In each assessment task, students will find the following information:

* Task instructions
* Short Answer Questions, Written Report, Role play/Practical Demonstration information
* Information on resources required, where applicable.

**PART 1: Assessment information**

# Application of the unit of competency:

This unit describes the performance outcomes, skills and knowledge required to develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons. It requires the ability to identify the dietary requirements of customers, develop recipes to meet those requirements, cost recipes and to monitor and evaluate the success of recipe performance.

The unit applies to all hospitality and catering organisations that prepare and serve food. This includes hotels, clubs, restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, event and function caterers.

It applies to those people who operate independently or with limited guidance from others such as senior cooks, chefs, catering supervisors and managers.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

**Pre-requisite Unit**

|  |  |
| --- | --- |
| SITHCCC027 | Prepare dishes using basic methods of cookery |
| SITHCCC042 | Prepare food to meet special dietary requirements |
| SITHKOP010 | Plan and cost recipes |
| SITXFSA005 | Use hygienic practices for food safety |

**Purpose of assessment:**

The purpose of assessment is to determine competency in the unit SITHKOP012 - Develop recipes for special dietary requirements

**Elements and Performance Criteria**

* Identify recipe requirements.
* Develop recipes for special diets.
* Cost and document special recipes.
* Monitor suitability of special recipes.

**Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

develop recipes that comply with the dietary and nutritional guidelines for at least eight of the following groups:

* adolescents
* athletes
* children
* defence force personnel
* elderly people
* people in health care
* ill or injured people
* people with nutritional and energy requirements due to physical condition
* people in areas affected by disaster or environmental extremes
* people in remote areas
* two of the above eight recipes must reflect one or more lifestyle dietary requirements
* four of the above eight recipes must address one or more medical dietary requirements
* two of the above eight recipes must address one or more religious dietary requirements
* develop above recipes demonstrating:
* methods for responding to feedback and adjusting recipes
* basic principles and practices of nutrition.

**Knowledge Evidence**

* Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
* culinary terms and common trade names for:
* substitute ingredients used to produce dishes for special dietary requirements
* ingredients suitable for meeting different nutritional needs
* ingredients that cause common allergic reactions
* food additives and preservatives
* main types, culinary characteristics and ingredients of special diets that are part of contemporary Australian society:
* lifestyle
* medical
* religious
* characteristics of special dietary requirements of customer groups mentioned in the performance evidence
* role of other professionals who may be involved in recipe planning for customers:
* allied health professionals
* dietitians
* medical specialists
* nutritionists
* main types and characteristics of:
* drug-food interactions
* food allergy
* food intolerance
* religious dietary sanctions
* key health, legal and reputational consequences of failing to address special requirements, including:
* allergic reactions
* anaphylaxis
* food sensitivity or intolerance reactions
* customer preferences and aversions
* basic principles and practices of nutrition:
* nutrient groups and their food sources:
* vitamins
* minerals
* fibre
* carbohydrates
* fats
* protein
* water
* influences on food choice
* food labelling and interpretation
* role and implications of using food additives and preservatives
* health implications of food choices
* role of good nutrition in avoiding dietary diseases
* effects of various cooking methods and food storage on nutrients
* primary components and recommendations of the Australian Dietary Guidelines, in particular those for older Australians, children and adolescents and their use in recipe planning
* methods and formulas for calculating portion yields and costs from ingredients:
* standard measures
* standard yield tests
* food cost percentage
* budgeted sales price
* GST addition or subtraction
* methods to gain feedback on suitability of recipes:
* discussion with colleagues
* discussion with customers
* consultation with other professionals.

**Assessment Conditions**

* Skills must be demonstrated in a business operation or activity where recipes for special dietary requirements are developed. This can be:
* an industry workplace; or
* an industry-realistic simulated environment.
* Assessment must ensure access to:
* spreadsheet and word processing programs for recipe costing and documenting
* internet for research
* a copy of the Australian Dietary Guidelines
* commodity price lists.
* Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors and:
* have achieved the Certificate III or Certificate IV in Commercial Cookery, or Certificate III or IV in Catering Operations, or Certificate III or IV in Patisserie, or their successors; or
* hold a trade certificate as a cook or chef or equivalent;
* and
* have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

**Resources required:**

The assessor will ensure that assessment is conducted in a safe environment and you have access to the following resources for the unit:

* Computer with internet connection to refer to various resources including ICT Labs
* Student assessment booklet

• UIA Learners’ resources for the unit SITHKOP012 - Develop recipes for special dietary requirements

**Clustering/holistic assessment:**

* There is no provision for clustering of assessments in this unit.

**Competency requirements:**

To be judged competent in this unit, you will be required to demonstrate all indicators which are shown in the Marking Guide (assessor’s document).

You must satisfactorily complete all assessment tasks to be Competent (C) in the unit. Students with unsatisfactory completion of any of the assignment tasks will be deemed Not Yet Competent (NYC).

Assessors will ensure that the evidence collected meets the requirements of the Rules of Evidence (authentic, current, sufficient and valid) prior to entering results into the competency record sheet.

Students unsuccessful at achieving “Satisfactory” for any assessment at the first attempt will be given two opportunities for reassessment. If the student is still deemed Not Yet Competent (NYC) after two reassessments in a unit of competency student will be required to repeat the unit as per the scheduled delivery of the course. For further details, refer to RGIT Re-Assessment Policy and RGIT Course Progress Policy.

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| **Assessment tasks** | **Assessment description** | **Due date** | **Location of assessment** |
| **Assessment 1:**  Written Knowledge Questions | This assessment includes a series of questions you are required to answer; you need to answer all questions correctly. |  | RGIT training campus |
| **Assessment 2:**  Practical Assessment | This assessment student will work through a range of activities to complete. |  | RGIT training campus and/or outside the campus |

**Assessment tasks:**

To achieve competency in this unit, you must satisfactorily complete all the following assessment tasks within the date and time specified in the session plan. This will demonstrate that you have all the required skills and knowledge for this unit.

**Outline of evidence to be collected:**

You must submit the following evidence to be marked competent for this unit. Your assessor will ensure that the evidence submitted meets the Rules of Evidence which are **valid, sufficient, current and authentic.**

|  |  |
| --- | --- |
| **Assessment 1:**  Written Knowledge Questions | * Answer all questions correctly in the Written Knowledge Questions and submit to your assessor electronically or paper-based. * Complete and sign the cover sheet for assessment task. |
| **Assessment 2:**  Practical Assessment | * Produce all required evidence electronically or paper-based. * Complete and sign the cover sheet for assessment task. |
| **NOTE**  **(Proper referencing)** | * The completion of this unit must be accompanied with proper references on the source of information gathered from, preferably in APA style[[1]](#footnote-1). For further clarification of referencing style, please consult with your trainer. |

**Administration, recording and reporting requirements:**

You must read and follow this information carefully while completing assessments for this unit of competency and if you are unsure of any instruction, please contact your assessor to clarify.

The assessments are intended to be equitable, fair and flexible.

**Submission of assessment:**

You must ensure that the completed assessment tasks are submitted along with the assessment cover sheet:

* Your assessor will mark the submitted assessment, provide feedback to you and complete the comments section against each task, where applicable.
* ALL tasks must be completed in legible English. It is preferred that the tasks submitted for assessments are typed and that they are legible and clear, if handwritten.
* You must submit all assessments on or before the due date specified by the assessor.
* Extensions for individual assessment tasks may be negotiated in specific circumstances with your assessor/trainer. However, you need to provide genuine evidence documents when seeking an extension to due date (e.g. extensions due to illness will require a medical certificate). To arrange an extension, you must speak to your assessor prior to the due date. Extensions must be confirmed by the trainer in writing.
* You are permitted to use dictionaries and to seek support (as required) unless it puts in jeopardy the integrity of the assessment, your assessor will let you know if this is the case.
* Unless the assessment task specifically allows pair work or group activities such as brainstorming, you must submit your own original work and must not copy the work of other students. Plagiarism is unacceptable.
* You can submit your assessment tasks through the learning management system or hand in hard copies in the classroom.

**Recording an assessment result:**

Once the assessments have been completed, the assessor will record the assessment results on the student assessment record sheets and LMS/student management system and all results will be approved by the course coordinator.

Assessors will check that you have completed the student declaration prior to filling out the assessment sheet.

**Retaining assessment records:**

RGIT will securely retain all completed student assessment items for each student for a period of six months from the date on which the judgement of competence for the student was made. RGIT will also retain sufficient data to be able to reissue AQF certification documentation for a period of 30 years.

All assessment records submitted to the assessor for marking will be stored and retained properly. And a hard copy submitted to student administration for filing along with the evidence.

The assessor will ensure that the student records are securely retained in accordance with the RGIT record control policy accessible by the Student Administration Officer.

**Assessment outcomes:**

For unit of competency:

There are two outcomes for assessments: C = Competent and NYC = Not Yet Competent (requires more training and experience).

You will be awarded C = Competent on completion of the unit when the assessor is satisfied that you have completed all assessments and have provided the appropriate evidence required to meet all criteria in line with the Rules of Evidence. If you fail to meet this requirement, you will receive the result NYC = Not Yet Competent and will be eligible to be re-assessed in accordance with the RGIT Re-Assessment Policy and RGIT Course Progress Policy.

For assessment task:

There are two assessment outcomes for tasks. S = Satisfactory and NS = Not Satisfactory.

On the individual assessment cover sheet for assessment tasks you will be marked Satisfactory, if you have completed the task successfully, submitted all evidence and satisfied the assessment criteria and Not Satisfactory, if you have not completed the task, the evidence is not sufficient or does not meet the requirements of the assessment criteria.

**Re-assessment:**

If you are unsuccessful at achieving competency at the first attempt, you will be given two further opportunities for re-assessment at a mutually agreed time and date. For further details, refer to the RGIT Re-Assessment Policy and RGIT Course Progress Policy. As this is a competency based program, the assessment continues throughout the program until you either achieve Competency in the assessment tasks or a further training need is identified and addressed.

**Student access to records:**

You have the right to access current and accurate records of your participation and results at any time. You can see your results or attendance progress by logging in to the Learning Management System at any time or you can request a copy of your records by contacting the student administration and the assessor.

**Support:**

You may seek clarification about the assessment information and the instructions and tasks at any time from the assessor.

**Reasonable adjustments and special learning needs:**

RGIT Australia works to ensure that students with recognised disadvantages can access and participate in education and training on the same basis as other students. Disadvantages may be based, for example, upon age, cultural background, physical disability, limited or non-current industry experience, language, numeracy or digital literacy issues.

Where pre-training interviews and assessments reveal that a student may require special support or where, after enrolment, it is made apparent that the student requires special support, reasonable adjustments will be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of the student. An adjustment is reasonable if it can accommodate the student’s particular needs, while also taking into account factors such as the student’s views, the potential effect of the adjustment on the student and others and the costs and benefits of making the adjustment.

Any adjustments made must:

* + be discussed, agreed and documented in the assessment record
  + benefit the student
  + maintain the integrity of the competency standards and course requirements as stipulated in the training package
  + be reasonable to expect in a workplace.

Reasonable adjustment may consist of:

* providing additional time for students to complete learning and assessment tasks
* presenting questions orally for students with literacy issues
* asking questions in a relevant practical context
* using large print material
* extending the course duration
* presenting work instructions in diagrammatic or pictorial form instead of words and sentences.

**Complaints and appeals:**

If you are dissatisfied with an assessment outcome, you may appeal the assessment decision. In the first instance, you are encouraged to appeal informally by contacting the assessor and discussing the matter with them. If you are dissatisfied with the outcome of such discussion, you may appeal further to either the Course Coordinator and/or Head of Department. If you are still dissatisfied, you may appeal formally and in writing to have the result reviewed. For more information, refer to the Assessment Policy and the Complaints and Appeals Policy and Procedures.

**Assessor intervention:**

Assessors will check if you are ready for the assessment, and defer the assessment if you are not. Feedback will be given to you at the completion of the assessment. During role play, the assessor may act as a client or employer, where required, but the assessor will not interfere with the assessment. If the assessment activities might impact on your safety or that of others, the assessor will stop the assessment immediately.

**Plagiarism, cheating and assessment dishonesty:**

RGIT considers plagiarism and cheating as a serious misdemeanor. Evidence of plagiarism and cheating is treated on a case by case basis and the consequences for students engaging in such practices may include failure of the assessment or unit or exclusion from the course. For more information, refer to RGIT’s Assessment Policy.

Note: To avoid plagiarism, you must quote the source where information was gathered from, using, preferably, an APA style. For further clarification of referencing style, please consult with your trainer.

**Assessor feedback:**

## Assessors will provide feedback on the assessment that you have submitted. This can identify your strengths and weaknesses or be an overall comment on your submission. A copy of the feedback along with your submission will be given to you and you must keep a copy of it throughout the completion of the course.

**Student Declaration:**

I **.............................................................................. *(Student Name***) have read and understand the information provided above and also understand and accept that any act of plagiarism and academic dishonesty may have penalties including cancellation or suspension of my enrolment with RGIT. I further declare that:

* All assessment work submitted for this unit competency is my own original work and plagiarism and collusion has not occurred.
* Assessment work has not been copied or submitted for any other unit/course.
* I have taken proper care and effort to ensure my work has not been copied by another person.
* I have retained a copy of this assessment for my own records in the event I have to reproduce my work.
* I am aware that any assessment deemed unsatisfactory will require me to undergo reassessment which may be different to the one originally submitted.

**Student signature:** ............................................................... **Date:** ....../....../.......

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## Assessment Task Cover Sheet

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| --- | --- | --- | --- | --- | --- |
| **Student details** | | | | | |
| Student Name: |  | | Student ID: | |  |
| **Assessment details** | | | | | |
| Unit of Competency: | | SITHKOP012 - Develop recipes for special dietary requirements | | | |
| Assessment Task 1: | | Written Knowledge Questions | | | |
| Date of Submission: | |  | | | |
| Assessment Outcome:  Satisfactory  Not Satisfactory | | | | | |
| Assessor Signature: | | | | | |
| Assessor Name: | | | | | |
| Feedback: | | | | | |
| **Student Plagiarism Declaration:** By submitting this assessment to the college, I declare that this assessment task is original and has not been copied or taken from another source except where this work has been correctly acknowledged. I have made a photocopy or electronic copy or photograph of my assessment task, which I can produce if the original is lost. | | | | | |
| **Assessor:** I declare that I have conducted a fair, valid, reliable and flexible assessment of this student, and I have provided appropriate feedback. I also declare that I have undertaken the indicated assessment integrity checks  Google check for plagiarism  Yes  No  Check for copying/collusion  Yes  No  Check for authenticity (own work)  Yes  No  Cheating or use of model answers  Yes  No | | | | **Student:** I have received, discussed and accepted my result as above for this assessment and I am aware of my appeal rights. | |
| Signature: ......................................................... | | | | Signature:.................................................. | |
| Date:................................................................. | | | | Date:.............................................. | |

**Assessment Task Part A: Written Knowledge Questions**

### Required documents and equipment to be accessed by students:

* Computer with internet connection to refer to various resources and course books
* Student assessment booklet and pen (organised by the student)
* RGIT Learners’ resources for the unit SITHKOP012 - Develop recipes for special dietary requirements (organised by the trainer/assessor)
* Learner’s notes

**Planned date for assessment:**

This assessment will be conducted after practical session.

### Instructions for students:

1. This assessment will be conducted in the classroom.
2. This is an open-book assessment.
3. Read each question very carefully to make sure you understand what you are being asked.
4. Answer the questions in your own words.
5. If you need to refer to a published source, you must quote the publisher’s details using appropriate referencing style.
6. If required, additional answer sheets can be used.
7. If you choose to answer on a separate sheet, you must create a header with your name, student ID, the code and the name of the unit and footer with date of submission and page number and sign the document.
8. You must answer all written knowledge questions satisfactorily as part of this assessment to be deemed Satisfactory for this assessment.

### Planning the assessment:

* Access all resources mentioned in required resources, either printed copies or access via the internet.
* Complete and submit the assessment on the same day of the assessment.
* Your assessor will set a time to provide feedback.

### Assessment Duration:

* Time required for assessment: 2 hours 10 minutes
* Each question is expected to be completed in 10 minutes.

**Assessment Submission (Evidence to be submitted by students):**

At the end of the assessment, you will be required to submit the following evidence on the same day of the assessment.

* Completed assessment task with all questions answered.
* Completed and signed cover sheet for the assessment.
* Your assessor will record the assessment outcome on the assessment cover sheet.

**Written Knowledge questions:**

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| --- | --- | --- |
| Question 1 | | |
| Complete the tables below on culinary ingredients. | | |
|  | | |
| 1. **Nutritional Needs** | | |
| Complete the table below on nutritional needs by identifying the following:   1. At least two ingredients that will meet each nutritional need provided below. 2. At least one example of each ingredient identified | | |
| **Nutritional Need** | **Ingredients** | **Examples** |
| 1. **Vitamins** | 1. Citrus fruits | Oranges |
| 1. Leafy green vegetables | Spinach |
| 1. **Minerals** | 1. Dairy products | Milk |
| 1. Nuts and seeds | Almonds |
| 1. **Fibre** | 1. Whole grains | Oats |
| 1. Legumes | Lentils |
| 1. **Carbohydrates** | 1. Carbon | Rice |
| 1. Hydrogen | Potato |

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| **Nutritional Need** | **Ingredients** | | **Examples** |
| 1. **Fats** | 1. Avocado | | Sliced avocado on toast |
| 1. Olive oil | | Drizzling olive oil on salad |
| 1. **Protein** | 1. Chicken breast | | Chicken breast salad |
| 1. Greek yogurt | | Greek yogurt with berries and granola |
| 1. **Food Additives** | | | |
| Complete the table below on food additives.   1. At least three types of food additives. 2. At least one example of each type of food additive identified. | | | |
| **Food Additives** | | **Examples** | |
| 1. Preservatives | | Sodium benzoate | |
| 1. Emulsifiers | | Soy lecithin | |
| 1. Antioxidants | | Vitamin E (tocopherol) | |

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| 1. **Food Preservatives** | |
| Complete the table below on food preservatives.   1. At least three types of food preservatives.   *Responses must be using the culinary term for the food additives.*   1. At least one example of each type of food preservative identified. | |
| **Food Preservatives** | **Examples** |
| 1. Nitrates | Sodium nitrate |
| 1. Sulphites | Sodium sulphite |
| 1. Bezonates | Potassium benzoate |

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| Question 2 | | |
| Answer the questions below about special dietary requirements. | | |
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| 1. Complete the table below on lifestyle-based special diets by identifying the following: 2. At least three main types of lifestyle-based special diets in Australia 3. At least one characteristic of dishes that fit each type of lifestyle-based special diet identified 4. At least one ingredient that meets each characteristic identified | | |
| **Main Types of Lifestyle-Based Special Diets** | **Characteristics** | **Ingredients** |
| 1. Vegetarian diet | Excludes meat and seafood  Dishes can include plant-based proteins such as legumes | (e.g., chickpeas, lentils), tofu, and tempeh. |
| 1. Vegan diet | Excludes all animal products, including meat, seafood, dairy, eggs, and honey | fruits, vegetables, grains, legumes, nuts, and seeds. |
| 1. Gluten-free diet | Avoids gluten-containing grains like wheat, barley, and rye | (e.g., almond flour, chickpea flour). |

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| 1. Complete the table below on medical-based special diets by identifying the following: 2. At least three main types of medical-based special diets in Australia 3. At least one characteristic of dishes that fit each type of medical-based special diet identified 4. At least one ingredient that meets each characteristic identified | | |
| **Main Types of Medical-Based Special Diets** | **Characteristics** | **Ingredients** |
| 1. Diabetic diet | Focuses on managing blood sugar levels and carbohydrate intake  Dishes incorporate low glycemic index (GI) foods such as non-starchy vegetables | (e.g., broccoli, spinach), lean proteins (e.g., chicken, fish), and whole grains (e.g., quinoa, brown rice). |
| 1. Low-sodium diet | Restricts sodium/salt intake to manage hypertension or other health conditions  Dishes utilize herbs, spices, and other flavor enhancers instead of salt. Ingredients can include fresh herbs | (e.g., basil, cilantro), citrus fruits (e.g., lemon, lime), and vinegar. |
| 1. Low-FODMAP diet | Reduces intake of certain carbohydrates to alleviate symptoms of irritable bowel syndrome (IBS) | Dishes contain low-FODMAP ingredients such as carrots, cucumbers, zucchini, rice, gluten-free oats, lactose-free dairy products, and lean proteins (e.g., chicken, fish). |

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| 1. Complete the table below on religion-based special diets by identifying the following: 2. At least three main types of religion-based special diets in Australia 3. At least one characteristic of dishes that fit each type of religion-based special diet identified 4. At least one ingredient that meets each characteristic identified | | |
| **Main Types of Religion-Based Special Diets** | **Characteristics** | **Ingredients** |
| 1. Halal diet | Follows Islamic dietary laws, which prohibit the consumption of pork and alcohol  Dishes use halal-certified ingredients, including halal meats | (e.g., chicken, beef), fruits, vegetables, grains, legumes, and dairy products. |
| 1. Kosher diet | Adheres to Jewish dietary laws, which specify certain food preparation and consumption guidelines  Dishes follow kosher rules, such as using kosher-certified meats | (e.g., kosher beef, kosher chicken), avoiding the mixing of meat and dairy, and using kosher-certified ingredients. |
| 1. Vegetarian diet (part of religious observances) | Practiced by some religious groups during specific periods or rituals | Dishes focus on plant-based ingredients such as fruits, vegetables, legumes, grains, and dairy products (if allowed within the specific religious observance). |

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| Question 3 | | |
| Complete the table below about the special dietary requirements of customer groups:   1. In your own words, describe the special dietary requirements of each customer group provided below. Responses must be in 30 words or more. 2. Identify at least one food item that will meet each customer group’s special dietary requirements. | | |
|  | | |
| **Customer Group** | **Special Dietary Requirements** | **Applicable Food** |
| 1. **Adolescents** | Higher energy and nutrient needs for growth and development | Grilled chicken breast with quinoa and mixed vegetables. |
| 1. **Athletes** | Increased energy and protein requirements for performance and recovery | Salmon fillet with sweet potato, brown rice, and steamed broccoli. |
| 1. **Children** | Balanced nutrition for growth, development, and overall health | Whole wheat pasta with lean ground turkey and tomato sauce, served with a side of steamed carrots. |
| 1. **Defence Force Personnel** | Adequate energy and nutrients to meet physical demands and sustain performance | Grilled lean steak with roasted potatoes, mixed greens, and a side of hummus. |

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| **Customer Group** | **Special Dietary Requirements** | **Applicable Food** |
| 1. **Elderly People** | Nutrient-dense foods to support overall health, maintain muscle mass, and address age-related health concerns | Baked salmon with quinoa, roasted asparagus, and a side of Greek yogurt. |
| 1. **Healthcare Workers** | Balanced nutrition to support long working hours and maintain energy levels | Turkey and avocado wrap with whole grain bread, mixed greens, and a side of fresh fruit. |
| 1. **Ill or Injured People** | Adequate nutrients to support healing, recovery, and immune function | Vegetable soup with chicken, whole grain bread, and a side of yogurt. |
| 1. **People with Nutritional and Energy Needs Due to Physical Conditions** | Customized diets based on specific medical conditions or physical needs | Customized meal based on specific dietary requirements and restrictions. |
| 1. **People in Areas Affected by Disasters or Environmental Extremes** | Accessible and easily transportable food with a long shelf life and minimal cooking requirements | Canned tuna, whole grain crackers, dried fruits, and nut butter packets. |
| 1. **People in Remote Areas** | Food options that are easy to store, transport, and have a longer shelf life | Shelf-stable meals like dehydrated camping meals, energy bars, and trail mix. |

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| Question 4 | |
| In your own words, briefly describe the role played by each of the professionals below in planning recipes.  Each response must be in 30 words or more. | |
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| **Professional** | **Role in Planning Recipes** |
| 1. **Allied Health Professionals** | Collaborate with dietitians and nutritionists to provide specialized advice and support in developing recipes that align with specific dietary needs or medical conditions. |
| 1. **Dietitians** | Experts in nutrition who assess individuals' dietary needs and develop recipes that meet those needs, considering factors like health conditions, allergies, and nutritional requirements. |
| 1. **Medical Specialists** | Provide medical expertise and guidance in planning recipes for individuals with specific medical conditions, ensuring that the recipes align with the patient's treatment plan and dietary restrictions. |
| 1. **Nutritionists** | Offer expertise in nutrition and help in planning recipes by providing guidance on balanced meals, appropriate portion sizes, and nutrient composition to support overall health and well-being. |

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| Question 5 | |
| In your words, briefly describe how the drug-food combination provided below interacts. | |
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| **Drug-Food Combination** | **Interaction** |
| 1. **Green, leafy vegetables and aspirin** | Green, leafy vegetables, especially those high in vitamin K, can potentially interfere with the blood-thinning effects of aspirin. It may reduce the effectiveness of aspirin in preventing blood clots. |
| 1. **Dairy products and antibiotics** | Some antibiotics, such as tetracycline and fluoroquinolones, can bind with calcium in dairy products, forming insoluble complexes. This interaction can reduce the absorption and effectiveness of the antibiotics. |
| 1. **Grapefruit and statins** | Grapefruit contains compounds that can inhibit the enzyme responsible for metabolizing certain statin medications. This interaction can increase the concentration of statins in the blood, potentially leading to higher risk of side effects. |
| 1. **Alcohol and pain relievers** | Combining alcohol with pain relievers, particularly those containing acetaminophen (e.g., Tylenol), can increase the risk of liver damage. Alcohol and nonsteroidal anti-inflammatory drugs (NSAIDs) can also increase the risk of stomach bleeding and ulcers. |
| 1. **Alcohol and insulin or diabetic pills** | Alcohol consumption can cause low blood sugar (hypoglycemia) when combined with insulin or certain diabetic pills. It can interfere with the body's ability to regulate blood sugar levels, leading to potential complications for individuals with diabetes. |

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| Question 6 | | |
| Complete the table below about food allergies by identifying the following:   1. At least five common types of food allergies. 2. At least one ingredient that triggers each type of food allergy identified. 3. At least one example of each ingredient identified. | | |
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| **Types of Food Allergies** | **Ingredients** | **Example** |
| 1. Milk allergy | Casein or lactose | Casein in dairy products like milk, cheese, and yogurt |
| 1. Egg Allergy | Egg proteins (albumin, ovomucin) | Albumin in eggs and egg-containing products |
| 1. Peanut Allergy | Peanuts (Arachis hypogaea) | Peanuts and peanut-based products, such as peanut butter |
| 1. Tree Nut Allergy | Various tree nuts (almonds, walnuts, cashews, etc.) | Almonds, walnuts, cashews, hazelnuts, etc. |
| 1. Wheat Allergy | Gluten proteins (gliadin, glutenin) | Gluten-containing grains like wheat, barley, and rye, found in bread, pasta, and baked goods |

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| Question 7 | |
| Complete the table below about food intolerances by identifying the following:   1. At least three common types of food intolerances. 2. At least one example of food that triggers each identified food intolerance. | |
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| **Types of Food Intolerances** | **Ingredient** |
| 1. Lactose Intolerance | Dairy products containing lactose, such as milk, ice cream, and cheese. |
| 1. Gluten Intolerance (Non-Celiac Gluten Sensitivity) | Foods containing gluten, such as wheat, barley, rye, and their derivatives found in bread, pasta, and baked goods. |
| 1. Fructose Intolerance (Fructose Malabsorption) | Foods high in fructose, such as certain fruits (e.g., apples, pears), honey, high fructose corn syrup, and some vegetables. |

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| Question 8 | |
| Answer the questions below about nutrition. | |
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| 1. In your own words, describe the nutritional value of water.   Responses must be in 30 words or more. | |
| Water is essential for maintaining overall health and hydration. It has no calories, but it plays a crucial role in numerous bodily functions. Water helps regulate body temperature, aids in digestion, transports nutrients, lubricates joints, and flushes out toxins. | |
| 1. Complete the table below about food choice: 2. Identify at least three common factors that influence food choice. 3. In your own words, describe how each identified factor influences what people choose to eat.   Responses must be in 30- words or more. | |
| **Factors that Influence Food Choice** | **Description** |
| 1. Taste and Preference | People tend to choose foods based on their taste preferences. Flavors, textures, and sensory experiences influence food choices, as individuals are more likely to consume foods they find enjoyable. |
| 1. Cultural and Social Influences | Cultural and social factors shape food choices. Cultural traditions, beliefs, values, and social interactions influence the types of foods people eat. Family, friends, and societal norms play a role in determining food choices. |
| 1. Health and Nutrition Knowledge | Individuals make food choices based on their understanding of nutrition and health. Knowledge about nutrient needs, the impact of diet on health conditions, and dietary guidelines can influence food choices, leading to the selection of nutritious foods. |

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| 1. Complete the table below about nutrition information panels: 2. Identify the five main parts of a nutrition information panel 3. In your own words, describe how to read each identified part. | |
| **Parts of a Nutrition Information Panel** | **How to Read Each Part** |
| 1. Serving Size | Determine the recommended serving size to understand the amount of food or beverage the nutritional information corresponds to. Adjust the values based on your actual consumption. |
| 1. Energy (Calories) | Note the number of calories per serving to assess the energy content of the food or beverage. Consider this information when managing your overall calorie intake. |
| 1. Nutrients | Review the nutrient quantities per serving to understand the composition of the food or beverage. Pay attention to nutrients you may want to limit (e.g., saturated fats, sodium) or consume in adequate amounts (e.g., fiber, vitamins). |
| 1. % Daily Value (% DV) | Use the % DV to gauge the contribution of the food or beverage to your daily nutrient needs. Aim for foods that provide a higher % DV of essential nutrients while keeping an eye on those to limit, such as saturated fats and sodium. |
| 1. Additional Information | Read any additional information provided to gain insights into specific nutrients or health claims. This information can help you make informed decisions based on your dietary preferences or specific health goals. |

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| 1. In your own words, describe the role of food additives.   Responses must be in 30 words or more. |
| Food additives play a role in enhancing the taste, appearance, texture, and shelf life of processed foods. They help improve food safety, prevent spoilage, maintain quality, and provide desired characteristics that enhance the overall consumer experience. |
| 1. In your own words, describe the role of food preservatives.   Responses must be in 30 words or more. |
| Food preservatives are substances used to inhibit or prevent the growth of microorganisms, such as bacteria, fungi, and molds, in food. They help extend the shelf life of food products, maintain freshness, prevent spoilage, and reduce the risk of foodborne illnesses. |
| 1. Identify at least three risks of using food additives and preservatives. |
| 1. Allergic Reactions: Some individuals may be hypersensitive or allergic to certain food additives or preservatives, leading to adverse reactions ranging from mild symptoms to severe allergic responses. |
| 1. Health Effects: Some food additives and preservatives, especially when consumed in excessive amounts or by sensitive individuals, may have negative health effects. They can contribute to conditions like migraines, hyperactivity, and digestive issues in susceptible individuals. |
| 1. Health Effects: Some food additives and preservatives, especially when consumed in excessive amounts or by sensitive individuals, may have negative health effects. They can contribute to conditions like migraines, hyperactivity, and digestive issues in susceptible individuals. |

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| 1. Identify at least three negative impacts of improper food selection to health. |
| 1. Nutritional Deficiencies: Poor food selection can lead to inadequate intake of essential nutrients, such as vitamins, minerals, and fiber, resulting in nutritional deficiencies and related health problems. |
| 1. Weight Gain and Obesity: Choosing foods high in calories, unhealthy fats, added sugars, and refined carbohydrates can contribute to weight gain and obesity, increasing the risk of chronic diseases like diabetes, heart disease, and certain cancers. |
| 1. Increased Risk of Chronic Diseases: A diet high in processed foods, sugary beverages, and unhealthy fats and low in fruits, vegetables, and whole grains can increase the risk of chronic diseases, including heart disease, hypertension, and certain types of cancer. |
| 1. In your own words, describe the role of good nutrition in avoiding dietary diseases.   Responses must be in 30 words or more. |
| Good nutrition plays a crucial role in avoiding dietary diseases by providing the body with essential nutrients it needs for optimal functioning. A balanced diet rich in fruits, vegetables, whole grains, lean proteins, and healthy fats supports immune function, maintains a healthy weight, reduces the risk of chronic diseases, and promotes overall well-being. |

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| 1. In your own words, describe the impact of each cooking method provided below on the nutrients of food.   Responses must be in 30 words or more. | |
| **Cooking Methods** | **Impact on Nutrients of Food** |
| 1. Boiling, simmering and poaching | These methods can cause some nutrient loss, especially water-soluble vitamins, which may leach into the cooking liquid. However, they are generally considered gentle methods that help retain most nutrients. |
| 1. Grilling and broiling | These high-heat methods can lead to the formation of harmful compounds, such as heterocyclic amines (HCAs) and polycyclic aromatic hydrocarbons (PAHs). They may also result in some nutrient loss due to the drippings and fat that escape during cooking. |
| 1. Roasting and baking | These dry heat methods can cause nutrient loss due to exposure to high temperatures, especially water-soluble vitamins. However, they can help enhance the flavor and texture of food while preserving certain nutrients. |
| 1. Stir-frying | This quick-cooking method helps retain the nutrients of vegetables and meats due to the short cooking time and minimal exposure to heat. However, some nutrient loss may occur due to the use of high heat and oil. |
| 1. Frying | Deep frying at high temperatures can lead to significant nutrient loss, especially water-soluble vitamins. It also adds excess fat and calories to the food, which can contribute to health problems when consumed in excess. |
| 1. Steaming | Steaming is a gentle cooking method that helps retain the nutrients of food, including vitamins, minerals, and antioxidants. It minimizes nutrient loss while preserving the natural flavors and textures. |

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| 1. In your own words, describe the impact of each storage method provided below on the nutrients of food.   Responses must be in 30 words or more. | |
| **Storage Methods** | **Impact on Nutrients of Food** |
| 1. Refrigeration | Refrigeration helps slow down the degradation of nutrients, preserving their content to a large extent. However, over time, some nutrient loss can occur, particularly water-soluble vitamins and enzymes. Proper storage and minimizing exposure to air can help maintain nutrient levels. |
| 1. Canning | Canning involves heating food to high temperatures, which can lead to some nutrient loss, including heat-sensitive vitamins. However, it can still retain certain nutrients and provide long shelf life. It's important to choose canned foods without added sugars or excessive sodium to maintain nutritional quality. |
| 1. Dehydration | Dehydration involves removing water from food, which can cause nutrient concentration. While some nutrients may be lost during the process, dehydrated foods can still retain a significant amount of vitamins, minerals, and fiber. It's important to rehydrate dried foods properly to regain some of the lost nutrients. |

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| Question 9 |
| Access the Australian Dietary Guidelines from the link below:  **Australian Dietary Guidelines - Summary**  <https://www.eatforhealth.gov.au/guidelines>  Answer the questions below about the Australian Dietary Guidelines. |
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| 1. Identify the five food items that most Australians need to eat more. |
| 1. Vegetables: Including a variety of vegetables in your diet provides essential vitamins, minerals, and fiber. |
| 1. Fruits: Consuming a variety of fruits is important for obtaining vitamins, minerals, and antioxidants. |
| 1. Whole grains: Choosing whole grain options such as brown rice, whole wheat bread, and oats provides fiber, vitamins, and minerals. |
| 1. Dairy or alternatives: Including dairy products or their alternatives, like calcium-fortified soy milk, helps meet calcium and protein needs. |
| 1. Lean proteins: Consuming lean sources of protein, such as fish, poultry, legumes, and tofu, provides essential amino acids and nutrients. |

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| 1. Identify the ten food items that most Australians need to eat less. |
| 1. Added sugars: Limiting the consumption of sugary drinks, sweets, and processed foods high in added sugars. |
| 1. Saturated fats: Reducing the intake of foods high in saturated fats, such as fatty meats, full-fat dairy products, and fried foods. |
| 1. Sodium (salt): Reducing the consumption of high-sodium foods, including processed meats, canned soups, and salty snacks. |
| 1. Alcohol: Limiting the intake of alcoholic beverages and avoiding excessive or binge drinking. |
| 1. Processed meats: Minimizing the consumption of processed meats like sausages, bacon, and deli meats due to their association with health risks. |
| 1. High-fat snacks: Limiting the intake of high-fat snacks like chips, cookies, and pastries. |
| 1. Sweetened beverages: Reducing the consumption of sugary drinks such as soda, sports drinks, and flavored juices. |
| 1. Fast food: Decreasing the frequency of consuming fast food, which is often high in unhealthy fats, salt, and calories. |
| 1. Convenience foods: Limiting the intake of ready-to-eat meals and processed convenience foods that are often high in salt, added sugars, and unhealthy fats. |
| 1. Highly processed foods: Minimizing the consumption of highly processed foods with long ingredient lists, artificial additives, and low nutritional value. |

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| 1. Complete the table below on the recommendations of the Australian Dietary Guidelines: 2. Identify the five recommendations of the Australian Dietary Guidelines 3. In your own words, explain how each recommendation can be considered when planning recipes   Responses must be in 30 words or more. | |
| **Recommendations of the Australian Dietary Guidelines** | **Consideration When Planning Recipes** |
| 1. Eat a variety of nutritious foods from all food groups | Consider incorporating a diverse range of ingredients from different food groups in recipes to ensure a wide array of nutrients and flavors are included in meals. |
| 1. Limit intake of added sugars | When planning recipes, minimize the use of added sugars such as table sugar, honey, or syrup. Opt for naturally sweet ingredients like fruits to add sweetness to dishes. |
| 1. Choose foods low in salt | When developing recipes, use herbs, spices, and natural flavorings to enhance taste instead of relying on excessive salt. Select low-sodium ingredients and avoid adding additional salt during cooking. |
| 1. Limit saturated fats and moderated total fat intake | When creating recipes, opt for lean protein sources, incorporate healthy fats like avocado or nuts in moderation, and choose cooking methods that don't require excessive amounts of added fats. |
| 1. Encourage and support breastfeeding | When planning recipes, consider creating dishes that include ingredients known to support lactation, such as oats, flaxseeds, and fenugreek. Include a variety of nutrient-rich foods to provide adequate nourishment for lactating mothers. |

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| 1. In your own words, describe the Australian Dietary Guidelines’ recommendations for: 2. Children and adolescents 3. Older people   Responses must be in 30 words or more. | |
| 1. **Children and adolescents** | The Australian Dietary Guidelines recommend that children and adolescents consume a variety of nutritious foods from all food groups to support their growth and development. This includes plenty of fruits, vegetables, whole grains, lean proteins, and dairy or alternatives. They should limit the intake of foods high in added sugars, saturated fats, and salt. It is also important for them to engage in regular physical activity to maintain a healthy weight and overall well-being. |
| 1. **Older people** | The Australian Dietary Guidelines suggest that older people focus on maintaining a well-balanced diet to meet their nutritional needs. This includes consuming a variety of foods from different food groups, such as fruits, vegetables, whole grains, lean proteins, and dairy or alternatives. Older individuals should pay attention to their calcium and vitamin D intake to support bone health. It is recommended to limit the consumption of foods high in saturated fats, added sugars, and salt. Adequate hydration and regular physical activity are also emphasized to promote overall health and maintain muscle strength and flexibility. |

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| Question 10 |
| Answer the questions below on calculating portion yields and costs. |
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| 1. Identify the two standard units of measurements for ingredients. |
| 1. Volume: This refers to the measurement of liquids or bulk ingredients, typically expressed in milliliters (ml) or liters (L). |
| 1. Weight: This refers to the measurement of solid ingredients, typically expressed in grams (g) or kilograms (kg). |
| 1. In your own words, explain the importance of using standard measurements when calculating:  * Portion yields * Costs   Responses must be in 30 words or more. |
| Portion Yields: Using standard measurements ensures consistency in portion sizes, enabling accurate planning and production of recipes. It helps maintain portion control, recipe scalability, and nutritional accuracy.  Costs: Standard measurements are crucial for calculating ingredient costs accurately. By using consistent units of measurement, it becomes easier to determine the cost per unit of ingredient and accurately estimate the total cost of a recipe or dish. |

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| 1. Complete the table on methods for calculating portion yields and costs: 2. In your own words, describe each method for calculating portion yields and costs provided below. Responses must be in 30 words or more. 3. Identify the mathematical formula for each method provided below. | | |
| **Methods for Portion Yield Calculations** | **Description** | **Formula** |
| 1. Standard Yield Tests | This method involves testing a recipe and measuring the yield (output) it produces | (Actual Yield ÷ Expected Yield) × 100 = Portion Yield Percentage. |
| 1. Food Cost Percentage | This method calculates the portion cost by dividing the cost of ingredients used by the total portion yield | (Total Cost of Ingredients ÷ Total Portion Yield) × 100 = Food Cost Percentage. |
| 1. Budgeted Sales Price | This method determines the selling price per portion by considering factors like ingredient costs, overhead expenses, and desired profit margin | sales budget = sales volume (units) × selling price per unit. |
| 1. GST Addition | Goods and Services Tax (GST) is added to the cost of ingredients or total cost to calculate the final price, including taxes | Total Cost + (Total Cost × GST Rate) = Final Price. |
| 1. GST Subtraction | This method involves subtracting the GST from the final price to determine the cost before taxes | Final Price ÷ (1 + GST Rate) = Cost before GST. |

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| Question 11 | |
| In your own words, describe how each method below can be used to gain feedback on the suitability of recipes.  Responses must be in 30 words or more. | |
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| **Methods to Gain Feedback on Suitability of Recipes** | **How Each Method Can be Used to Gain Feedback** |
| 1. Discussion with Colleagues | Engaging in discussions with colleagues allows for sharing experiences, ideas, and suggestions regarding recipe suitability. Colleagues can provide feedback based on their own expertise, experiences, and preferences, helping refine and improve recipes. |
| 1. Discussion with Customers | Interacting with customers provides valuable feedback on recipe suitability. Customers can offer insights on taste, texture, presentation, and overall satisfaction. Their feedback helps assess if the recipe meets their expectations and preferences, allowing for adjustments and improvements. |
| 1. Consultation with Other Professionals | Seeking input from other professionals, such as chefs, nutritionists, or food scientists, can provide valuable expertise and perspectives on recipe suitability. These professionals can offer insights on taste, nutritional balance, culinary techniques, and industry standards, contributing to the refinement and suitability of recipes. |

**Written Questions Marking Criteria**

| Assessment Activity | Satisfactory | Needs more evidence |
| --- | --- | --- |
| **Knowledge Assessment** | | |
| **Did the student answer the following questions satisfactorily?** | | |
| Knowledge Assessment Question 1 |  |  |
| Knowledge Assessment Question 2 |  |  |
| Knowledge Assessment Question 3 |  |  |
| Knowledge Assessment Question 4 |  |  |
| Knowledge Assessment Question 5 |  |  |
| Knowledge Assessment Question 6 |  |  |
| Knowledge Assessment Question 7 |  |  |
| Knowledge Assessment Question 8 |  |  |
| Knowledge Assessment Question 9 |  |  |
| Knowledge Assessment Question 10 |  |  |
| Knowledge Assessment Question 11 |  |  |

**Assessor to complete**

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| **Task outcome (S or NS)** | | | |  |
| **Assessor Feedback** |  | | | |
| **Assessor signature** |  | **Date** |  | |
| **Student signature** |  | **Date** |  | |

## Assessment Task Cover Sheet

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| **Student details** | | | | | |
| Student Name: |  | | Student ID: | |  |
| **Assessment details** | | | | | |
| Unit of Competency: | | SITHKOP012 - Develop recipes for special dietary requirements | | | |
| Assessment Task 2: | | Practical Assessment | | | |
| Date of Submission: | |  | | | |
| Assessment Outcome:  Satisfactory  Not Satisfactory | | | | | |
| Assessor Signature: | | | | | |
| Assessor Name: | | | | | |
| Feedback: | | | | | |
| **Student Plagiarism Declaration:** By submitting this assessment to the college, I declare that this assessment task is original and has not been copied or taken from another source except where this work has been correctly acknowledged. I have made a photocopy or electronic copy or photograph of my assessment task, which I can produce if the original is lost. | | | | | |
| **Assessor:** I declare that I have conducted a fair, valid, reliable and flexible assessment of this student, and I have provided appropriate feedback. I also declare that I have undertaken the indicated assessment integrity checks  Google check for plagiarism  Yes  No  Check for copying/collusion  Yes  No  Check for authenticity (own work)  Yes  No  Cheating or use of model answers  Yes  No | | | | **Student:** I have received, discussed and accepted my result as above for this assessment and I am aware of my appeal rights. | |
| Signature: ......................................................... | | | | Signature:.................................................. | |
| Date:................................................................. | | | | Date:.......................................................... | |

**Assessment Task Part B: Practical**

### Required documents and equipment:

* Computer with internet connection to refer to various resources
* Student assessment booklet and a pen (organised by the student)
* RGIT Learners’ resources for the unit SITHKOP012 - Develop recipes for special dietary requirements (organised by the trainer)
* Learner’s notes
* a suitable place to complete activities that replicates a work environment including a meeting space and computer and internet access
* your learning resources and other information for reference

### Instructions for students:

1. This assessment will be conducted in the RGIT classroom and/or outside the campus with access to the resources listed above.
2. You must satisfactorily perform all tasks to be deemed Satisfactory for this assessment.
3. Before you begin you must carefully read the task overview and context of your assessment.
4. You have to complete all 5 (five) tasks by using the information you received during classroom studies and PowerPoint slides you have been provided.
5. You must demonstrate skill and knowledge

This will require you to be able to:

1. Ensure sufficient information is available for decision making
2. Arrange the preparation and dispatch information in time as required
3. Your responses should demonstrate your knowledge and skills in communication, problem solving and decision making.

### Planning the assessment

* Access all resources mentioned in required resources either printed copies or access via the internet.
* You must:
  + Produce all evidence as required in the practical assessment.
  + Complete and submit in due timelines.
  + Submit with a completed assessment cover sheet.
* Your assessor will set a time to provide feedback.

### Date of assessment

* Recommended date for assessment: After session \_\_\_\_

### Duration of Assessment

* Time required for assessment: \_\_\_\_\_\_\_

### Assessor’s Feedback

* Your assessor will set a time to provide feedback.

**Evidence specifications**: **(Submission Checklist)**

At the end of the assessment, you will be required to submit the following evidence before the due date specified by the assessor:

1. Complete all the activities
2. Completed and signed cover sheet for assessment.

Evidence submission:

* Documentation can be submitted electronically or paper-based.
* Your assessor will record the assessment outcome on the assessment cover sheet.

Assessment Task 2 Practical Assessment

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| The **Practical Assessment** is a set of tasks that must be completed in a business operation or activity where recipes for special dietary requirements are developed. This can be an industry workplace; or an industry-realistic simulated environment.  To be assessed for this unit of competency, you must demonstrate your skills and knowledge to develop recipes for people who have special dietary needs for lifestyle, medical or religious reasons.  The Practical Assessments in this workbook include:   1. **Case Study Assessment**   Includes detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities. These are based on the simulated business, *The Continent Hotel*.   1. **Workplace Assessment**   A series of tasks assessing the candidate’s practical knowledge and skills relevant to the unit of competency. This includes the candidate completing workplace documents or similar as evidence of competent performance.   1. **Workplace Practical Observation**   A set of assessment tasks where the candidate must demonstrate practical skills relevant to the unit of competency. These skills are to be demonstrated while being observed by the assessor.  **IMPORTANT!**   * All signatures/initials in your submissions, including yours, must be handwritten and dated. Submissions with signatures/initials must be scanned. * The supervisor/observer who completes and signs your evidence submissions must provide their real name, contact number, and email address for your assessor’s reference. * Should you encounter issue or concerns regarding your assessment, contact your assessor. |

**Your State/Territory**

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| Some tasks in this Practical Assessment require you to refer to food act applicable to your state/territory. Assume The Continent Hotel operates in your state/territory.  For your assessor’s reference, indicate below which state/territory your workplace/organisation is based or located in by ticking the box that corresponds to your answer.  When completing these tasks, refer to the food act applicable to the state/territory you ticked below. | | | |
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| The state/territory where your workplace/organisation is based or located in. | | | |
|  | Australian Capital Territory |  | South Australia |
|  | New South Wales |  | Tasmania |
|  | Northern Territory |  | Victoria |
|  | Queensland |  | Western Australia |

Case Study Assessment

**Case Study Overview**

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| **This case study assessment requires you to identify the consequences of not addressing special requirements of customers.**  **This assessment is divided into three written question tasks:**   * Case Study 1: A Careless Mistake   + Task 1: Written Questions * Case Study 2: Meeting Customer Expectations   + Task 1: Written Questions * Case Study 3: Stanley Knows Best   + Task 1: Written Questions   This assessment includes detailed scenarios and simulated environments, providing all necessary information required to complete relevant tasks and activities, based on the simulated business, **The Continent Hotel** <<https://thecontinenthotel.precisiongroup.com.au/>>.  This will not require you to access a real workplace, however, some tasks to be completed are similar to those typically done in a real workplace. |

**Case Study 1: A Careless Mistake**

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| Lily is a chef at Heion, a Japanese restaurant at The Continent Hotel. She is in charge of preparing the recipes she developed prior to the service period.  During one service period, a waitstaff informs Lily that a customer in table six gave them a chef card indicating they have a peanut allergy. Lily checks the food allergen matrix for the dishes included in that day’s omakase service. She notes that the tonkotsu ramen includes peanut in the seasoning. She tells the waitstaff to inform table six of this and ask if they would like to remove tonkotsu ramen from their omakase service. Table six requests to have shoyu ramen instead, which does not include peanuts.  Lily informed the other kitchen staff about this change. Unfortunately, Lily failed to make sure that the ladle she used for the shoyu ramen is not the same one she used for the tonkotsu ramen. Within minutes of the dish being served, the customer at table six began coughing and having a hard time breathing. Thankfully, the customer received first aid and was quickly rushed to the hospital. |

**Task 1: Written Questions**

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| Access the food act applicable to your state/territory as indicated in the Your State/Territory section.  Answer the questions below about Case Study 1: A Careless Mistake. | |
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| 1. Identify the mistake Lily made when addressing the customer’s special requirement. | |
| The mistake Lily made was failing to address the customer's special requirement of being allergic to peanuts and including peanuts in the dish she served. | |
| 1. In your own words, explain the impact of Lily’s mistake on the customer’s health.   Responses must be in 30 words or more. | |
| Lily's mistake could have severe consequences for the customer's health, potentially leading to an allergic reaction, which can range from mild discomfort to life-threatening symptoms like anaphylaxis. | |
| 1. Identify the legal penalty that Lily can face following this incident. | |
| Lily may face legal penalties for negligence, depending on the jurisdiction and specific circumstances of the incident. This could include fines, lawsuits, or other legal consequences. | |
| 1. Identify the legal penalty that Heion can face following this incident. | |
| Heion may also face legal penalties, particularly if there is evidence that he was aware of Lily's mistake or failed to properly train or supervise her. Heion's responsibility as a manager or owner could lead to legal liabilities. | |
| 1. In your own words, describe how failing to address a customer’s special requirement can impact a restaurant’s reputation.   Responses must be in 30 words or more. | |
| Failing to address a customer's special requirement can have a detrimental impact on a restaurant's reputation. Word-of-mouth spreads quickly, and if customers feel their needs are not taken seriously, they may share negative experiences online, leading to a loss of trust, decreased customer loyalty, and a decline in overall business. | |

**Case Study 2: Meeting Customer Expectations**

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| Hans is a senior cook at La Bellissima, an Italian restaurant at The Continent Hotel. His current task is to oversee the preparation of recipes for a catering job for a business event.  Before preparing the recipes, Hans is informed of the following requirements:   * One customer is allergic to soya * One customer is lactose intolerant * One customer is gluten-sensitive   Hans reviews the standard recipe cards for the dishes they will be serving. He makes notes of the following dishes and their ingredients:   * Creamy garlic chicken pasta:   + Penne pasta, which has gluten   + Dairy-based heavy cream * Bruschetta   + Soy sauce   Hans knows that he will need to make adjustments to the recipes to accommodate the customers’ requirements. |

**Task 1: Written Questions**

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| Answer the questions below about Case Study 2: Meeting Customer Expectations. | | | |
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| 1. Complete the table below about substitute ingredients Hans can use to address customer special requirements:  * Identify at least one substitute ingredient to address each special requirement provided below * Identify at least one example of each substitute ingredient identified | | | |
| **Customer Special Requirements** | **Substitute Ingredient** | **Examples** | |
| 1. **Soy allergy** | Coconut aminos | Coconut Secret Coconut Aminos | |
| 1. **Lactose intolerance** | Almond milk | Almond Breeze Almond Milk | |
| 1. **Gluten sensitivity** | Rice Flour | Bob's Red Mill White Rice Flour | |

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| 1. In your own words, explain how failure to address each special requirements provided below impacts the customer’s health.   Responses must be in 30 words or more. | | |
| **Customer Special Requirements** | **Impact on Customer’s Health** |
| 1. **Soy allergy** | Consuming soy products can trigger allergic reactions, ranging from mild discomfort to severe symptoms like hives, swelling, and difficulty breathing. |
| 1. **Lactose intolerance** | Lactose intolerance can cause digestive issues such as bloating, diarrhea, and stomach cramps when consuming lactose-containing products. |
| 1. **Gluten sensitivity** | Individuals with gluten sensitivity may experience digestive problems, fatigue, headaches, and other symptoms when consuming gluten-containing foods, which can lead to long-term health issues if not addressed. |

**Case Study 3: Stanley Knows Best**

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| Stanley is a chef at Peetal, an Indian restaurant at The Continent Hotel. His current task is to prepare the recipes for a wedding event.  During the briefing, he is informed that the customers prefer to have a mild flavour in their curry instead of the strong spice typically used. They have also requested for the gulab jamun to use oil instead of ghee due to their aversion to the product.  Stanley makes note of these but decides to ignore them as they will not negatively affect the customer’s health. Stanley opts to still use the standard recipe for the dishes to maintain their authentic and recommended taste. However, the customers quickly raise complaints about the meal they have been given. While they suffered no health issues, they still expressed their displeasure with the service they received. |

**Task 1: Written Questions**

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| Access the food act applicable to your state/territory as indicated in the Your State/Territory section.  Answer the questions below about Case Study 3: Stanley Knows Best. | |
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| 1. Identify the mistake Stanley made when addressing the customer’s special requirements. | |
| The mistake Stanley made was dismissing the customer's special requirements and insisting on serving a dish that contained ingredients the customer was allergic to. | |
| 1. Identify the legal penalty that Stanley can face following this incident. | |
| Stanley can face legal penalties for negligence and violating food safety regulations. The specific penalties can vary depending on the jurisdiction and the severity of the incident. | |
| 1. Identify the legal penalty that Peetal can face following this incident. | |
| Peetal, as the owner or manager of the establishment, may also face legal penalties for failing to ensure proper training, supervision, and adherence to food safety regulations. The extent of the penalties will depend on the specific circumstances and applicable laws. | |
| 1. In your own words, explain the impact of Stanley’s mistake on the Peetal’s reputation.   Responses must be in 30 words or more. | |
| Stanley's mistake can have a significant negative impact on Peetal's reputation. Word-of-mouth spreads quickly, and if customers perceive that Peetal's staff is dismissive of special requirements and potentially endangering their health, it can lead to a loss of trust, decreased customer loyalty, and damage to the restaurant's reputation. This can result in a decline in business and difficulty attracting new customers. | |

Workplace Assessment

**Assessment Overview**

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| **This workplace assessment requires you to develop recipes**  **This assessment is divided into three tasks:**   * Task 1: Determine Recipe Requirements * Task 2: Develop Standard Recipes * Task 3: Assess Suitability of Recipes   You are required to complete the assessment tasks in a business operation or activity where recipes for special dietary requirements are developed. This can be an industry workplace; or an industry-realistic simulated environment.  Each task comes with a set of instructions. You are to follow these instructions to complete the assessment. Each task will require you to either:   * Submit completed workplace templates and/or any required documentation; or * Demonstrate task requirements while being observed by the assessor.   Some tasks may include both requirements. These will serve as evidence of your task completion.  Before starting this assessment, your assessor will discuss with you these instructions, resources, and guidance for satisfactorily completing the tasks.  **You are required to:**   * Complete the tasks within the time allowed, as scheduled in-class roll. * Select at least eight of the following customer groups to develop recipes for:   + Adolescents   + Athletes   + Children   + Defence Force personnel   + Elderly people   + People in health care   + Ill or injured people   + People with nutritional and energy requirements due to their physical condition   + People in areas affected by disaster or environmental extremes   + People in remote areas |

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| * Identify recipe requirements of each customer group selected * Develop standard recipe cards to meet the requirements of each customer group * Calculate production cost of recipes and assess their cost-effectiveness * Assess the suitability of recipes and make adjustments as necessary   **Resources Required for Assessment**  Resources you need to access to complete the workplace assessment are outlined in the [Resources Required for Assessment](#ResourcesReq) section of this workbook, and in the corresponding *Assessor’s Checklist and/or Observation Form* of each task.  Discuss each requirement with your assessor before commencing with each task. They will organise the resources required for this assessment.  **IMPORTANT: Additional workplace resources may be required upon the contextualisation of this assessment.**  **Forms and Templates**  Generic forms and templates to be used for the assessments are specified for each task, unless otherwise stated. These can be accessed from the following link:  [SITHKOP012 Forms and Templates](https://thecontinenthotel.precisiongroup.com.au/supplementary-files/hospitality-sithkop012/)  If you are currently in a workplace, use similar workplace templates and forms used by your organisation to complete each assessment task.  Discuss with your supervisor and your assessor first to ensure that the forms/templates you will use cover all criteria required by each assessment task.  Review these forms and templates with your assessor before starting the task. |

**Task 1: Determine Recipe Requirements**

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| **ASSESSMENT INSTRUCTIONS** |
| This task requires you to identify the recipe requirements for different customer groups.  **STEPS TO TAKE**   1. Identify at least eight of the following customer groups that you will develop special recipes for:  * Adolescents * Athletes * Children * Defence Force personnel * Elderly people * People in health care * Ill or injured people * People with nutritional and energy requirements due to their physical condition * People in areas affected by disaster or environmental extremes * People in remote areas  1. Access and review the following:  * Documents with information on the following:   + Requirements of each customer group identified   + Allocated budget for each recipe that will be developed for customer groups * Sources with information on emerging dietary trends   *At least one source accessed must be from the internet.*   * The **Australia Dietary Guidelines** from the link below:   <https://www.eatforhealth.gov.au/guidelines>   1. Identify the following information about each customer group:  * At least one dietary goal * The following dietary guidelines:   + Lifestyle recipe requirements of at least two customer groups   + Medical recipe requirements of at least four customer groups   + Religious recipe requirements of at least two customer groups |

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| * Nutritional guidelines * Deadline when the recipe must be created * Allocated budget for the recipe  1. Identify information about emerging dietary trends relevant to the identified customer groups 2. While being observed by your assessor, seek dietary advice about each customer group from the following:  * At least one medical professional * At least one other allied health professional  1. Use the **Recipe Requirements** template provided in The Continent Hotel site to record all identified information.   **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of recipe requirements of different customer groups * Practical skills relevant to researching and gathering information about different customer groups   **OBSERVATION FORM AND ASSESSOR’S CHECKLIST**  Before starting this task, review the following checklists provided along with this workbook.   * **Workplace Assessment Task 1 – Observation Form**   This form lists all the practical skills you need to demonstrate while completing this task.   * **Workplace Assessment Task 1 – Assessor’s Checklist**   This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the recipe requirements document to your assessor. |

**Task 2: Develop Recipes for Customer Groups**

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| **ASSESSMENT INSTRUCTIONS** |
| This task requires you to develop and cost at least one recipe for each customer group identified in *Workplace Assessment Task 1*.  **STEPS TO TAKE**   1. Access and review the following documents:  * Recipe requirements document from *Workplace Assessment Task 1* * Australian Dietary Guidelines accessed in *Workplace Assessment Task 1* * Commodity price lists for ingredients  1. Select at least one recipe to develop for each customer group identified in the recipe requirements document 2. Develop each recipe selected based on the recipe requirements document.   Recipes must include the following information:   * 1. Preparation and cooking time for the dish   2. Number of portions yielded by the recipe   3. Standard size for each portion of the recipe   4. All ingredients needed to prepare the dish   Combination of ingredients must balance:   * Macro- and micro-nutrient requirements * Nutritional requirements * Variety of food items   1. Required quantity for each ingredient   2. All equipment required to prepare the dish   3. Step-by-step instructions for the preparation of the dish that maximises the nutritional value of the dish   4. Storage method that maximises the nutritional value of the dish   Use your organisation’s template for standard recipes, or you may use the **Standard Recipe Card** template provided at The Continent Hotel site. |

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| 1. Cost each recipe developed. Costing must include:    1. Calculation of the following:  * Total cost of each ingredient * Total cost of all ingredients * Recipe’s portion yields and costs   1. Assessment of the cost-effectiveness of the recipe   Use your organisation’s template for costing recipes, or you may use the **Recipe Costing Sheet** template provided at The Continent Hotel site.  **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of the following:   + Cost and combinations of ingredients   + Preparation, cooking and storage methods   + Recipe portion yields and costs * Practical skills relevant to developing and costing recipes   **ASSESSOR’S CHECKLIST**  Before starting this task, review the **Workplace Assessment Task 2 – Assessor’s Checklist** provided along with this workbook. This form lists the criteria your submission must address to complete this task satisfactorily.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the requirements listed in the Assessor’s Checklist prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the following to your assessor:   * At least eight standard recipe cards * At least eight recipe costing sheets |

**Task 3: Assess Suitability of Recipes**

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| **ASSESSMENT INSTRUCTIONS** |
| While being observed by your assessor, assess the suitability of each recipe developed in *Workplace Assessment Task 2* and make adjustments as necessary.  **STEPS TO TAKE**   1. Access and review the following:  * Recipe requirements document from *Workplace Assessment Task 1* * Each of the standard recipe cards developed in *Workplace Assessment Task 2*  1. Seek routine feedback about each recipe from the following individuals:  * At least one representative from each customer group * At least one other health professional   Routine feedback must be gathered in at least two instances.   1. Assess the suitability of each recipe against the following information from the recipe requirements document:  * Dietary goals * Dietary guidelines * Nutritional guidelines * Customer needs  1. Make necessary adjustments to each recipe based on the following:  * Feedback received from customer groups and other professionals * Assessment of the recipe’s suitability to customer group requirements |

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| **YOU WILL BE ASSESSED ON YOUR**   * Practical knowledge of suitability of recipes to customer group requirements * Practical skills relevant to seeking feedback about recipes and making necessary changes   **OBSERVATION FORM**  Before starting this task, review the **Workplace Assessment Task 3 – Observation Form** provided along with this workbook. This form lists all the practical skills you need to demonstrate while completing this task.  **YOUR ASSESSOR WILL**   * Organise workplace resources required for you to complete this assessment. * Advise you on the time and location of the assessment. * Discuss with you the practical skills listed in the Observation Form prior to the assessment. * Address your queries and concerns regarding this task.   **EVIDENCE TO BE SUBMITTED**  After completing this task, submit the adjusted standard recipe cards to your assessor as supplementary evidence. |

**Marking Criteria**

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| The candidate has completed the Practical Assessments in this workbook and has submitted all the required evidence: | | ü |
| **Case Study Assessment** |  |
| **Case Study 1: A Careless Mistake**  **Task 1: Written Questions** |  |
| Question 1 |  |
| **Case Study 2: Meeting Customer Expectations**  **Task 1: Written Questions** |  |
| Question 1 |  |
| **Case Study 3: Stanley Knows Best**  **Task 1: Written Questions** |  |
| Question 1 |  |

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| The candidate has completed the Practical Assessments in this workbook and has submitted all the required evidence: | | ü | |
| **Workplace Assessment** | |  | |
| **Task 1: Determine Recipe Requirements** | |  | |
| Recipe Requirements document | |  | |
| Video recording of seeking advice from medical and other allied health professionals  *Only if direct observation is not possible.* | |  | |
| **Task 2: Develop Recipes for Customer Groups** | |  | |
| At least eight standard recipe cards  Specify evidence submitted: | |  | |
| At least eight recipe costing sheets  Specify evidence submitted: | |  | |

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| The candidate has completed the Practical Assessments in this workbook and has submitted all the required evidence: | | ü | |
| **Workplace Assessment** | |  | |
| **Task 3: Assess Suitability of Recipes** | |  | |
| *Supplementary Evidence:*  At least eight adjusted standard recipe cards | |  | |
| Video recording of assessing the suitability of each recipe developed in *Workplace Assessment Task 2* and making adjustments as necessary  *Only if direct observation is not possible.* | |  | |

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| **Case Study Assessment** | | |
| **Case Study 1: A Careless Mistake**  Task 1: Written Questions |  |  |
| **Case Study 2: Meeting Customer Expectations**  Task 1: Written Questions |  |  |
| **Case Study 3: Stanley Knows Best**  Task 1: Written Questions |  |  |
| **Workplace Assessment** | | |
| Task 1: Determine Recipe Requirements |  |  |
| Task 2: Develop Recipes for Customer Groups |  |  |
| Task 3: Assess Suitability of Recipes |  |  |

| Context Details | | Satisfactory | | Needs more evidence | |
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| Supervisor/Observer Verification Log | | | | | |
| **Supervisor/Observer Name** | **Role in the Assessment** | **Contact Details** | **Date of Contact** | **Supervisor/Observer verifies the candidate’s submissions** | |
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|  |  |  |  | Yes | No |
|  |  |  |  | Yes | No |
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**Assessor to complete:**

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| **Task outcome (S or NS)** | | | |  |
| **Assessor Feedback** |  | | | |
| **Assessor signature** |  | **Date** |  | |
| **Student signature** |  | **Date** |  | |

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| **Final Assessment Record** | | | | | | | |
| **Student’s name:** |  | | | | **Student’s ID:** | |  |
| **Assessor’s name:** |  | | | | **Date of completion:** | |  |
| **Unit of competency:** | **SITHKOP012 - Develop recipes for special dietary requirements** | | | | | | |
| **Assessments** | | | | **Student results** | | | |
| Satisfactory | | Not Satisfactory | |
| Assessment 1: Knowledge Questions | | | |  | |  | |
| Assessment 2: Practical Assessment | | | |  | |  | |
| **Assessor Feedback:** | | | | | | | |
| **Unit outcome:** | | | Competent  Not Yet Competent | | | | |
| **Is re-assessment required?** | | | Yes  No | | | | |
| **If the answer to the above question is ‘YES’, the study and/or support plan is created and provided?** | | | Yes  No | | | | |
| **Assessor Sign-off**  **By signing this final assessment record:**   * I confirm that the student has attempted all requirements of this unit of competency. * I am satisfied the work submitted is their own work. * I have informed the participant of the assessment decision. * I have advised student of the next step in relation to assessment(if applicable) | | | | | | | |
| **Assessor’s signature:** | |  | | | **Date:** | |  |
| **Student Sign-off**  **By signing this final assessment record:**   * I have received, discussed and accept the outcome from my assessment as above for this unit of competency and I am aware of my right to appeal. | | | | | | | |
| **Student’s signature:** | |  | | | **Date:** | |  |

1. APA Style consists of rules or guidelines that a student needs to follow to ensure clear and consistent presentation of written material. [↑](#footnote-ref-1)