

# VCE VET HOSPITALITY

## SUPPLEMENTARY ADVICE



## Acknowledgements

This publication would not be possible without the work and expertise of a team of vocational hospitality practitioners. The Victorian Curriculum and Assessment Authority (VCAA) gratefully acknowledges the following organisations, teachers, trainers and schools for their contributions and their willingness to share their knowledge and experience:

- Belinda Smullen, Bam Bam Italian Restaurant
- Beth Wilson, Victoria University
- Charlie Carrington, Chef, Atlas Dining, South Yarra
- David McEncroe, Braemar College, Woodend
- David Topolcsanyi, St Monica's College, Epping
- Duncan Clark, Eltham College, Eltham
- Gina Dimitrakopoulos, Methodist Ladies' College, Kew
- Gloria Coverdale, Aquinas College, Ringwood
- Gurpreet Bhatia, MCIE, RTO 22172
- Helen Rabenda, St Monica's College, Epping
- Jane Allen, Lowther Hall Anglican Grammar School, Essendon
- Janine Thomas, Catholic Regional College, Sydenham
- Julie McConchie, Aquinas College, Ringwood
- Kim McLeod, Galen Catholic College, Wangaratta
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- Sara Mugridge, Mater Christi College, Belgrave
- Sophie Seeger, William Angliss Institute, Melbourne
- Tess Hutchinson, St Leonard's College, Brighton East
- Tracey Zammit, William Angliss Institute, Melbourne
- Vicky Manos, Methodist Ladies' College, Kew

Authorised and published by the  
Victorian Curriculum and Assessment Authority  
Level 7, 2 Lonsdale Street, Melbourne VIC 3000

ISBN: 978-1-923025-28-8

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**Published March 2023 | Edition 1**

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**Picture acknowledgements:**

Cover: istock.com/SDI Productions; p. 27: (midyim berries) istock.com/Karin de Mamiel, (chocolate lilies) istock.com/Andrew Haysom, (lilly pilly berries) istock.com/lynnebeclu; p28: istock.com/sarawuth702; p29: istock.com/filadendron; p42: istock.com. Extreme-Photographer; p51: istock.com/alvarez; p55: istock.com/yacobchuk; p56: istock.com/Juanmonino; p70: istock.com/Nattakorn Maneerat.

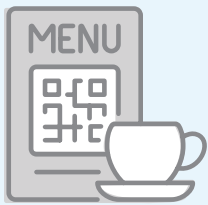
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# Introduction

This publication was produced to assist the implementation of the VCE VET Hospitality program. Content was informed through consultation with industry representatives, trainers and assessors and Victorian secondary colleges. It provides advice about teaching and learning strategies that facilitate the transfer of skills and knowledge appropriate for work in the hospitality industry. Key program features are explored and industry insights provided that can be used to continuously improve the quality of training

and assessment. It is a practical resource that will assist schools to prepare students for an industry based on service and the enjoyment of food.

Information in this publication should be considered along with SIT – Tourism, Travel and Hospitality Training Package (Release 2.0).

Training package implementation guides are available on the Australian Government's VETNet website at <https://vetnet.gov.au/Pages/TrainingPackages.aspx>.

## VCE VET Hospitality program

This supplementary advice will assist teachers and trainers to keep up to date with industry trends and changes outside the school environment, thereby assisting schools to provide learning programs that are in line with current hospitality industry requirements. The program provides students with the knowledge and skills to enhance their employment prospects post-school. The hospitality industry includes a wide range of fields and workplaces, including restaurants, cafés and coffee shops, pubs and bars, clubs and nightclubs, casinos and catering services. It links to other service provision, such as aged care, childcare, hospitals and events. As a service industry, hospitality can be divided into two broad categories: accommodation, and food and beverage.

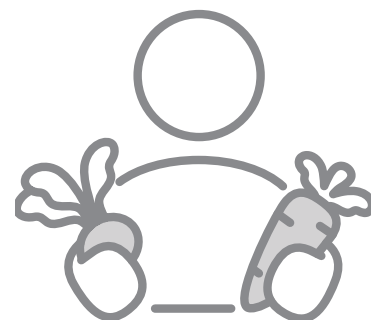
The VCE VET Hospitality program provides two options for secondary school students:

- **SIT20322 – Certificate II in Hospitality**, with a focus on front-of-house service
- **SIT20421 – Certificate II in Cookery**, with a focus on practical cooking skills.

Scored assessment is available for both options and both can be recognised for credit in the VCE including the Vocational Major (VM) or Victorian Pathways Certificate (VPC). Students can enroll in both qualifications before deciding on their preferred pathway or complete a dual certificate. Some schools have reported that students do the program over three years, commencing in Year 10. This enables them to complete a second Unit 3–4 sequence in their final year.

More information can be found in the VCE VET Hospitality Booklet on the VCAA website at <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/hospitality.aspx>.

Schools are advised to regularly check the VCAA website for program updates.



## Program enrolments

This table contains the number of enrolments in both certificates from 2019–2022. Despite the impact of the COVID-19 pandemic, enrolments were strong in both qualifications.

Certificate	2019	2020	2021	2022
SIT20322 – Certificate II in Hospitality	2,448	2,521	3,179	2,791
SIT20416 – Certificate II in Kitchen Operations*	2,844	2,337	2,384	2,309

\*Equivalent to SIT20421 – Certificate II in Cookery

## Understanding units of competency

### Changes in units

The units in this publication may include some that have been superseded. Please note the advice from the Australian Skills Quality Authority (ASQA) on managing transition from superseded training products:

Sometimes, a qualification or accredited course will specify a core or named elective unit or module that has been superseded, removed, or deleted from another training package. In these cases, you must continue to include the component/s as named in the qualification or course being delivered. (ASQA, ‘Clauses 1.26 to 1.27 – Manage transition from superseded training products’)

### Where to find information

The training and assessment requirements for each unit of competency can be found on the Australian Government’s [training.gov.au](https://training.gov.au) website.

Training and assessment for each unit must include all elements, performance criteria, foundation skills, performance evidence, knowledge evidence, assessment conditions and resources as stated in the description for that unit. Trainers and assessors are

strongly advised to map training resources and assessment tasks to ensure that all aspects of the unit have been included.

### Help students understand their VET course

At the commencement of each unit, show students unit details from the [training.gov.au](https://training.gov.au) website. This is really their study overview and sets expectations for their classes. It may be their first experience of competency-based training and assessment, so provide a brief overview of how it differs from other subjects. The Tourism, Travel, Hospitality and Events implementation guide at <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694> explains competency-based training and assessment in clear terms that can be used in a short presentation. Revisit the unit description at the end of classes or before assessment to review learnings.

At course commencement, some teachers provide a learning summary of each unit, including information about main topics and learning activities, in a simple landscape table. The table is aligned to each element and performance criteria.

“A big part of the VCE VET Hospitality and Kitchen Operation program is that students put what they are learning into practice. Students run a fully licenced, fine-dining restaurant, serving a range of three-course dinners or special functions throughout the year. Restaurant Nights are based on the units students are studying and can be a range of themes, such as Christmas in July. A highlight for our Unit 3 and 4 students is the six–eight-course degustation event designed and created by the Kitchen Operations students, with matching wines curated and served by the Hospitality students. It is a much-anticipated event and all the students work extremely hard to create a memorable and enjoyable occasion.”

Owen Stott,  
Aquinas College

Element	Performance criteria	Topic	Learning activity
1	1.1		
	1.2		



# Industry and skills

## The hospitality industry

The new Tourism, Travel, Hospitality and Events Training Package was released in June 2022 and updated to accommodate key skill areas that are essential to an industry in recovery from the COVID-19 pandemic.

The hospitality industry has significantly changed and embraced the technology and training needed to align with these new workforce requirements. For example, customer service now includes engagement with social media platforms, home delivery and restaurant meal kits. The four new key skills that are part of the revised training package are business acumen, communication, data analytics and online presence.



The sector includes businesses that provide accommodation, food and beverages, such as cafés, restaurants, takeaway food services, pubs, taverns, bars, hotels, motels and clubs.

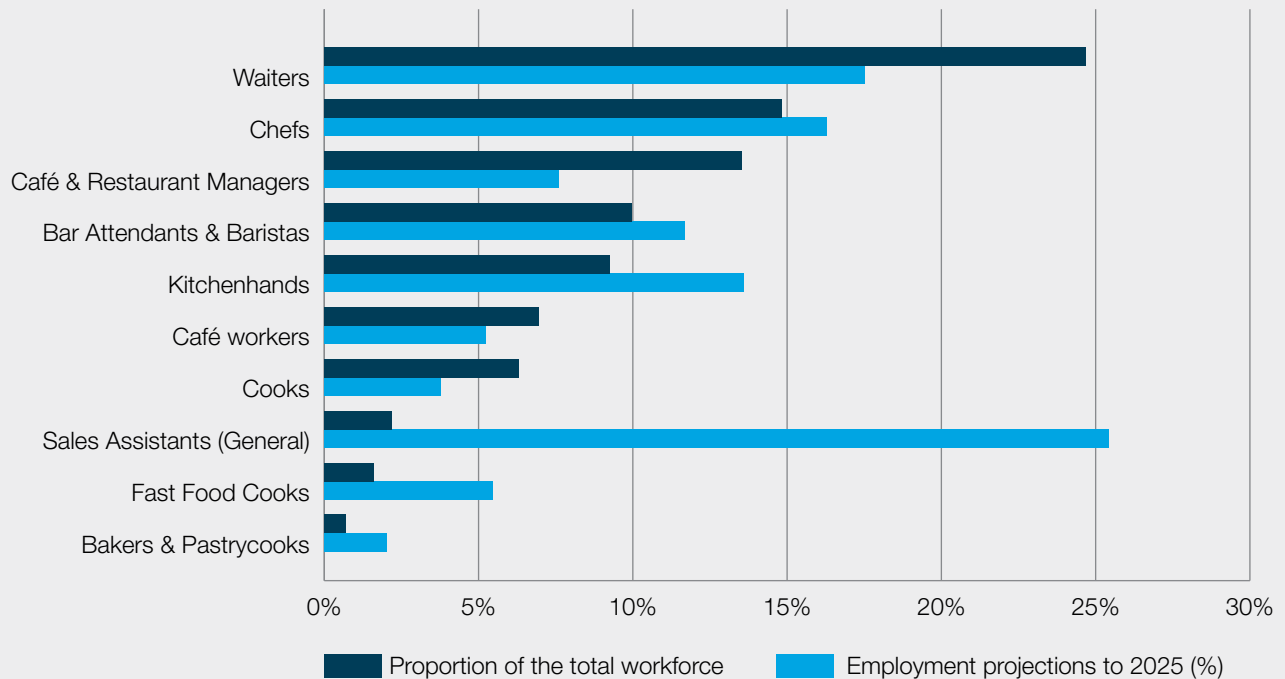
A list of hospitality industry organisations and peak bodies can be found at the end of this resource.

### Labour trends

According to the National Skills Commission, the Food and Beverage Services sector is one of the highest employing sectors in Australia, with a registered workforce of 730,300 in November 2020. It is forecast to reach 846,400 by November 2025. The graph below provides insight into the projected employment growth for specific hospitality occupations to 2025.

### VET-related occupations

Occupations as a proportion of the Cafés and Restaurants industry workforce, and the projected employment growth for each occupation to 2025.



Source: 2020 Employment Projections – for the five years to November 2025, Australian Government Labour Market

“In a fast-paced industry like hospitality, with so many moving parts, things can and will go wrong. Being able to manage issues head on and being good at managing guests’ expectations is key. In a service-based industry, guests from all demographics will come into your venues. You never know what’s going on in their lives so your team needs to have great people-reading skills as well as being able to manage people when they are out having fun and alcohol is involved.”

Charlie Carrington,  
Atlas Dining

## Industry challenges and insight

Vocational education and training (VET) supports industry adapting to changes in the workplace by responding to current and emerging skills shortages.

The hospitality industry representatives who contributed to this publication indicated that there are significant challenges in accessing skilled and qualified workers to fill vacancies. The COVID-19 pandemic heightened skills shortages that were being experienced up to three years earlier. They reported that staff continue to exit the hospitality industry and pursue different careers in industries less impacted by the COVID-19 pandemic lockdowns.

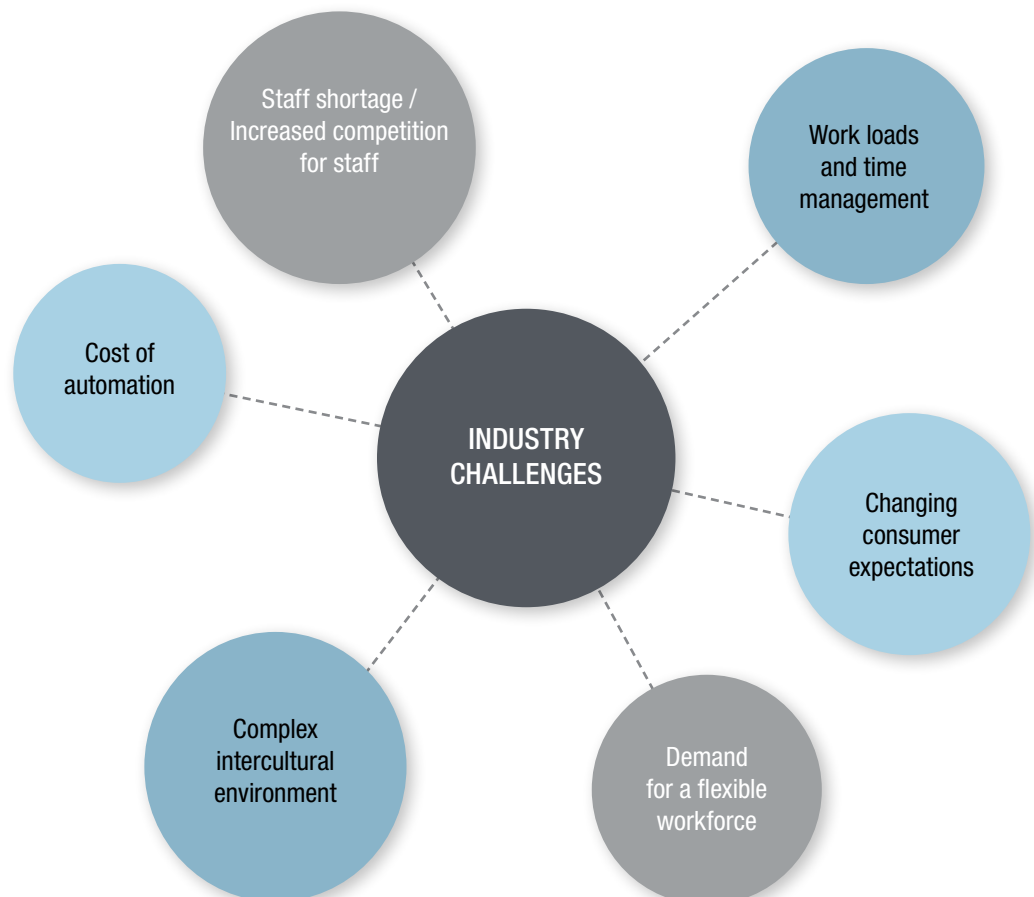
The pandemic accelerated emerging trends in the industry closely linked to new technologies. Business operations had to include contactless payments, food and beverage delivery, digital and mobile bookings and increase their attention to safety and hygiene.

Contributors indicated that the industry carries negative perceptions about conditions in kitchens and hours of work, and is seen as

an option for part-time employment rather than a career. Teachers indicated that these perceptions were more likely to be held by parents, who often influence subject selection.

Employers reported that demand for skilled food-trade workers, such as chefs, bakers and pastry cooks, far outweighs applicant numbers, particularly in regional areas. This issue is exacerbated by the transition of workers across sectors. Employees can now experience multiple hospitality environments, ranging from fine-dining restaurants and clubs to online catering. The workforce is far more transient, so employers need to investigate ways of retaining staff.

Employers are applying creative solutions to retain staff, such as flexible rostering to accommodate staff work-life balance. Staff are increasingly expecting support with their development and career progression. Recruitment now includes opportunities for further education and support from employers for staff to engage in development programs and other initiatives. The diagram below provides a broad summary of industry challenges.



## Current and future skills and knowledge

Employers are increasingly looking for skills beyond technical ability. These top-priority skills have been identified by the skills IQ Industry reference committee for both the cookery and hospitality sectors:

- teamwork and communication
- problem solving
- resilience, stress tolerance and adaptability
- self-management.

Registered training organisations (RTOs) that contributed to this resource indicated a need for students to demonstrate high-level communication skills when dealing with conflict and with customers who expect a near-perfect experience in the restaurant or hotel environment. It was suggested that the COVID-19 pandemic lockdowns had impacted staff ability to understand and respond to customers and to raised service expectations when patrons returned to venues after lockdowns.

“ We looked for cross-curriculum opportunities. The horticulture class helped with ingredients, technology students assisted with using software in the restaurant, maths students assisted with costing menus and the visual communication students helped with design aspects of events and menus. ”

*David McEncroe,  
Braemar College*



Getting ready for a function at Galen College, Wangaratta



“I think teaching about the amazing ingredients we have here and highlighting our multiculturalism is a key to creating better chefs in Australia. Knowledge is power for a person entering hospitality, so I believe getting as much food and wine knowledge as possible is key. This is developed by eating out and researching and working in the industry. These skills are lifelong skills and important in and out of the workplace.”

*Charlie Carrington,  
Atlas Dining*

“There are so many emerging revenue streams now in this industry; a venue could provide seated service, functions and events, takeaway, chilled-meal delivery services and perhaps add a cookbook to their name too. These opportunities make it a super diverse and interesting career environment, and ideas for alternative revenue streams are certainly coming out of COVID-19.”

*Belinda Smullen,  
restaurant owner*

## Priority skills for the workforce

### Teamwork and communication

Many roles in hospitality, whether they are ‘front of house’ or in the kitchen, require staff to work in diverse teams and respond to detailed communication. Menus and customers are becoming more health conscious. This means that bar attendants, baristas and waiters must respond to more complex orders and effectively communicate them to other team members. Menus are more complex and are expected to accommodate specific customer requests.

Hospitality workplaces can be very busy and demanding, which can strain communication unless clear, succinct messages are employed. While there is an increasing reliance on electronic communication methods, verbal and non-verbal communication strategies are an essential part of providing quality customer service, particularly in the hotel industry. The VCE VET Hospitality program contains several units of competency that are focused on interpersonal skills and teamwork to prepare students for a career in hospitality.

### Problem solving

Customers and workplaces are socially and culturally diverse. Hospitality workers often think on their feet during service periods to ensure that customers receive a quality dining experience and are involved with many different facets of the business. The VCE VET Hospitality program includes units in which students learn how to access information that will help them apply many skills to their work and work safely and effectively. Similarly, students learn how to creatively address and overcome supply issues.

### Resilience, stress tolerance and adaptability

The COVID-19 pandemic stimulated many changes in the way that hospitality businesses operate. This event, along with increasingly busy households, created a demand for the home delivery of readymade meals or meal kits. Roles and tasks changed for many hospitality workers who had to adapt to new conditions. The sector had to embrace online platforms, social media and technology to remain competitive and reach customers.



Student work provided by Catholic Regional College, Sydenham

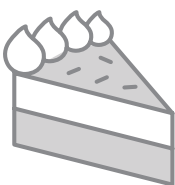


“ In my opinion, fine dining as we knew it is coming to a halt. Guests expect great food and wine at even the local pub now. I think a push to casualness is better for the customer and better for operators, who don't need as highly skilled teams as before and can offer as good, if not better, products at great prices. ”

*Charlie Carrington,  
Atlas Dining*

Online reviews of service and food are commonplace and may influence choices. Business owners and staff now need to monitor and respond to much more information and feedback. Staff shortages in hospitality have been widely reported and, while this can be stressful, it has also generated a review of how work is done. Robots are now serving meals in some restaurants and drones are being considered for food delivery.

Staff are expected to be able to cope with change and be confident in applying new skills quickly. Some RTOs have mandated work placement to better prepare students for industry and continue to include contingency management in training to ensure that students can perform under a range of conditions.



## Self-management

Contributors to this resource indicated that it is essential for hospitality workers to recognise the education needed to perform on the job and how to seek new skills. This applies to both the food and service sectors. Employers expect staff to be able to meet timelines, apply skills across work areas, prepare for service periods and work in accordance with industry regulations and standards. Understanding industry trends and networking was also identified as an essential part of working in hospitality. Staff need to pursue training when food safety standards change or be open to learning on the job. They will need to apply behaviours or interpersonal skills to address challenging situations and apply reflection and evaluation principles to improve performance. Evaluation and continuous improvement cycles form part of many units of competency in the VCE VET Hospitality program.

“ Hospitality is a super immersive and creative environment/industry! It covers all the senses – sight, smell, taste, touch and sound. There is potential for employees to be a part of creating amazing and memorable experiences for people. It's becoming an 'experience-led' industry. We ultimately provide joy in people's lives and allow them to relax, connect and have a good time! It's a varied industry too! Rockstar marketing is a must. Stellar menus are a must. Top-notch customer service is a must. ”

*Belinda Smullen,  
restaurant owner*

## Work roles and workplaces

Students can work in many different roles after completing a Certificate II in Cookery or a Certificate II in Hospitality. They may enter work as a barista, kitchen assistant, kitchen hand, waiter, food services assistant, restaurant host, fast food worker, retail assistant or hotel housekeeper. There is often overlap between duties in the kitchen and those that are described as 'front of house'. These tables summarise some of these roles and the diverse types of workplaces that apply to the hospitality industry.

### Front of house roles

<b>Waiter</b>	<ul style="list-style-type: none"> <li>• Delivering an effective and positive table service for food and drinks</li> <li>• Providing advice on produce and the chef's specials and matching food and beverages</li> <li>• Handling financial transactions</li> <li>• Cleaning and preparing for service periods</li> </ul>
<b>Bar attendant</b>	<ul style="list-style-type: none"> <li>• Delivering a responsive bar service and providing advice on local wines and spirits</li> <li>• Creating flavours with mixers and cocktails</li> <li>• Beverage garnishes (basic)</li> <li>• Handling financial transactions</li> <li>• Cleaning and preparing the bar</li> </ul>
<b>Barista</b>	<ul style="list-style-type: none"> <li>• Creating and serving coffees and beverages to customer's tastes and preferences</li> <li>• Cleaning the coffee machine and serving space</li> <li>• Providing advice to customers</li> <li>• Handling financial transactions</li> </ul>
<b>Customer service</b>	<ul style="list-style-type: none"> <li>• Welcoming guests and providing customer service, from booking to departure</li> <li>• Responding to guest reservations, enquiries and feedback</li> <li>• Implementing quality assurance activities</li> <li>• Handling financial transactions</li> </ul>
<b>Concierge or porter</b>	<ul style="list-style-type: none"> <li>• Helping guests park their car, find their room and facilities and settle in</li> <li>• Sharing local knowledge and arranging transport</li> </ul>
<b>Food and beverage attendant</b>	<ul style="list-style-type: none"> <li>• Picking up glasses and removing food plates in service areas</li> <li>• Cleaning and tidying service areas</li> <li>• Monitoring stock levels and replacements</li> <li>• Handling financial transactions</li> <li>• Processing orders and providing customer service</li> </ul>
<b>Housekeeper</b>	<ul style="list-style-type: none"> <li>• Cleaning guestrooms</li> <li>• Making beds</li> <li>• Restocking guestroom amenities</li> <li>• Attending to room-service requests</li> </ul>
<b>Food service assistant</b>	<ul style="list-style-type: none"> <li>• Preparing basic food and assembling meals</li> <li>• Delivering, serving and collecting food</li> <li>• Cleaning kitchen equipment and utensils (assisting)</li> </ul>
<b>Sandwich hand or food counter hand</b>	<ul style="list-style-type: none"> <li>• Greeting customers and taking orders</li> <li>• Making sandwiches according to recipes</li> <li>• Preparing food</li> <li>• Cleaning service areas</li> <li>• Monitoring ingredient stock levels</li> <li>• Storing and presenting food</li> </ul>



## Cookery roles

<b>Kitchenhand</b>	<ul style="list-style-type: none"> <li>• Washing dishes</li> <li>• Cleaning kitchen and service areas</li> <li>• Handling and preparing food (basic)</li> <li>• Assisting with stock control and shopping</li> <li>• Assisting the cook with duties, such as plating</li> </ul>
<b>Baker's assistant</b>	<ul style="list-style-type: none"> <li>• Preparing baked goods</li> <li>• Undertaking food-handling activities, such as temperature testing</li> <li>• Monitoring and ordering ingredient stocks</li> <li>• Cleaning and organising work areas</li> <li>• Assisting with making cakes and baked goods</li> </ul>
<b>Catering assistant</b>	<ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Preparing food (basic)</li> <li>• Assisting with stock control and shopping</li> <li>• Plating and presenting food</li> </ul>

## Service and cooking workplaces

• Restaurants, cafés, retail outlets and patisseries
• Bars, wineries, breweries and clubs
• Hotels, resorts, conference centres and exhibitions
• Music venues, art galleries, wedding and reception centres, halls, catering facilities and other event and function venues
• Aged-care facilities, hospitals, community services, childcare centres and educational institutions
• Correctional centres and defence forces
• Airports and major shopping complexes
• Theatres, sporting venues and tourist attractions

## Further skills

With additional training and qualifications, students may gain work as cooks or chefs. Schools indicate that some students use their qualifications to travel and work in large kitchens under a chef, enter a traineeship to further their cooking skills or pursue other culinary careers. The career pathway for a student to become a chef may commence in the kitchen with work as a kitchenhand and end with a role as an executive chef in a large hotel.

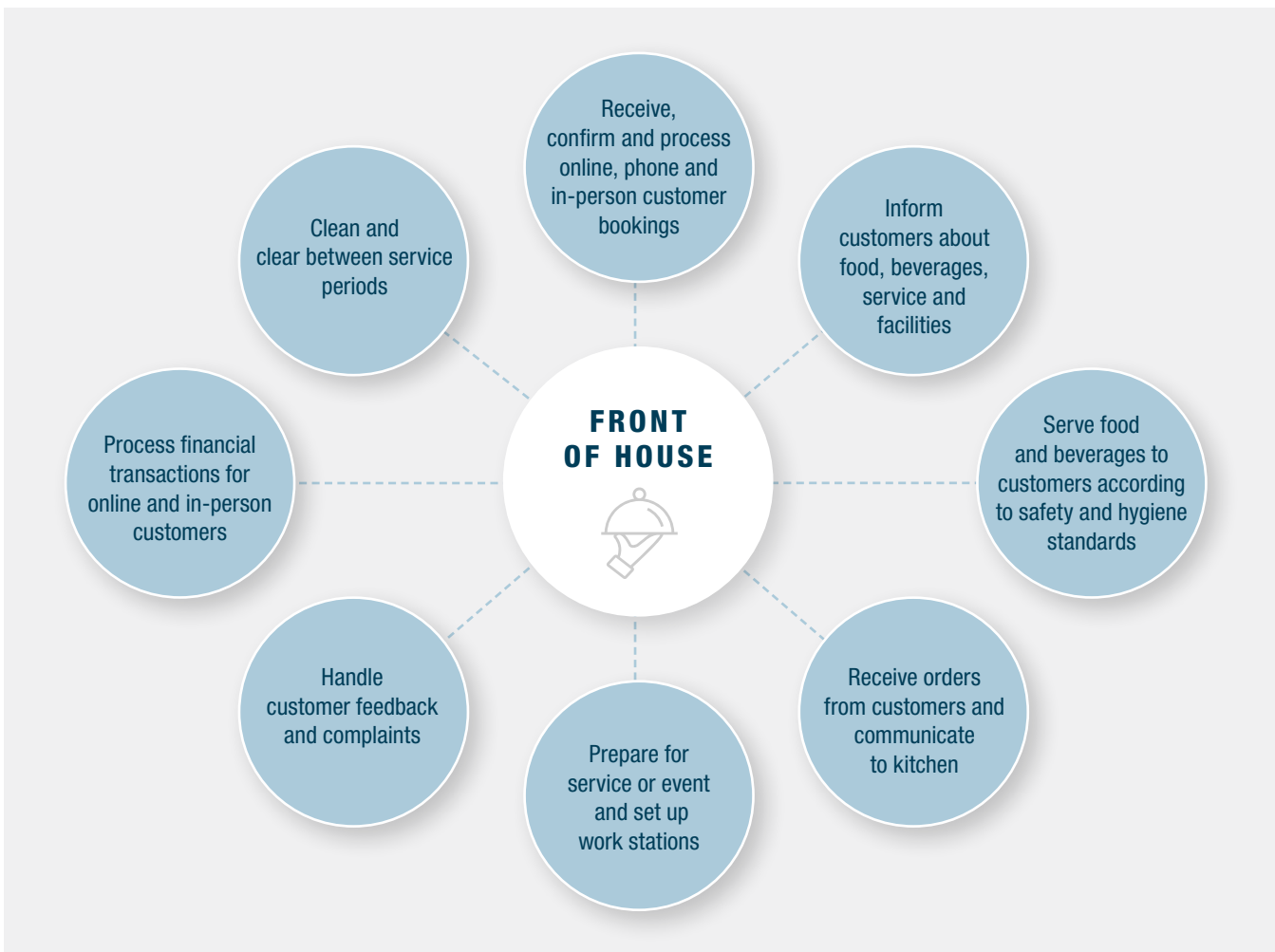
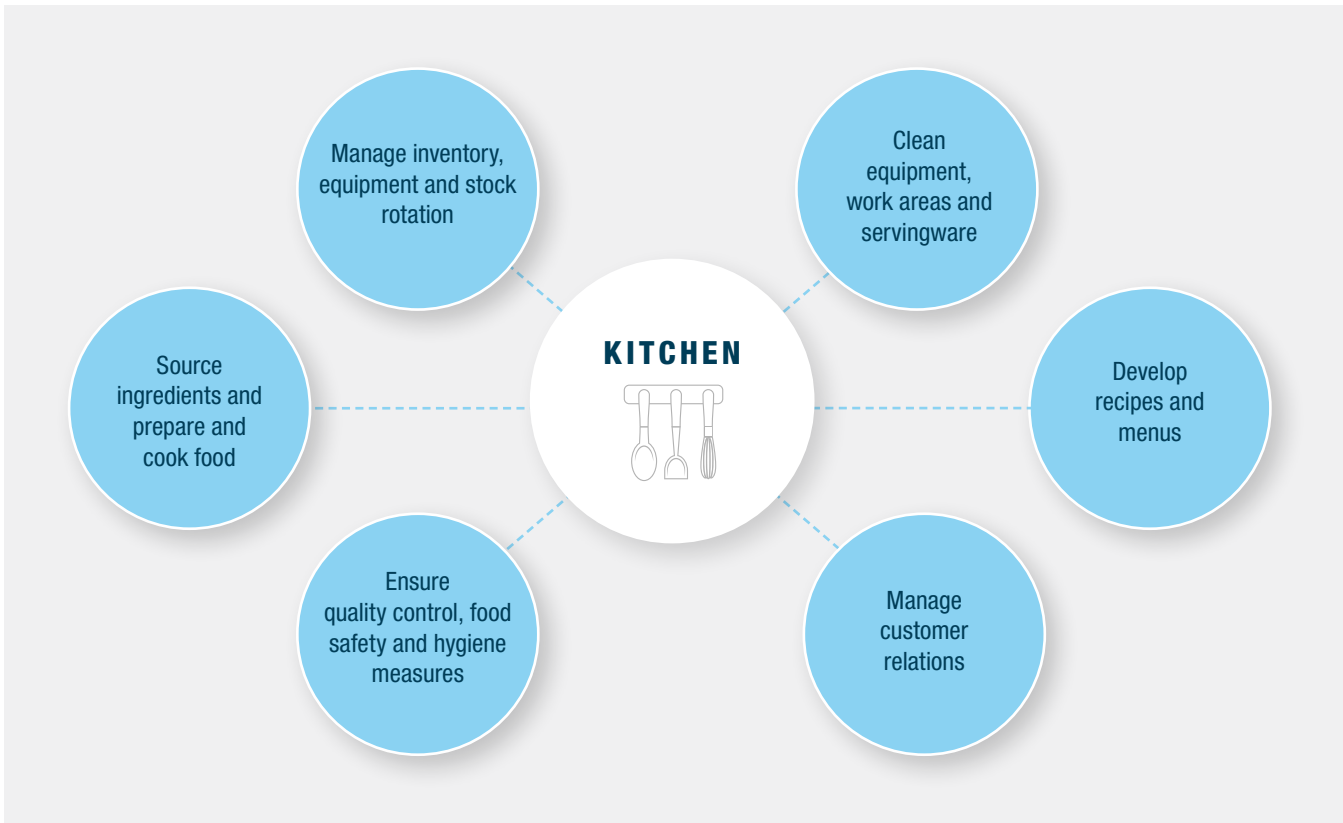


Training providers indicated that they try to expose students to a range of workplaces from cafés to large kitchens to assist students to make informed career choices.





# Summary of work tasks



“ It is challenging in the new environment but also an opportunity to embrace these challenges and work towards better practices for a more sustainable future. Technology holds the key here and workplaces will have to find a way to embrace technology, which may also help to overcome staff shortages. ”

*Gurpreet Bhatia,  
MCIE, RTO*

## Structured workplace learning

The VCAA strongly recommends that students undertake a minimum of 80 hours of structured workplace learning (SWL) for the VCE VET Hospitality program.

SWL should be spread across the duration of the training program and be in an appropriate hospitality environment. Schools are advised to use the SWL Statewide Portal at <https://workplacements.education.vic.gov.au/> to source host employers. Some schools indicate that SWL provides opportunity for students to undertake their service periods outside of the school restaurant. Students are able to apply skills across different working environments by dividing periods between the two locations. Students are also encouraged to prepare a resume, application letter and research the employer as part of preparing for work.



### SWL recognition

SWL recognition requires students to undertake a minimum of 80 hours of SWL, which enables an understanding of a specific industry and application and development of skills to the standard expected by industry. SWL is an appropriate and valuable component of all VET qualifications and complements the training undertaken. Students receive credit into their VCE (including the VM) or VPC. The process involves completing a minimum of 80 hours of SWL, and completing a Workplace Learning Record aligned to the VCE VET Hospitality program. Students document their workplace experiences in this record and analyse their employability skills.

More details are available on the SWL Recognition page of the VCAA website at <https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx>.





## Training package skill sets and workplaces

The VCE VET Hospitality program contains six training package skill sets that:

- complement the two qualifications
- provide specific skills and general capabilities to students
- provide more career opportunities for students within their workplace
- help students make decisions about their future career pathways.

These are clearly identified in the program structure in the VCE VET Hospitality program booklet.

A skill set is a single unit of competency, or a combination of units of competency from one or more training packages, that links to a license or regulatory requirement, or to a defined industry need. Skill sets are nationally endorsed and are each assigned their own code.

The following table provides examples of workplaces that apply to six specific skill sets of VCE VET Hospitality. It should be noted that there is much overlap of skills in the hospitality industry. For example, a barista may also be asked to wait on tables or assist with basic food preparation. Customer-service skills apply to all roles.

Skill set	Workplaces	Work roles
<b>Espresso machine operation</b>	Restaurants, cafés and other retail food businesses, hotels, cruise liners, canteens, kiosks, cafeterias, fast food outlets, markets	Barista, counter assistant, waiter, bartender, coffee bar attendant and cashier
<b>Food handling</b>	Commercial kitchens, childcare and aged-care kitchens, any businesses where food is served, community centres, healthcare facilities, catering companies, bakeries, grocers, delicatessens, food retail outlets, fast food outlets, canteens, kiosks, cafeterias, retail market stalls, supermarkets	Food handler, waiter, catering assistant, café assistant, food service worker, food and beverage attendant, kitchenhand, kitchen steward
<b>Food safety supervision</b>	Commercial kitchens, childcare and aged-care kitchens, community centres, healthcare facilities, catering companies, bakeries, meal production businesses	Shift supervisor, kitchen supervisor, food service team leader, catering team leader, food safety officer, head waiter
<b>Responsible service of alcohol</b>	Bars, restaurants, hotels, clubs, event venues, supermarkets, licensed businesses, sporting venues, gaming venues, festival venues	Bartender, bottle shop attendant, casual event, bar and restaurant attendant, food and beverage attendant
<b>Service for international visitors</b>	Tourism businesses, hotels and other accommodation, restaurants, event venues, catering companies	Receptionist, tour operator, customer service officer, travel sales assistant, reservation assistant, travel guide, tour assistant
<b>Customer service</b>	Applies to all front of house roles and workplaces where food and beverages are served to customers	

“ Completing my VET courses while at school has reduced the time required to complete my apprenticeship and gave me an understanding of how to be a chef. ”

*Harrison,  
Apprentice Chef*

“ I incorporate positive school behaviours into the cookery observation checklists. Students are required to work in a manner that demonstrates responsibility for the safety and hygiene of others and respect and use equipment safely, always leave the workspace clean and tidy and work positively with other team members. Each is a stated criteria in the checklist. ”

*Kim McLeod,  
Galen Catholic College*

# Transition and pathways

## Transition from school

Schools and their careers staff help students prepare for employment and further education. Each year there are many more demands in workplaces, and industries are constantly changing to meet new standards, systems and processes. This can be challenging for schools.

Employers are looking for workers who are flexible, communicate well, can problem-solve and are able to work with technology. Practical experience gained from a VET placement is increasingly valued by employers as an indication that school leavers will quickly adjust to and perform duties in the workplace.

Students select a VET course for many reasons, including to explore a particular industry and make informed choices about their future. Some schools indicate that their Year 9 students undertake one week of work experience in their on-site restaurant, where they complete projects and a range of practical activities. This ‘taster’ helps them to understand more about the hospitality program before they select subjects.

Planning a transition from school also includes considering gaining a qualification that will lead to full-time or part-time work. The hospitality industry provides many varied opportunities and linkages to other sectors, such as health and tourism. The qualifications in the VCE VET Hospitality program help students decide whether they would like to work in kitchens or service. Given workforce shortages, employment can occur immediately post school. It can also lead to apprenticeships and specialist streams, such as a pastry chef or hospitality management.

## Traineeships

Host employers for hospitality traineeships vary from small catering companies and bakeries to large meal production companies and hotels.

More information about school-based traineeships can be found on the VCAA website at <https://www.vcaa.vic.edu.au/curriculum/vet/apprenticeships/Pages/index.aspx>.



Cakes produced by VCE VET Hospitality students from Catholic Regional College Sydenham for the 2022 Royal Melbourne Show

## Transferable skills from VCE VET Hospitality

Transferable skills, also known as soft skills, are those that apply across a broad range of jobs. In the simplest sense, transferable skills are any non-technical skills.

There are many life skills that can be learnt from engaging in the VCE VET Hospitality program. The following skills were provided by RTOs and industry representatives.

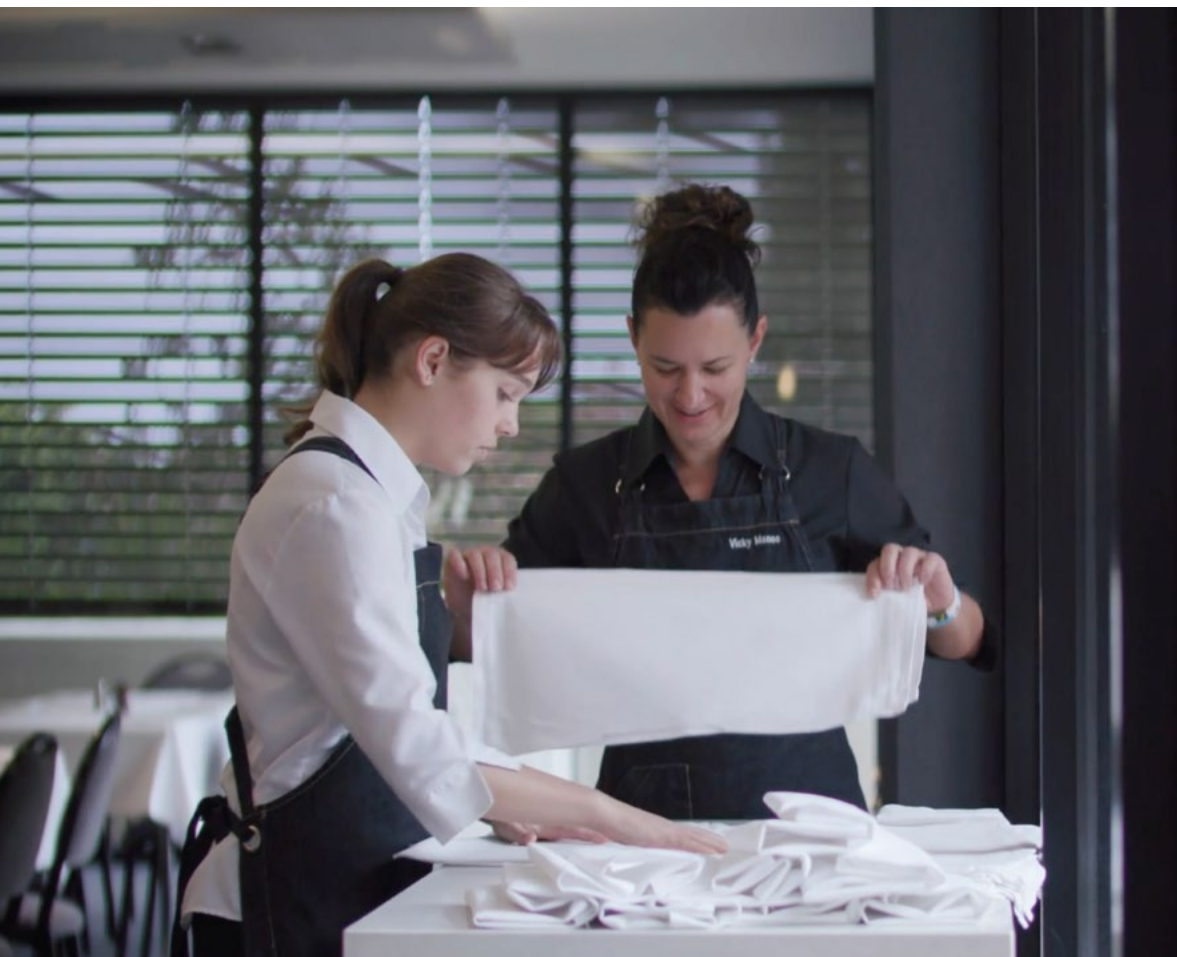


“ Studying hospitality allows students to gain many transferable and life skills. Self-management skills, such as work ethic, time management, problem solving, communication and dependability, are all learnt within the course. Working in an industry where creativity, attention to detail and teamwork are used on a daily basis will embed these skills for life. ”

*Marisa Marchant,  
IVET Group RTO*

“ Our students have gone on to own cafés, study hotel management or seek a career as a chef or patissier. ”

*Vicky Manos,  
Methodist Ladies' College*



VCE VET Hospitality student, Ella, working with her VET teacher



“ Students underwent training and assessment at Melbourne Airport – rotating through different types of hospitality businesses. The airport offered pathways for future employment and all students received job offers post training. Training included an introductory session where students learnt about the specific workplace requirements at the airport and WHS processes, such as evacuation. The airport supplied part of the uniform.

At the start, students required very close supervision, as there were many new processes to take on.

The airport model could be applied to major shopping centres, such as Chadstone, where many different food environments exist and would be suitable for traineeships. ”

Jane Allen,  
Lowther Hall

## Pathways from a VCE VET Hospitality program

Following completion of the VET program, there are many further education and training options in the VET and university sectors.

Certificates II to IV offer introductory skills and training and industry foundation skills. Students learn industry specific knowledge and skills, such as communication and teamwork.

- Certificate II qualifications prepare graduates for routine work and basic tasks within a defined context. Problem-solving is limited.
- Certificate III qualifications prepare graduates to apply skills and knowledge to a range of contexts and context. Graduates work under supervision.
- Certificate IV qualifications provide broader skills and knowledge. Graduates are expected to demonstrate autonomy and apply more complex problem-solving skills.

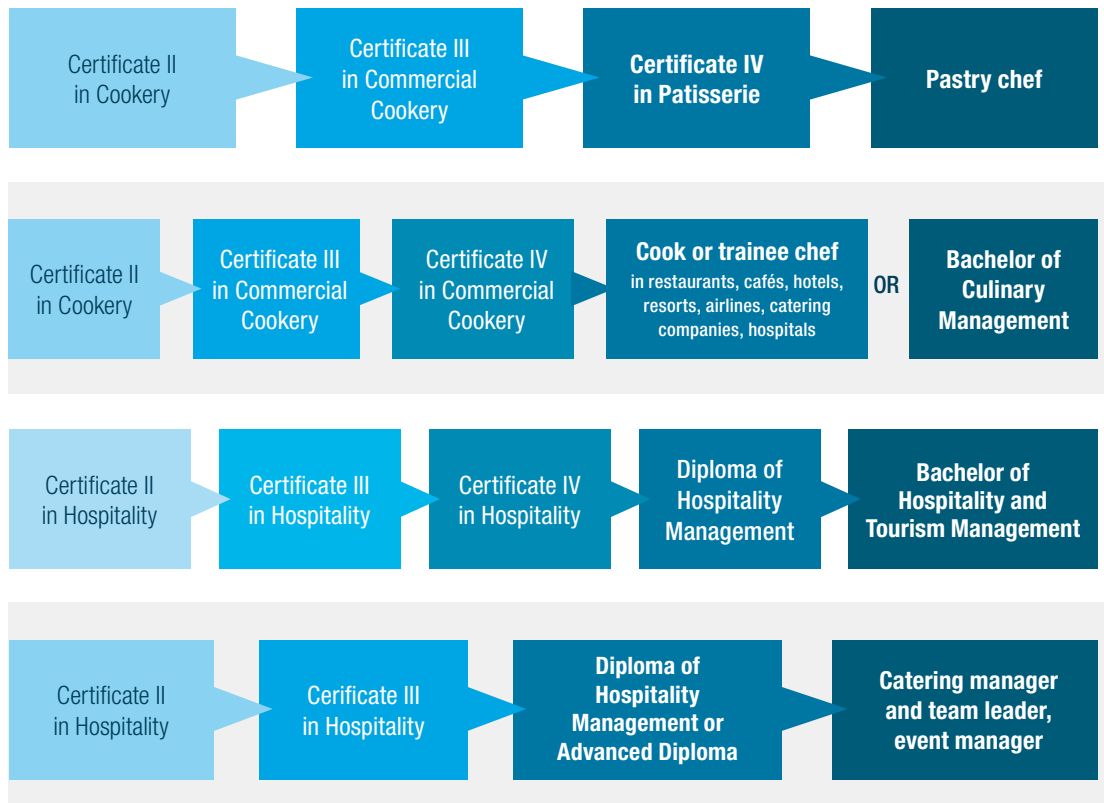
A diploma equips students to work in a variety of contexts and with a deeper knowledge of a particular area. It requires students to analyse problems and use judgement to make a decision.

In general, the core units from the VCE VET Hospitality program can be transferred to many other VET qualifications at the same level or higher.

Pathways evolve as a result of training providers responding to emerging industry needs. For example, William Angliss Institute has introduced new elective units to support the hotel industry, which is experiencing staff shortages. It was also decided that the hospitality program needed a broader focus. The new units prepare students for reception and concierge work and room service. Students are then encouraged to enter further VET courses, such as the Certificate III in Hospitality and the Diploma of Hospitality Management.

Here are some examples of related qualifications that students can pursue after completing the VCE VET Hospitality program. Sometimes qualifications can be packaged together to reflect industry conditions and provide a broad range of employment options for students. Commercial cookery or events management might be offered with hospitality courses recognising the broad application of skills.

More information can be found in the Pathways section of the VCE VET Hospitality program booklet on the VCAA website at <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/hospitality.aspx>.





Working hard in the kitchen at MLC

## Examples of student learning journeys

### Judith's journey

Judith completes a Certificate II in Cookery and receives an ATAR

She enters a Certificate IV in Commercial Cookery at TAFE

She works as a commercial cook at a large catering company

Judith studies hospitality management at university, hoping to manage kitchens

### Liam's journey

Liam completes a Certificate II in Cookery as part of the VCE VM

He enters an apprenticeship in Certificate III in Commercial Cookery at TAFE

Working alongside renowned chefs, he becomes the commis chef at the completion of the apprenticeship

Liam works in a large hotel as a commis chef

### Bella's journey

Bella completes a Certificate II in Hospitality and receives an ATAR

She works in restaurants while studying a Diploma of Hospitality Management, specialising in commercial cookery

On graduating, she manages a large kitchen for an aged-care provider

Bella enrolls in a Bachelor of Hospitality Management (International)

### Marios's journey

Marios completes a SBAT in cookery

He completes a Certificate III in Patisserie

He completes a Certificate IV in Patisserie

Marios works as a pastry chef in a commercial kitchen

### Riva's journey

Riva completes a Certificate II in Hospitality as part of her VCE VM

She completes a Certificate III in Hospitality

While working as a bar attendant in a large hotel, she enters the Diploma of Hospitality Management

Riva completes a Bachelor of Hospitality Management

# Program planning

This section provides insight into planning delivery for both qualifications. It explores ideas and strategies for creating linkages to industry, clustering units and integrating new technologies.

## Clustering units for delivery

Clustering involves grouping competencies into combinations for training and assessment. It is done to improve efficiency and remove overlaps of skills and knowledge. It also allows for the collection of evidence that focuses on whole work activities, rather than subsets, so can connect learners closely to real working conditions. It reduces duplication of effort in assessment and training.

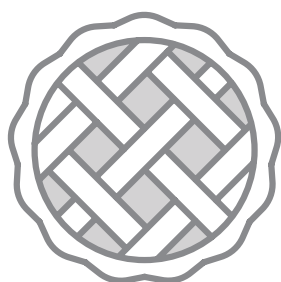
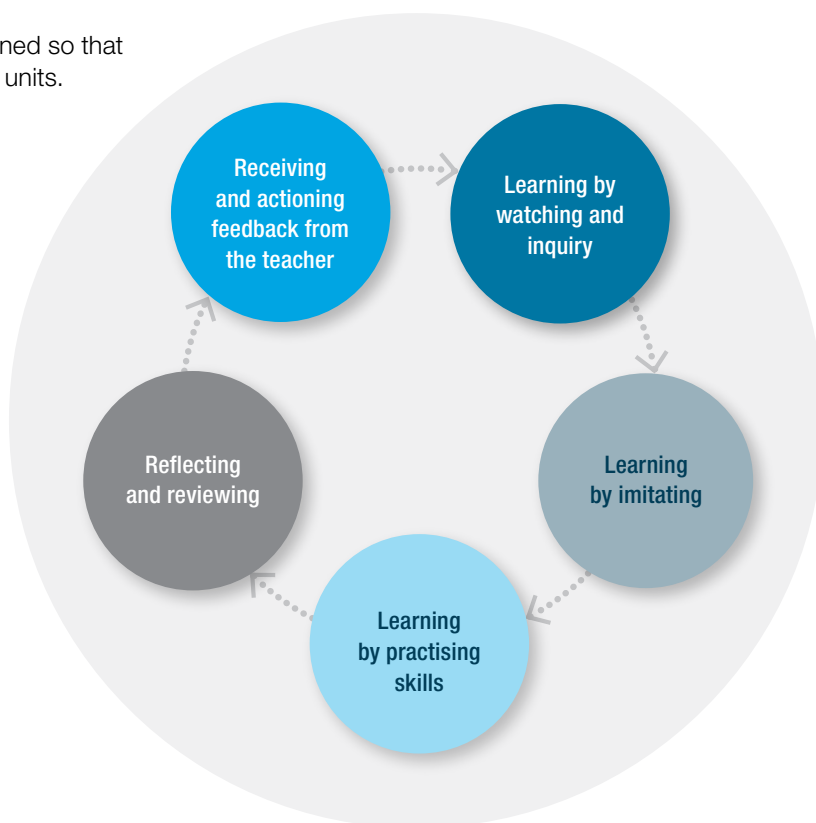
There are different types of clustering models. For example, the learning may be clustered but not the assessment, or both are clustered.

Before considering this approach, the intention, application and evidence requirements of the units of competency should be carefully considered. In addition, consider that learners may benefit from repeating skills and knowledge due to lack of experience in the sector. It can take repeated exposure to new skills and knowledge before learners meet minimum requirements and can practise with confidence.

Interrelationships across units should be examined so that gathered evidence can be used across several units.

Some units of competency share similar knowledge. You may be able to teach some topics relating to the second year of the program in the first year and then refresh knowledge.

Both certificates allow for holistic delivery and assessment. Students do not learn about service skills and cooking in isolation from other skills. The requirements from several units of competency are linked together. For example, every time a student prepares a dish in the kitchen, knowledge of food hygiene, how to work safely, clean and use equipment, and store and cook food groups is demonstrated, which applies to several units. Every time a student prepares and serves a beverage, customer service skills, communication, food safety and other skills found in several units are required. There are many new skills to learn in the VCE VET Hospitality program, so clustering units to reduce duplication will enable time for students to engage in effective learning methods and receive teacher guidance as they learn. Aspects of vocational pedagogy for this program are represented below:



## Delivery themes – Certificate II in Hospitality Year 1

This table suggests delivery themes and how to link units together. Prerequisite and workplace safety units should first be delivered to prepare students for working with equipment and introduce required hygiene practices. Many teachers indicate that all units are commenced in Term 1 and progressively assessed throughout the year.

### Example 1 – Hospitality with a food preparation focus

Cluster or theme	Unit	Rationale
<b>Working safely</b>	<ul style="list-style-type: none"> <li>• Prepare and present simple dishes</li> <li>• Use hygienic practices for food safety</li> <li>• Participate in safe work practices</li> </ul>	<ul style="list-style-type: none"> <li>• Connects practical basic tasks with underpinning knowledge</li> <li>• Meets prerequisites for the qualification and prepares the students for working safely before implementing service skills</li> </ul>
<b>Understanding customers</b>	<ul style="list-style-type: none"> <li>• Source and use information</li> <li>• Show cultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunity for students to focus industry research on information that will help when working in diverse environments and with diverse customers and colleagues</li> </ul>
<b>Providing customer service</b>	<ul style="list-style-type: none"> <li>• Work effectively in hospitality</li> <li>• Interact with the customers</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunity for students to link practical skills when preparing beverages and communicating with customers</li> </ul>
<b>Working effectively</b>	<ul style="list-style-type: none"> <li>• Prepare sandwiches</li> <li>• Use hospitality skills effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates practical food preparation skills with service and post-service duties</li> <li>• Provides opportunity for reflection on real work roles</li> </ul>
<b>Sustainable work practices*</b>	<ul style="list-style-type: none"> <li>• Participate in safe food handling practices</li> <li>• Prepare and present simple dishes</li> <li>• Participate in sustainable work practices</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates safety and practical tasks with sustainable operation</li> <li>• Exposes students to best practice</li> </ul>

\* Schools indicate that sustainable work practices are implemented in both certificates and underpinned by a problem-solving approach. Examples include:

- using Bokashi bins for compost
- growing herbs on site
- repurposing food from a mystery box
- using the same ingredients across multiple classes
- creating recipes for repurposed food scraps.



## Example 2 – Hospitality with a hotel service option

The VCE VET Hospitality program now incorporates accommodation-specific units for the hotel service industry, which is also experiencing staffing shortages. The three new electives provide students with customer-service skills in a hotel environment. This example was provided by the William Angliss Institute.



Cluster or theme	Unit	Rationale
<b>Working safely</b>	<ul style="list-style-type: none"> <li>Use hygienic practices for food safety</li> <li>Participate in safe work practices</li> <li>Serve alcohol responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Connects practical basic tasks with underpinning knowledge</li> <li>Meets program prerequisites and prepares students for working safely before implementing service skills</li> <li>Provides key industry requirements</li> </ul>
<b>Understanding the industry</b>	<ul style="list-style-type: none"> <li>Source and use information</li> <li>Show cultural sensitivity</li> <li>Work effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>Reduces duplication of content</li> <li>Provides opportunity for students to focus on industry research that will help them to work in diverse environments and with diverse customers and colleagues</li> </ul>
<b>Accommodation service</b>	<ul style="list-style-type: none"> <li>Prepare rooms for guests</li> <li>Provide porter serves</li> <li>Provide room service</li> </ul>	<ul style="list-style-type: none"> <li>Prepares students for work in hotels, motels and other accommodation</li> <li>Further develops students' customer-service skills</li> <li>Explores a different customer-service context</li> </ul>
<b>NEW</b>		
<b>Customer service</b>	<ul style="list-style-type: none"> <li>Use hospitality skills effectively</li> <li>Interact with customers</li> <li>Serve espresso coffee</li> </ul>	<ul style="list-style-type: none"> <li>Uses coffee making to demonstrate communication and service skills</li> <li>Puts theory into practice in a meaningful way</li> </ul>
<b>Sustainable work practices</b>	<ul style="list-style-type: none"> <li>Participate in safe food handling practices</li> <li>Participate in sustainable work practices</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable work practices can be applied to many practical units, as students explore ways to reduce waste and conserve energy</li> </ul>

William Angliss Institute student, Minne Braak, working in the hotel suite



## Delivery themes – Certificate II in Cookery Year 1

Cluster or theme	Unit	Rationale
<b>Working safely</b>	<ul style="list-style-type: none"> <li>Participate in safe work practices</li> <li>Use hygienic practices for food safety</li> </ul>	<ul style="list-style-type: none"> <li>Reduces overlap from both units and prepares students for working safely with food</li> </ul>
<b>Introducing cooking skills</b>	<ul style="list-style-type: none"> <li>Use food preparation equipment</li> <li>Prepare and present sandwiches</li> </ul>	<ul style="list-style-type: none"> <li>Introduces students to basic cooking skills, where they demonstrate hygiene practices and start to apply knowledge</li> </ul>
<b>Kitchen operations</b>	<ul style="list-style-type: none"> <li>Clean kitchen premises and equipment</li> <li>Receive, store and maintain stock</li> </ul>	<ul style="list-style-type: none"> <li>Provides further exploration of duties and hygiene concepts</li> <li>Can be delivered in conjunction with the 'Introducing cooking skills' theme</li> </ul>
<b>Practical cooking sessions</b>	<ul style="list-style-type: none"> <li>Prepare dishes using basic methods of cooking</li> <li>Prepare cakes or another elective</li> </ul>	<ul style="list-style-type: none"> <li>Selects dishes from the electives to focus skills and knowledge</li> <li>Builds on introductory skills</li> </ul>

“The Native Ingredient Trail provides students with an opportunity to interact with indigenous plants and ingredients at Aquinas College.

Students may be visiting the trail in a range of classes for a range of topics. They might be doing activities, including outdoor activities, gardening or harvesting ingredients to use in food and beverages. The trail is signposted and includes QR codes to give students access to information on the plants. It is also a collaborative process, where students can add information such as traditional knowledge or contemporary recipes. Student groups are also using the trail for mindfulness activities and as a quiet place to connect to nature. It is said to be Aquinas' largest classroom. ”

*Owen Stott,  
Aquinas College*

Examples of indigenous ingredients growing at Aquinas College



Midyim berries



Chocolate lilies



Lilly pilly berries

# Using technology in training and assessment

The hospitality sector has embraced digital devices across many operations not only to streamline service but to help address workforce shortages. The use of technology extends past using tablets to process orders to kitchen equipment, work processes and social media presence. Some schools have upgraded training restaurants, cafés, kitchens and food trucks to reflect the technology used in

the workplace. It is a financial challenge for schools and TAFEs to align training and assessment to new workplace conditions. Students need to be able to manage software programs across all business operations. Schools that contributed to this resource have introduced initiatives, such as online booking systems, digital ordering, QR codes for menus and cashless transactions.

Examples of technology used in the industry and future predictions

Service	Work processes	Marketing	Future
Tablet orders connect directly to kitchen	Rosters on apps	Reviews on social media	Robotics used for table service and set up
QR codes used for scanning orders and ticketing	Digital records and record-keeping	Advertising	Drones for online delivery
Online orders	Digital inventory	Influencers	Greater use of virtual reality technology
Voice recognition technology for orders	Quality assurance activities to monitor customer experience	Digital images of meals and venues	Continued investment in and application of software across all operations
Online financial transactions, resulting in fewer cash purchases	Digital recruitment processes including interview	Digital loyalty programs and SMS text and email to engage customers	Continued investigation in mobile commerce – buying and selling via apps
Table-top devices for ordering		Chat bots	
		Virtual and augmented reality technology for content marketing	



“ I have seen venues using ‘order and pay at the table’ technology, which is great for customers and the bottom line, and also provides very detailed reservations systems that know everything about guests. All this data and information will help you sell better to your customers and stay on top of ever-rising costs. ”

Charlie Carrington,  
Atlas Dining

“ We have recently installed an iPad that students use when customers wish to order wines they have sampled in the restaurant. The iPad contains tasting notes and records all customer information required for dispatch and delivery. ”

Duncan Clarke,  
Eltham College



## Examples of types of restaurant software

### Point-of-sale system

Processes payments, tracks sales, manages inventory, identifies key trends.

### Order management

Tracks orders from in-person customers, restaurant website and other platforms, transfers orders from service to kitchen.

### Reservation and table management

Enables reservations to be made via the restaurant website, app or another platform, accommodates multiple service periods and floor plans.

### Food costing

Tracks suppliers' prices, provides change alerts, calculates the cost of menu dishes.

**Technology has for years played a big role in the Back of House, with staff rosters, general admin, training, menu engineering and overall kitchen management and significantly reduced person-hours ... The next quantum leap will be the routine adoption of robotics in kitchens taking over certain repetitive tasks in food preparation/cooking in an effort to reduce labour costs.**

*'Great service in an era of labour costs and technology', Future Food, 31 January 2020, <https://futurefood.com.au/blog/2020/01/31/great-service-in-an-era-of-labour-costs-and-technology>*

### Employee management

Establishes rosters and monitors employee availability, calculates leave, processes payroll and recruitment.

### Financial and accounting software

Calculates revenue, expenditure, profits and tax requirements.

### Customer relations

Stores customer information and communication with the business to inform business directions.

### Marketing and loyalty management

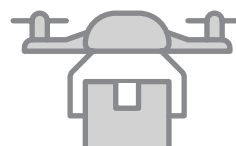
Manages social media and email campaigns to establish and grow customer base.

### Delivery management

Collects information from various platforms for delivery requests, tracks delivery, resolves issues, visualises orders.

### Chatbots

Allows the business to respond to customer queries without the need for in-person staff.



## Conducting simulations in hospitality

Introducing simulation into your classes can create more interactive problem-based learning. Students are required to engage critical evaluative thinking as they work through scenarios. They expose students first-hand to a range of specific industry nuances and skills.

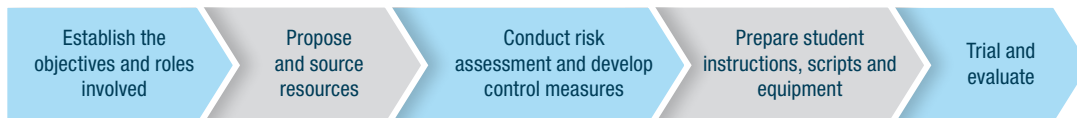
Other advantages of simulation teaching activities include the ability to provide students with instantaneous feedback and correct any misconceptions or errors. Many hospitality students have access to kitchens, training restaurants, equipment and technology, workplace documents like policies, procedures, product manuals, reports templates and plans. Teachers indicate that they perform simulated activities in the classroom to practice demonstrating skills within commercial speed, timing and

productivity timeframes and ensuring that other people are present, such as customers and team members. This occurs before allowing students to perform in the restaurant or kitchen. For example, classroom tables are used for students to practice setting procedures and roleplays conducted for customer-service training.

Simulations help to integrate theory and practice and can be highly motivational, as students perceive learning to have purpose.

Seeing the students in action means that teachers can assess the many different skills required when dealing with people.

Simulations require careful assessment, planning and management. The following flow chart represents steps in the planning process.



“ Front-of-house students and cooking students may not be ready to work in an actual service period at school, so we use simulated service by serving beverages and meals to school students using a modified menu. While serving each other, students produce mocktails and coffees and provide all the expected service processes, such as clearing between courses. This provides an opportunity for students to experience a range of skills that they may not undertake in the workplace. For example, they may not issue receipts but this can be part of the simulation. Pre- and post-briefing forms part of the simulation and skills demonstrations. ”

*Duncan Clarke,  
Eltham College*

“ Students conducted cooking classes for local primary schools and we linked with a local food collective to produce meals for the community. ”

*David Topolcsanyi,  
St Monica's College*

Remember to allocate time in the activity description and allow for pre- and post-briefings.

Simulation methods that may be applied to a hospitality program include:

- case-study analysis – this might be digital, such as a video or immersive virtual reality, or hard-copy text
- roleplays – staff or students take on roles that represent the workplace
- skill demonstrations
- incident and situation management
- use of modified equipment.

Ideas for simulations **in class**

- 1 Dealing with a customer who is frustrated and complaining. This could be a roleplay conducted in pairs or a case-study analysis presented online with an interactive character or in written format.
- 2 Pitching an idea or new service, menu, technology or equipment to a manager or group. This could be a roleplay and involve peer evaluation of communication skills.

- 3 Attending to phone calls and customers at the same time. This demonstrates communication and contingency management skills often experienced in cafés.
- 4 Conducting workplace conversations with managers, suppliers or other stakeholders. This involves interpersonal skills, such as negotiation, presenting information and using industry vocabulary.
- 5 Chairing a workplace health and safety (WHS) meeting using workplace documents. Meetings can be virtual or face-to-face, records can be hard copy or online. Topics at the meeting might be an analysis of incidents in the kitchen, the results of cleaning audits or other reports.
- 6 Conducting simulated service periods, with staff being the customers.



Ready for events at Catholic Regional College Sydenham

## Linking training to workplaces

While some schools and TAFEs have training restaurants, kitchens and cafés, they also mention the importance of incursions and excursions to expose students to different workplaces and processes. Some schools invite speakers, such as chefs and business owners, to their classes to speak about industry challenges and expected skills of hospitality graduates. Other schools arrange for students to observe staff in large commercial kitchens. Schools also mention the importance of introducing different workplaces to students in Year 1, not only to help them make decisions about their future careers but to fully immerse them in the multi-sensory nature of hospitality environments. Schools also invite organisations to class to demonstrate the latest kitchen equipment and preparation techniques.

Hospitality teachers indicate that it is important to prepare students for catering events, not just standard restaurant service periods. Examples include cultural celebrations, Christmas in July, parent and Year 12 dinners, parish lunches, sports days, themed events and special assemblies. Excursions ideas include visiting fresh food markets, Victoria Market, agricultural shows and large city hotels.

Being aware of busy workplace environments, some teachers introduce leadership roles into service periods. Students may be asked to be the kitchen coordinator or service coordinator and to ensure that processes, such as docket reconciling, and place settings are complete. Students may also be 'runners' to help with service, as opposed to being allocated a set number of tables.



Students competing in 2022 WorldSkills cookery competition: (L–R) 1st place, Olivia Zakkour, St Monica’s College; 2nd place, Ruby Dawes, Eltham High School; 3rd place, Lilly Harrison, Eltham High School

“ WorldSkills competitions provide friendly, competitive environments that encourage students to pursue excellence in their chosen area of study, against their peers from across the state. The competitions are easily incorporated into the curriculum, as they are designed within the framework of Training Packages.

In the 2022 Melbourne East Regional VDSS Cookery Competition, students presented their own contemporary interpretations of an afternoon tea while using a defined range of ingredients and cookery skills. They displayed an impressive level of maturity and commitment, and dedicated time to training both at home and school. This was evident in the quality of work and professional manner it was produced in.

Providing opportunities for young people to step outside their comfort zone and take safe, rewarding risks is always a worthwhile enterprise. ”

*David Topolcsanyi,  
St Monica’s College*

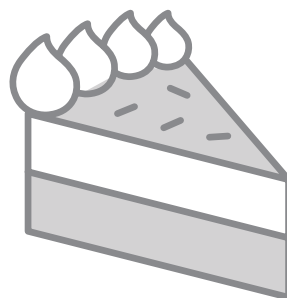
## Opportunities for skills development

Schools provided many examples of supporting students to acquire cooking and hospitality skills through participating in external and internal events. They also sourced or created opportunities for students to enter competitions, such as those conducted by WorldSkills Australia.

WorldSkills Australia is a social enterprise focused on showcasing and supporting the trade skills of young people. VDSS students can enter regional WorldSkills competitions based on Certificate II in Cookery or Certificate II in Hospitality. For the cookery competition,

students are required to demonstrate a range of skills when preparing, plating and serving a savoury and sweet afternoon tea with four portions in each course. Hospitality students need to demonstrate a high level of food and non-alcoholic beverage service, customer service, workplace health and safety and hygiene. Students have the chance to win a medal or compete at a national level.

For more information, go to the WorldSkills Australia website at [https://www.worldskills.org.au/skill\\_clusters/vetis-competitions/](https://www.worldskills.org.au/skill_clusters/vetis-competitions/).



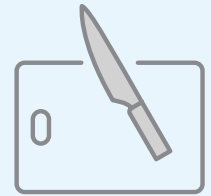


Student work ready for judging

# Hospitality and cookery equipment

Each unit of competency specifies the equipment and other resources that must be provided by the RTO for assessment and delivery. This is listed in the assessment requirements and assessment conditions. Access to a commercial kitchen is also stated in the unit description. Schools indicate that they use TAFE training restaurants for this program and some have restaurants or cafés on site.

It is not possible to include all fittings, utensils and equipment that are present in training kitchens or used in the hospitality and cookery industry. Electives can also specify additional equipment. Here is a summary of the types of equipment needed for the acquisition of skills in both qualifications.



## Commercial kitchen equipment

Fixtures	Knives	Utensils
<ul style="list-style-type: none"> <li>commercial-grade work benches</li> <li>commercial oven and trays</li> <li>commercial refrigeration facilities, cool room, fridge, freezer</li> <li>hand basin, hand towel, sink</li> </ul>	<ul style="list-style-type: none"> <li>bread knife</li> <li>chef's knife</li> <li>filleting knife</li> <li>palette knife</li> <li>paring knife</li> <li>utility knife</li> <li>sharpening steel</li> <li>sharpening stone</li> <li>cut resistant glove</li> </ul>	<ul style="list-style-type: none"> <li>sieve</li> <li>pastry brush</li> <li>peelers, corers, slicers</li> <li>strainers, chinois</li> <li>scraper</li> <li>spatula</li> <li>tongs, serving utensils</li> <li>whisk</li> <li>temperature probe</li> <li>thermometer</li> <li>spoons</li> <li>ladles</li> </ul>
Large equipment	Small equipment	
<ul style="list-style-type: none"> <li>blender</li> <li>planetary mixer</li> <li>deep-fryer</li> <li>designated storage areas for dry goods and perishables</li> <li>gas, electric or induction stove top, hot plate or griddle</li> <li>cryovac machine</li> <li>salamander flat or char grill</li> <li>water bath</li> <li>steamer</li> </ul>	<ul style="list-style-type: none"> <li>baking sheets and trays</li> <li>colander</li> <li>containers for hot and cold food</li> <li>cutting boards</li> <li>grater</li> <li>measuring jugs</li> <li>measuring spoons</li> <li>portion control scoops</li> <li>mortar and pestle</li> <li>mouli</li> <li>pots and pans</li> <li>scoops, skimmers and spiders</li> <li>scales</li> <li>stainless-steel bowls</li> </ul>	

The kitchen environment will also require a range of cleaning materials, equipment and documentation, such as policies and procedures, food safety plan, mise en place lists, recipes and duty lists.

“ St Monica’s College has adopted a sustainable uniform policy. Students borrow their cooking uniform and toolkit from the school and return it to the school at the end of their course. ”

*David Topolcsanyi, St Monica’s College*

“ We provide different uniforms for Year 11 and 12 students. This recognises seniority and can motivate students to complete the two-year program. ”

*Gina Dimitrakopoulos, MLC*

## Uniforms

Personal presentation is an important part of both qualifications. This table suggests items for roles in the kitchen or in service.

Service uniform – can be casual or formal	Kitchen uniform
<ul style="list-style-type: none"> <li>• Café/bistro apron</li> <li>• Black pants, white shirt</li> <li>• Black or bow tie</li> <li>• Vest – if restaurant is formal</li> <li>• Black covered shoes</li> <li>• Food safety gloves</li> </ul>	<ul style="list-style-type: none"> <li>• Chef's apron – full or ¾ length, cross back</li> <li>• White or black chef jacket</li> <li>• Checked or black chef pants</li> <li>• White or black chef beanie or hat</li> <li>• Stainless-steel anti-cut gloves</li> <li>• Non-slip clogs</li> <li>• Bandana or hair net</li> </ul> 



## Teacher currency and vocational qualifications

The review of the Tourism, Travel and Hospitality Training Package in 2022 produced new requirements for assessors in some units of both qualifications.

Some units require assessors to hold one of a:

- Certificate III or Certificate IV in Commercial Cookery
- Certificate III or IV in Catering Operations
- Certificate III or IV in Patisserie, or their successors
- a trade certificate as a cook, chef or equivalent.

In addition, assessors need at least three years' industry experience. Further information can be found at section 6.4 in the Training Package Companion Volume:

SIT Companion Volume Implementation Guide Release 2.0\_Final (20).pdf

Hospitality teachers indicate that they maintain currency of skills by working in restaurants or cafés or by engaging in activities, such as:

- attending industry forums or trade shows
- subscribing to ebulletins, publications or representative organisations
- visiting restaurants and shadowing staff
- placement-release programs.

# Learning activities and teaching strategies

This section provides suggestions for learning activities for core units of competency and commonly delivered electives in Year 1 and Year 2 of both qualifications of VCE VET Hospitality.

It includes suggestions on how to cluster learning activities to gather holistic evidence and resources and how to conduct engaging sessions. Both qualifications contain highly practical units, units with prerequisites and underpinning knowledge that is replicated across multiple units. Delivery and assessment will involve clustering and skills observations as students work through realistic service and food preparation tasks.

Mind maps depicting content from specific units have been included in the appendices to help teachers define and plan the scope of learning. They can also be used by students as a revision tool.

## Dual enrolments in both Hospitality and Cookery

Where students undertake multiple qualifications within the VCE VET Hospitality program, care must be taken to ensure students enroll in all the units of competency only once. Credit for a unit of competency can only be counted once towards the senior secondary certificate.

Students who undertake a combined Hospitality and Cookery Units 1 and 2 program prior to selecting either qualification at the Units 3 and 4 sequence are required to ensure that units of competency undertaken provide adequate preparation for the scored assessment study.

## SIT20322 Certificate II in Hospitality

### Year 1 sample program: Units 1 and 2

Core Units	Sample electives
BSBTWK201 Work effectively with others	SITHCCC024 Prepare and present simple dishes*
SITHIND006 Source and use information on the hospitality industry	SITHCCC025 Prepare and present sandwiches*
SITHIND007 Use hospitality skills effectively	SITHKOP009 Clean kitchen premises and equipment*
SITXCCS011 Interact with customers	BSBSUS211 Participate in sustainable work practices
SITXCOM007 Show social and cultural sensitivity	SITXCCS014 Provide service to customers
SITXWHS005 Participate in safe work practices	SITHFAB025 Prepare and serve espresso coffee
SITXFSA005 Use hygienic practices for food safety	

\* Prerequisite unit required – SITXFSA005 Use hygienic practices for food safety





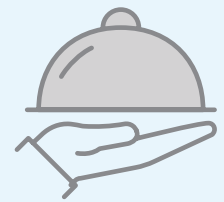
MLC



MLC student in action

## Sample delivery sequence Year 1: Units 1 and 2

Term 1 units	SITXWHS005	Participate in safe work practices
	SITXFSA005	Use hygienic practices for food safety
Term 2 units	SITHIND006	Source and use information on the hospitality industry
	SITXCOM007	Show social and cultural sensitivity
	BSBTWK201	Work effectively with others
	SITHFAB025	Prepare and serve espresso coffee (or in Term 1)
Term 3 units	SITHIND007	Use hospitality skills effectively (12 service periods)
	SITHCCC025	Prepare and present sandwiches
	SITXCOM007	Interact with customers
Term 4 units	SITHIND007	Use hospitality skills effectively (12 service periods)
	SITXCCS014	Provide service to customers
	SITHKOP009	Clean kitchen premises and equipment



## Year 1 core units

### BSBTWK201 Work effectively with others

This unit focuses on the employability skill of being about to work effectively in a team. Students are required to demonstrate the ability to support team objectives and overcome any conflict or issues in their work environment. They explore various communication methods that can assist conflict resolution and apply continuous improvement to their performance at work.

Students will need access to these workplace documents:

- position descriptions pertaining to the hospitality industry
- customer complaints policy and procedures, register and letters
- examples of how the hospitality industry elicits customer feedback
- workplace discrimination and bullying legislation
- policies and procedures that reflect ethical standards when working with others.

### Learning activities

- Ask students to prepare for a meeting with the hotel customer service officer who is of a culture different from their own. Research differences in communication styles that will need to be considered.

- Provide scenarios where students must identify the workplace issue and propose appropriate steps and strategies to move forward.
- Brainstorm and discuss the advantages and disadvantages of working in a team. Create a class poster to reflect results.
- Discuss food safety in terms of the HACCP team and the roles of each work group.
- Provide examples where students must differentiate between a team leader and a team member.

### Extended example – Group work

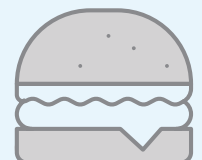
Your workplace has received a huge catering order that must be ready for the customer in two days. The order consists of platters of mixed sandwiches, small cakes, slices and dumplings. It is your job to assemble a team. Prepare a list of requirements for this order, including the role of team members.

With only two hours before the customer arrives, the work is a long way from being completed. Call a meeting to discuss how to fulfil the order and develop a plan to ensure that the customer receives the order on time. Roleplay the meeting.

Detail the time management strategies that can be applied to this example.

“A learning strategy that only delivers information, and then tests it in a theoretical way, has limited value. Competency is about applying knowledge and being able to draw links between knowledge to work effectively. Activities should focus on this.”

*HLT Health & CHC Community Services Training Packages Learning Strategies Guide Version 3.1 May 2020*



## Resources

<https://www.worksafe.vic.gov.au/it-comes-in-many-forms>

<https://humanrights.gov.au/our-work/employers/workplace-discrimination-harassment-and-bullying>

<https://www.fairwork.gov.au/employment-conditions/bullying-sexual-harassment-and-discrimination-at-work/bullying-in-the-workplace>

<https://youtu.be/N6oaCRICnhA> – introduces why teamwork is important

<https://youtu.be/rXiMGT-le0M> – reducing workplace conflict

### SITHIND006 Source and use information on the hospitality industry

This unit focuses on students being able to access regulations that apply to the hospitality industry and being aware of current and emerging trends. It has a significant volume of knowledge requirements that would suit research or project-based learning. The key knowledge areas are:

- current and emerging technology
- laws that relate to the hospitality industry including industrial relations
- quality assurance processes
- locating sources of information from a range of stakeholders and organisations
- understanding the structure of the hospitality industry, related industries and career opportunities.

Students will need access to documents based on Australian laws for:

- food safety
- responsible service of alcohol
- responsible conduct of gaming
- local community protection.

## Learning activities

- Ask students to list all personal hygiene measures that apply to working in hospitality and how each one can affect food safety.
- Ask students to design a poster or flow chart for the kitchen that describes when you need to wash your hands.
- Use glitter bug solution and a UV light to demonstrate the transfer of microbes and train students to hand wash or use hand sanitiser correctly. This activity applies to several units; it would be suitable for SITXFSA005 Use hygienic practices for food safety and SITXWHS005 Participate in safe work practices. (See [Appendix 1](#) for a sample handwashing checklist.)
- Assign students a small research project. Topics might cover wage theft, young workers, case studies, regulation organisations or awards and employment legislation. Teachers indicated that students investigated the roles of organisations such as the Fair Work Ombudsman, the United Worker's Union and Wage Inspectorate Victoria.
- Invite a guest speaker from the industry to class to speak about careers in hospitality, wages and opportunities.
- Ask students to investigate how new processes and technologies can improve the industry and working conditions. This can be as broad as using non-stick pans to reduce preparation times and cleaning or the use of computer-aided dispatch systems.

## Resources

[https://youtu.be/rNcPVvls\\_tk](https://youtu.be/rNcPVvls_tk) – this clip demonstrates how robotics can be used in the kitchen. It will stimulate discussion around the future of technology in the hospitality industry.

<https://www.abc.net.au/news/2022-09-08/robot-waitstaff-showcased-at-trade-show/14047318>

– this clip highlights how robots have entered restaurants.



### Extended example – Ethical issues

There are many ethical issues that impact the hospitality industry. Create scenarios for students to work through that raise issues such as:

- products, services or menus that under-provide or falsely advertise
- mistreatment of young workers or wage theft
- unethical policies or business practices, such as no refunds, overbooking and cancellation fees.

Link the issues to the appropriate legislation or regulations and discuss the benefits of creating an ethical culture at work. Ask students to access the United Workers' Union website at <https://unitedworkers.org.au/> and describe their role in resolving ethical issues and supporting hospitality workers.

### Extended example – Food safety revision

Elly is having a barbecue and defrosts the meat the night before by taking it out of the fridge and leaving it on the bench. Explain why this is not a recommended method to defrost food and propose a better method.

Describe how food can cross-contaminate and how to prevent cross-contamination in this scenario.



### Resources

Key topics in food safety mind map ([Appendix 2](#))

<https://www.safework.nsw.gov.au/your-industry/accommodation-and-food-services/hospitality>

Responsible Service of Alcohol information

<https://www.vgccc.vic.gov.au/resources/education-and-training/responsible-service-alcohol>

<https://www.vgccc.vic.gov.au/gambling/gaming-venue-operator/licensee-resources/responsible-gambling-codes-conduct-and-standards>

<https://austgamingcouncil.org.au/responsible-gambling/codes-standards/codes-conduct>

Food safety and standards

<https://www.foodstandards.gov.au/industry/safetystandards/pages/default.aspx>

<https://www.health.vic.gov.au/public-health/food-safety>

<https://www.youtube.com/watch?v=XeMHXehEBHw> – introduction to the Australian and New Zealand food safety standards

Wage theft

<https://www.fairwork.gov.au/find-help-for/young-workers-and-students> – fair work guide for young workers

<https://www.youtube.com/watch?v=XCUzWkTGB4I> – short clip about wage theft

<https://www.youtube.com/watch?v=AW3-Onl9tOw> – short clip about wage theft

Other

<https://taavic.com.au/industry-careers/> – career opportunities, Tourism Accommodation Australia

<https://glitterbug.com.au/product/the-rotten-food-cookbook/> – examples of potential food poisoning sources, causes and prevention

<https://glitterbug.com.au/#:~:text=GlitterBug%20Powder%20is%20used%20to,which%20the%20Powder%20has%20spread> – glitter bug supplier

<https://unitedworkers.org.au/hospitality-workers-union/> – hospitality workers' union

Takeaway meals prepared by students at Catholic Regional College Sydenham

“ The Online Food Ordering and Delivery Platforms industry is forecast to continue growing over the next five years. Rising technology proliferation and increasing demand for convenient food options is expected to contribute to strong demand for industry services. ”

*Ibisworld, Online Food Ordering and Delivery Platforms in Australia – Industry Market Research Report, 2022, <https://www.ibisworld.com/au/industry/online-food-ordering-delivery-platforms/5538/>*



## SITHIND007 Use hospitality skills effectively

Students perform 12 service periods in this unit. They demonstrate a range of technical skills, such as preparing the work area, customer service, completing service tasks and interacting with colleagues. It links to many other units and is likely to be delivered across several terms.

Skill-building activities form part of this unit and post-service debriefing activities can encourage students to reflect on their performance.

Here is a summary of unit knowledge underpinning service performance.

<b>Understanding workplace information</b>	Policies and procedures, position descriptions, schedules, rosters, products, menus
<b>Information to provide to customers</b>	Promotions, menu options, loyalty programs, prices, beverage choices
<b>How to perform basic operational tasks</b>	Communicating orders, sales transactions, ordering stock, preparing drinks, serving food and beverages
<b>How to operate basic equipment</b>	Communication devices, sales equipment, software
<b>End-of-shift procedures</b>	Cleaning, preparing for next service period, re-stocking, service reviews
<b>Quality assurance activities</b>	Handling customer feedback, complaints, surveys
<b>Working safety, policies and procedures</b>	Reporting procedures, scope of role, hygiene, equipment maintenance, security

### Learning activities

Teachers mention the importance of distinguishing between casual and formal settings in this unit and implement strategies, such as laminated labels on glassware and equipment, to help students remember names and the correct use of items. They also mention the importance of reinforcing food hygiene and working safely during every service period.

- Ask students to complete this table when putting away the groceries at home. Include items such as milk, fruit, vegetables, ice cream, bottled sauce, meat, tinned fruit or jam. This will help students revise learnings from the prerequisite units.

Item	Storage temperature	Storage area	Length of time it can be stored	Storage area once opened	Opened storage time

- Simulate the steps in service in class by using tablecloths and servingware in roleplays. Students can critique each other using a checklist. Start with simple menu items and build service skills to include three courses and different drinks. Script customer orders that deviate from the menu or other contingencies that may occur in busy restaurants.
- Create a project where students reflect on and document their experiences when dining in cafés or restaurants or receiving a meal order. Reflections should focus on the information provided by staff, quality of service, examples of loyalty programs or other business initiatives.
- Conduct post-service debriefings where students document areas in need of improvement and skills that were performed well. These reflections can link to expected standards of service for Year 2 of the program. Several teachers emphasise the importance of post-service debriefings, not only to improve skills

but to reiterate the importance of teamwork and peer review. One school provides every customer with a feedback form after their meal and the results are discussed at the debriefing.

### Resources

Customer service mind map ([Appendix 3](#))

Food and beverage service mind map ([Appendix 4](#))

<https://youtu.be/OGZcfzIFSZI> – steps of service

<https://youtu.be/936ROm9WxaY> – basic food and beverage serving skills

<https://youtu.be/p9mzBckf3G4> – how to set a formal dinner table

<https://youtu.be/6XUfzRVfauk> – dos and don'ts of table service

<https://youtu.be/K5T42WfUcnM> – cleaning tables

## SITXCCS011 Interact with customers

This unit requires students to greet and serve customers and respond to a range of basic customer service enquiries or issues. It involves the demonstration of communication skills to solve four customer service issues and understanding customer profiles. It can be clustered with the unit SITHIND007 Use hospitality skills effectively.

Students will need access to hospitality industry policies and procedures and must understand these key concepts:

- customer service standards
- customer profiles
- customer feedback processes
- methods of communicating with customers
- processes for dealing with customer feedback and issues.

### Learning activities

- Prepare a charter of customer service standards for a restaurant or café that considers factors such as wait times, communication and role of service staff.
- Brainstorm methods of obtaining customer feedback across different workplaces, such as hotels, cruise ships, catering companies, large-scale event venues and film sets. Allow students to select a workplace where food is served that interests them and they can research methods of feedback and the effect of social media.
- Develop processes that address business operations, such as email turnaround times or a feedback form for a website.

- Prepare a video of a 'best practice' roleplay where a customer waits to be served or shown to the restaurant table. The skills demonstrated would include greeting the customer, acknowledgement of the customer on arrival and answering customer questions.
- Provide scenarios that link to roles in the accommodation industry, such as working in a hotel reception, booking customers into rooms or managing customers as they arrive on a cruise ship.

Teachers mention linking this unit to understanding menus, food and beverages so that customers receive accurate information and as part of preparing for service. Students examine a range of menus and prepare potential questions that customers may ask.

### Resources

Customer service mind map ([Appendix 3](#))

<https://www.standards.org.au/contact/customer-service-charter> – example of a customer service charter

<https://www.smallbusiness.wa.gov.au/dispute-resolution/handling-customer-complaints>

<https://www.accc.gov.au/business/treating-customers-fairly/consumers-rights-obligations#dealing-with-customer-complaints>

<https://business.gov.au/people/customers/manage-customer-relationships>

<https://business.gov.au/people/customers/communicate-with-customers>

<https://business.gov.au/planning/business-plans/develop-your-marketing-plan>

<https://youtu.be/dMisOevy87E> – provides introduction into the concept of personalisation



## SITXCOM007 Show social and cultural sensitivity

This unit requires students to be able to communicate with customers and colleagues from diverse backgrounds. They will need to identify and address any cultural or social difficulties that may lead to misunderstandings in the course of their work with customers and colleagues.

### Learning activities

- Group discussion or brainstorm:
  - What issues might a person with a disability face in a café or restaurant? What can staff do to ensure that people with differing abilities receive service that meets standards and expectations? Make a list.
  - Describe how signs and the physical environment of a hospitality venue can impact the experience of customers with disabilities.
  - Create inclusive customer service standards in the form of a charter.
- Break students into groups and ask each group to find out about another culture. Information should be relevant to working in hospitality and include communication considerations such as how to greet a person, physical distance, level of formality, food customs and socially acceptable verbal and non-verbal communication.

Teachers have conducted a similar activity in pairs where students examined each other's culture by an interview and responded to set questions such as:

- Do you speak a language other than English at home? Which one?
- Does your family follow a religion?
- Does your family have any traditions or customs?
- Does your family have a traditional dress?



### Extended examples

#### Case study work – Customers

You are finding it difficult to take a coffee order from a customer who has a strong accent.

What communication strategies would be best to apply to this situation?

You are trying to explain the specials on the menu, but it is noisy and busy in the restaurant and the customer does not understand your statements. What action would you take?

The hotel customer speaks very little English and would like to select a drink from the menu. You speak slowly but this seems to be upsetting the customer. What other communication strategies or actions might be appropriate?

#### Case study work – Colleagues

Eleni will not make eye contact when you speak with her, so it is difficult to know if your communication is effective.

Jason has difficulty understanding instructions in the kitchen and often confuses orders.

Propose strategies for these two scenarios that can help to prevent misunderstandings.

### Resources

<https://www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language/cultural-and-linguistic-diversity> – details inclusive language

<https://www.humanrights.vic.gov.au/for-individuals/discrimination/> – explains discrimination

<https://www.diversityaustralia.com.au/about-us/resources/> – fact sheets about prevention of workplace discrimination

<https://youtu.be/91uJy8Az1wM> – asks what is culture?

<https://humanrights.gov.au/our-work/education/facts-culture-diversity> – facts about cultural diversity in Australia

<https://www.omi.wa.gov.au/communities-and-networks/culture-and-religion> – information sheets about different cultures and religion

## SITXWHS005 Participate in safe work practices

This unit requires students to be able to follow health and safety procedures in a hospitality workplace and implement practices that minimise risk. It involves the correct use of PPE, following emergency procedures and participating in consultative processes to improve safety. There is some overlap with the unit SITXFSA005 Use hygienic practices for food safety, so delivery could be clustered.

### Learning activities

- Start the unit with a discussion around common incidents or injuries that can occur with specific service or cooking tasks. Students can work in groups to complete this table:

Examples of tasks	Potential incident	Potential injury
Cooking with hot oil		
Dealing with broken glass		
Moving tables and chairs		
Using a meat slicer		
Serving an intoxicated customer		

Extend the discussion to include prevention and hazard management. Link to the need for training and young worker's rights and responsibilities.

- Provide students with an image of a commercial kitchen containing hazards and ask them to identify all hazards, explain the risk and identify the actions required to eliminate the risk. Similarly, this can be done at home in the kitchen or on an excursion to a commercial kitchen.

### Extended examples

Ask students to examine these safety issues and propose a better way of working that would reduce the risk. Results could be represented in a poster or flow chart. They can apply the S.A.F.E. process to each to help understand the concept of risk assessment.

**S – Spot the hazard**  
**A – Assess the risk**  
**F – Fix the problem**  
**E – Evaluate the results**

- Staff use a wet tea towel as an oven mitt
- Saucepan handles on the stove top are often left facing you
- Cleaning products are stored near food
- All the dirty dishes including knives are placed in the sink

- Food handlers are not sure when to use gloves when serving meals from the bain marie
- Staff do not fully disassemble the blender to clean all parts
- No policy exists for the disposal of broken glass
- Dishes that are wet are put away
- Staff lift heavy trays of glasses from the dishwasher to service areas

Ask students to create a poster that includes images of PPE used in the kitchen or service areas and when to use them.

Expose students to a variety of hospitality environments where they identify hazards and work through a hierarchy of control and assessment matrix to minimise risks to staff or customers. Start to introduce risks associated with cleaning service areas or equipment, which leads into key Year 2 topics.

### Resources

<https://www.safework.nsw.gov.au/your-industry/accommodation-and-food-services/hospitality> – a range of safety videos applicable to different hospitality workplaces, a WHS tool kit and a young worker's toolkit

<https://www.safeworkaustralia.gov.au/resources-and-publications/video-and-audio/unexpected-hazards-working-hospitality>

<https://youtu.be/Fe-kYGOv5II> – unexpected hazards in a coffee shop

<https://www.fire.nsw.gov.au/page.php?id=310> – restaurant fire safety

<https://worksafe.tas.gov.au/topics/Health-and-Safety/safety-forms-and-guides/sample-checklists-forms-and-registers> – sample checklist and forms



### SITXFSA005 Use hygienic practices for food safety

This unit requires students to demonstrate hygiene practices that minimise the risk of food contamination that might cause illness. It applies to a range of roles and situations where food is prepared and served. Content is based on the Australia New Zealand Food Handlers Code and completion is often a mandatory requirement for working in the hospitality industry.

#### Learning activities

- Ask students to work in pairs as they prepare a simple dish from a recipe. They can audit each other's processes according to this checklist and food safety standards.

Hygiene measures	Tick		
PPE is used correctly	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Personal presentation reduces risk of food contamination (i.e. hair tied back, clean uniform, no jewellery)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Cuts or grazes are covered correctly	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Does not touch face or hair during food production	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
<b>Food handling</b>			
Washes hands at appropriate moments	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Ensures bench is clean before commencing food preparation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Handles raw food appropriately	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Ensures raw food reaches correct temperature	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Processes avoid food cross-contamination	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Food is stored correctly	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Workbench is clean and tidy throughout	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
<b>Cleaning</b>			
All equipment is clean and dry before being put away	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Bench is sanitised	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Rubbish is disposed of according to policy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

- Facilitate reflection after this activity and ask students to respond to questions such as:
  - Describe how you used your knife safely.
  - How did you know that food was cooked properly?
  - Critically review your performance and note how you could improve safety measures.
- Provide students with a recipe and ask them to identify correct storage conditions for each item and state potential safety hazards in the production of the dish.
- Ask students to design a checklist for their kitchens at home to ensure that all items are cleaned according to food safety standards and include how waste should be disposed of.
- There are many new terms in this unit. Ask students to commence a glossary.

### Extended example

A poster and gallery walk approach may address the knowledge of food handling procedures. Student groups can base their research on these key areas:

- processes to follow when receiving goods
- processes to follow when storing foods and dry goods
- processes to follow when thawing foods
- processes to follow when preparing, cooking, reheating and cooling foods
- safe food display
- correct use of thermometers.

Findings are noted on a poster and displayed on a wall and the class circulates to look at all posters. Students take turns in presenting information to other groups.

### Resources

[Mind-map-vet-hospitality-stage-6-kitchen-opt-cookery-food-safety.pdf](#) – Refer to Appendix 2

<https://www.safework.nsw.gov.au/your-industry/accommodation-and-food-services/hospitality>

<https://www.betterhealth.vic.gov.au/health/healthyliving/food-safety-and-storage>

<https://youtu.be/XlfHzZSZVSk> – shopping, cooking and storing food and food contamination

<https://www.dairysafe.vic.gov.au/dairyregtech/foodsafetyculture> – food safety culture, includes a clip and fact sheet

<https://glitterbug.com.au/product/the-rotten-food-cookbook/> – examples of potential food poisoning sources, causes and prevention

<https://glitterbug.com.au/#:~:text=GlitterBug%20Powder%20is%20used%20to,which%20the%20Powder%20has%20spread> – glitter bug supplier

<https://www.foodstandards.gov.au/consumer/safety/faqsafety/pages/foodsafetyfactsheets/charitiesandcommunityorganisationsfactsheets/healthandhygieneform1482.aspx> – hygiene and handwashing for food handlers

<https://www.foodstandards.gov.au/foodsafety/standards/Pages/Displaying-food.aspx> – Food Standards Australia and New Zealand guide to displaying food

Food prepared by students for Christmas in July at Catholic Regional College Sydenham



# Year 1 electives

## SITHCCC024 Prepare and present simple dishes

This unit has a prerequisite: SITXFSA005 Use hygienic practices for food safety. It requires students to prepare seven simple dishes using at least six different cooking methods and apply features such as garnishes, marinades and batters. Students will need to prepare and serve dishes under industry conditions and understand underpinning knowledge of food safety and working safely. Assessment must occur in the workplace or a training kitchen and the unit description includes a list of essential equipment. The workplace health and safety unit should be completed before students work in the kitchen.

### Learning activities

As cooking and food preparation skills are developed, expose students to checklists like those used for assessment and ask other students to critique processes and application of food safety standards. Here is example of a checklist that could be used. The activity could be linked to a roleplay where a student is the customer and asks for an option that differs from the menu.



Student prepares six different dishes	Heat and serve pasta dish	Asian style fish with salad and crispy noodles	Poached eggs and toasted muffin	Chicken schnitzel wrap or Caesar salad	Heat and serve café cake or scones	Tropical smoothie
Dish prepared within commercial time constraints						
Dish reflects quantities to be produced						
Dish presented according to display and food safety requirements						
Presents and stores food in a clean work area						
Maintains a clean environment						
Disposes of food safely						
Is prepared for service						
Applies appropriate food safety practices	<input type="checkbox"/> Handling <input type="checkbox"/> Storing <input type="checkbox"/> Preparing <input type="checkbox"/> Serving	<input type="checkbox"/> Handling <input type="checkbox"/> Storing <input type="checkbox"/> Preparing <input type="checkbox"/> Serving	<input type="checkbox"/> Handling <input type="checkbox"/> Storing <input type="checkbox"/> Preparing <input type="checkbox"/> Serving	<input type="checkbox"/> Handling <input type="checkbox"/> Storing <input type="checkbox"/> Preparing <input type="checkbox"/> Serving	<input type="checkbox"/> Handling <input type="checkbox"/> Storing <input type="checkbox"/> Preparing <input type="checkbox"/> Serving	<input type="checkbox"/> Handling <input type="checkbox"/> Storing <input type="checkbox"/> Preparing <input type="checkbox"/> Serving

This unit describes many different cooking and preparation methods. A student glossary may assist learning where each is defined.

Dishes can be linked to social and cultural practices and the unit SITXCOM007 Show social and cultural sensitivity. Students could research and prepare meals that have cultural significance and showcase their work to other students as part of harmony or multicultural events at school.

Recipe plans may help classes where students determine and note the following eight criteria.

- 1 Ingredients and quantities
- 2 Equipment required
- 3 Preparation and cooking methods
- 4 Order of tasks
- 5 Food storage
- 6 Food construction
- 7 Service ware
- 8 Presentation

Students can also prepare workflow plans for their dishes that incorporate safety considerations and mise en place requirements.

Brainstorm ways that students can use the byproducts of cooking such as food offcuts, bones and unused portions.

### Resources

Refer to Appendices 7 and 8 for mind maps of cookery methods and food preparation

<https://www.angliss.edu.au/industry/well-resources/> – teaching and learning materials for nine hospitality units of competency.

<https://lcbofoodanddrink.cld.bz/english> – recipes for simple meals and beverages

<https://www.foodandwine.com/chefs/best-new-chefs-recipe-collection> – recipes

Below: Soup and simple dishes prepared by Galen College students



## SITHCCC025 Prepare and present sandwiches

For this unit students are required to prepare five different hot or cold sandwiches using a variety of fillings and five different breads. Preparation and storage must comply with food safety standards and include attention to presentation. Assessment includes access to an expansive list of kitchen equipment.

### Learning activities

- Students experiment with recipes by hosting tasting competitions at school and incorporating with fundraising.
- Trial sandwich menus at parent events.
- Brainstorm ideas for healthy sandwiches and the addition of vegetables and fruit.
- Research types of bread and their main ingredients and explore special requests such as gluten-free or low-carb bread or bread made with spelt flour.
- Conduct a best toasties competition where students experience different equipment and create their own recipes. For each recipe ask students to note WHS points of care.
- Experiment with sauces for meat sandwiches.
- Wrap, store and label sandwiches.

### Extended example – Practical or written

Ask students to document the mise en place bread requirements for the following catering order for sandwiches.

- 2 club sandwiches on white bread with 1 slice of chicken and 1 rasher of bacon on butter
- 2 club sandwiches on whole meal bread with 1 slice of ham and spread with cream cheese
- 3 wraps spread with hummus, containing lettuce, 1 slice cheese and slices of tomato
- 2 pinwheel sandwiches with whole meal and white bread spread with gherkin spread, cream cheese and meat paste
- 2 pullman sandwiches on pumpernickel bread all with smoked salmon, capers, cucumber and horseradish butter.

Using these headings, ask students to list actions that are required to maintain freshness of ingredients.

- First in, first out
- Spoiling

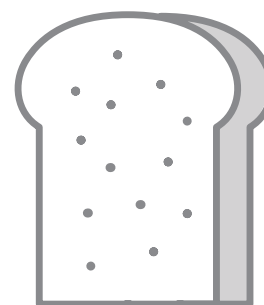
Include details of wrapping, storage and labelling in this example and ask students to describe appropriate garnishes.

Extend the activity to include descriptions of the utensils that are used when preparing the sandwiches and methods such as molding, piping, layering, portioning and cutting.

### Resources

Refer to Appendices 7, 8 for mind maps of cookery methods and food preparation

[https://www.taste.com.au/search-recipes/?q=sandwiches&utm\\_source=sem-google&utm\\_medium=cpc&gclid=EAlaIQobChMlwKzNr\\_7t-QIVTw8rCh06uQc4EAMYASAAEgLBefD\\_BwE](https://www.taste.com.au/search-recipes/?q=sandwiches&utm_source=sem-google&utm_medium=cpc&gclid=EAlaIQobChMlwKzNr_7t-QIVTw8rCh06uQc4EAMYASAAEgLBefD_BwE)  
– recipe ideas



## SITXCCS014 Provide service to customers

This unit requires students to communicate with six different customers, ascertain their needs and respond to three complaints. They will also need to communicate with a person with disability and process customer feedback. It could be clustered with the unit SITHIND007 Use hospitality skills effectively, where 12 service periods are demonstrated, or SITXCCS011 Interact with customers. There is also some overlap with the unit SITXCOM007 Show social and cultural sensitivity. The unit has extensive knowledge requirements summarised in this table.

Communication skills	Understanding customers	Customer feedback	Customer service
<ul style="list-style-type: none"><li>• Verbal</li><li>• Non-verbal</li><li>• Modes and methods</li></ul>	<ul style="list-style-type: none"><li>• Social, cultural and special needs</li><li>• Types of customers</li></ul>	<ul style="list-style-type: none"><li>• Handling complaints</li><li>• Methods of feedback</li></ul>	<ul style="list-style-type: none"><li>• Standards</li><li>• Policies and procedures</li><li>• Greetings</li><li>• Service and staff presentation</li></ul>

### Learning activities

- Design methods and survey questions that can be used to gain feedback from customers via online software, phone apps or other digital platforms. The questions could address marketing themes, such as how the customer heard about the restaurant and loyalty programs.
- Conduct a disability access review of the training restaurant. Consider aspects such as wheelchair access, table height and bathrooms.
- Roleplay dealing with complaints when communicating with a customer with a hearing impairment or vision loss.
- Explore how service standards and expectations have extended in the restaurant's delivery services because of new trends in the industry. Workshop complaints resolution and communication when a delivery service provides the restaurant meal crushed, cold or to the wrong client.

Teachers indicate that they have developed roleplays for students to perform where customers received both professional and poor service. Some of the class was allocated 'observer' roles and documented customer interactions with recommendations for improvements. 'Observers' were instructed to focus on non-verbal cues.



### Extended example

Work through a scenario using the L.A.S.T. approach to customer service.

#### **L** Listen to the customer.

This will include communication skills such as paraphrasing, reflecting back information, showing that you are listening, asking questions and demonstrating attentive body language.

#### **A** Apologise on behalf of the organisation.

Use language and statements such as 'I am sorry you had a poor experience'.

#### **S** Solve the issue.

Use statements such as 'This is how we can help you' and identify the need to access support from the supervisor.

#### **T** Thank the customer for letting you know that this has occurred.

Expand on the scenario, with the customer becoming angry or rude. Demonstrate how to diffuse the situation and the best statements to use in that situation.

### Resources

Access the mind maps in Appendices 3 and 4 for more details about the scope of learning.

<https://www.afdo.org.au/resource-communication-with-people-with-disabilities/> – Australian Federation of Disability Organisations – how to communicate with clients with different types of disability

<https://www.tisnational.gov.au/> – National Translating and Interpreting Service

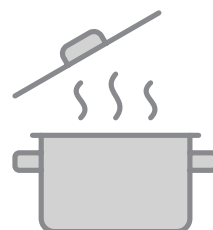


# SIT20421 Certificate II in Cookery

## Program Year 1: Units 1 and 2

Core Units	
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHKOP009	Clean kitchen premises and equipment
SITXINV006	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety

Sample electives	
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches



## Sample delivery sequence Year 1: Units 1 and 2

Term 1 units	SITXWHS005 Participate in safe work practices SITXFSA005 Use hygienic practices for food safety
Term 2 units	SITHCCC023 Use food preparation equipment SITXINV006 Receive, store and maintain stock SITHKOP009 Clean kitchen premises and equipment
Term 3 units	SITHCCC027 Prepare dishes using basic methods of cookery SITHCCC025 Prepare and present sandwiches
Term 4 units	SITHCCC024 Prepare and present simple dishes



## Year 1 core units learning activities

### SITHCCC023 Use food preparation equipment

The prerequisite for this unit is SITXFSA005 Use hygienic practices for food safety. Students are required to safely use commercial kitchen equipment during food preparation. The unit fully lists the types of equipment that must be used and students must be able to work safely. It links with the unit SITHKOP009 Clean kitchen premises and equipment.

#### Learning activities

- Mix and match exercises might help students learn about different knives and their functions or matching equipment to their purpose.
- Scramble the steps in preparing a specific food and ask students to correct the sequence. This works for processes such as crumbing or cleaning a whole fish.
- Brainstorm ways of preventing food poisoning when using and cleaning equipment. Ask students to produce flow charts that represent the production chain and indicate when cleaning should occur.
- Compile a class safety manual or register for each piece of equipment as it is used or cleaned. Ask students to contribute safety considerations. Extend this to include the development of checklists for equipment to apply before use.
- Provide a recipe or task and ask students to list the tools and equipment required for production. This can be basic preparation such as segmenting an orange, chiffonade a lettuce, creating a mayonnaise, filleting a fish or preparing a plated salad.
- Create quizzes where students must identify the correct equipment to use or a substitute when equipment fails.



#### Extended example – Learning about using knives

Labelling exercise – Ask students to place these labels on a chef's knife: Point, back, rivets, cutting edge, shank, handle, tip, heel.

Provide laminated or electronic images of different types of knives and ask students to place them next to the correct name. Once correctly named, research each one and note findings in a table or student manual.

Type of knife	Overall function	Three examples of use
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Ask students to develop safety considerations for the following knife handling skills:

- gripping the knife
- the position of the free hand
- using the knife
- sharpening the knife
- storing the knife.

#### Resources

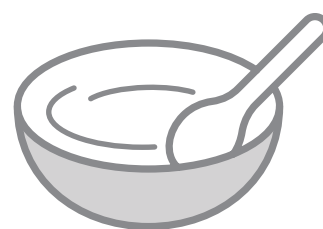
Access the mind map for the scope of food preparation in [Appendix 7](#)

The precision cuts, types of knives and other industry terms are defined in the glossary on [page 93](#)

<https://www.youtube.com/watch?v=kTshQcLEv1o> – how to cut sirloin

[https://youtu.be/g-iy\\_mtagQE](https://youtu.be/g-iy_mtagQE) – working clean in the kitchen, tips for being organised in the kitchen

<https://youtu.be/II2QRgNAdzc> – the art of mise en place



Main course prepared by students at Catholic Regional College Sydenham

## SITHCCC027 Prepare dishes using basic methods of cookery

This unit prerequisite is SITXFSA005 Use hygienic practices for food safety. It requires students to demonstrate specific cooking methods across six different dishes. Mise en place activities are conducted and students follow recipes using major food types. Training and assessment align essential knowledge to skills demonstrations. Cooking teachers are likely to have preferred recipes for this unit and learning will involve the demonstration of skills, building on skills and spending much time in the kitchen.

### Learning activities

- Group work: There are many different types of equipment that apply to cooking methods. Ask each group to research the equipment for one method. For example, grilling might involve a barbecue, hibachi, charcoal grill or blow torch.

Then extend research to encompass safety considerations, cleaning, storing and maintaining the equipment. The group could also produce a short video demonstrating the best way to use the equipment. One group could also focus on microwave cooking for this project.

- Ask students to create a list of correct internal cooking temperatures that apply to the meat in the dishes they will be preparing and a summary of critical aspects when cooking the meat.
- Group discussion: Ask students to indicate the advantages and disadvantages of each cooking method and then focus on fried foods and whether they are healthy.



### Extended example – Menu planning project

Ask students to research the following scenario:

A restaurant would like to add new dishes based on local produce to their menu. You are asked to help the chef prepare a production plan for the new dishes. You have been given information about the major food types, cookery methods, mise en place activities and the recipes.

Your part of the production plan will include selecting ingredients and determining quantity, selecting equipment and documenting safety requirements.

Complete the following table for each dish:

Number of serves	Ingredients required	Quantity	Equipment required	Safety measures

Students can then research cooking times and temperatures, cooking methods and food storage methods.

### Resources

Refer to [Appendix 8](#) mind map detailing methods of cookery

Refer to [Appendix 7](#) mind map detailing food preparation

Refer to [Appendix 2](#) mind map detailing food safety

<https://health.icalculator.info/cooking-time-calculator.html> – online calculator that helps with preparation time, temperature conversions and weight conversions

<https://www.inchcalculator.com/recipe-scale-conversion-calculator/> – online calculator to help with portioning

<https://youtu.be/3JRIKeilQzY> – introduction to food preparation and being organised in the kitchen

“ The school is constantly upgrading equipment and trying new methods, such as smoked goods, creating salami and buying a combi therm oven.

Some students are investigating permaculture and aqua farming and producing three to four greens for the hospitality classes. ”

*David McEncroe,  
Braemar College*

“ When teaching new terminology, such as names of equipment or cookery terms, I encourage students to link an action to the word to help them to remember both the word and the purpose of the piece of equipment, or action the word refers to.

Once the student has linked this action (usually a hand action), it makes it easier to recall the word, even without completing the hand action (usually a visualisation of the action helps).

An example of this is the piece of equipment called a ‘piston funnel’. It helps to picture a piston hand action to remember the correct term.

I also use this with ‘larding’ (a sewing action) and ‘barding’ (a hand action that demonstrates going over the item in the shape of a mountain). ”

*Gloria Coverdale,  
Aquinas College*

## SITHKOP009 Clean kitchen premises and equipment

In this unit students must demonstrate cleaning small equipment, large equipment and kitchen surfaces on at least two occasions. They will need access to a range of cleaning equipment, policies and procedures, other workplace documents and personal protective equipment (PPE). Underpinning knowledge includes understanding how to prevent cross-contamination, application of different cleaning and sanitising agents, practices for safely storing cleaning chemicals, when to use PPE and kitchen-waste disposal practices. The prerequisite for this unit is SITXFSA005 Use hygienic practices for food safety. Ideally, learning activities should be designed for implementation in a simulated environment or training kitchen and linked to food safety plans.

### Learning activities

- Ask students to prepare a list of preparatory equipment that would need to be monitored for cleanliness on a regular basis.
- Ask students to observe cleaning processes in a commercial kitchen. They can reflect on their observations and describe the cleaning of surfaces in the kitchen.
- Ask students to prepare a cleaning schedule.
- Prepare an online kitchen image where there are obviously unclean areas, equipment or evidence of infestation. Ask students to identify what requires cleaning and describe how to clean it.
- Provide examples of Safety Data sheets or manufacturer's instructions when working with chemicals. Ask student to create instructions for cleaning based on these documents.
- Brainstorm ways that kitchens can apply sustainable practices, such as reducing water waste or sorting waste and recycling. This topic could be undertaken as a sustainability project based on a real restaurant, with a formal report being issued to management.

- Ask students to disassemble an item, such as a food processor, and clean each part, wearing appropriate PPE and selecting and using cleaning equipment and chemicals as per provided policy. They could then write step-by-step instructions on how to clean this item.

### Resources

Refer to [Appendix 6](#) mind map representing scope of learning for this unit

<https://foodsafety.asn.au/topic/cross-contamination/> – basic information about cross-contamination, including a short video

<https://www.sustainability.vic.gov.au/recycling-and-reducing-waste/at-home/avoid-waste/food-waste> – introduces key concepts of reducing waste

<https://www.foodsafety.com.au/blog/10-ways-reduce-food-waste-restaurants> – 10 ways to reduce waste in restaurants

<https://norris.com.au/cleaning-and-sanitising-commercial-kitchens-and-stainless-steel-benefits> – overview of cleaning vs. sanitising, food safety hazards, six steps for cleaning and sanitising, use of sanitisers, schedules and chemical storage

<https://www.foodstandards.gov.au/publications/Documents/Safe%20Food%20Australia/Appendix%206%20-%20Cleaning%20and%20sanitising%20surfaces%20and%20utensils.pdf> – Australian Food Standards Code for cleaning and sanitising.

<https://www.foodsafety.com.au/blog/how-properly-clean-and-sanitise-your-kitchen-surfaces>

<https://www.foodsafety.com.au/blog/restaurant-cleaning-checklist> – restaurant cleaning checklist, kitchen equipment cleaning schedule, fridge and freezer temperature checklist, posters, fact sheets and videos. Requires paid membership (\$100 per year)

<https://www.youtube.com/watch?v=XY9NZ5LhXkA> – how to clean kitchen premises



## SITXINV006 Receive, store and maintain stock

The prerequisite for this unit is SITXFSA005 Use hygienic practices for food safety. Learning activities should be designed for implementation in a simulated environment or training kitchen and linked to food safety plans. Students are required to check and receive stock and store, rotate and maintain the quality of food items. There are eight specific food types that students will need to work with, and tasks include conducting temperature and quality checks according to policies and procedures. Students need access to specific equipment, such as freezers and thermometers, and the unit has extensive underpinning knowledge, including manual handling.

### Learning activities

- Ask students to write instructions or a process for a new employee that detail actions to take when incorrect or oversupplied goods are delivered or when items are missing or damaged.
- Ask students to develop checklists for food items and nonperishables.
- Simulate incoming stock issues and ask students to complete a report for the supervisor that includes details, such as missing items, supplier explanation, date, time, quantity and temperature of item when received.

- Ask students to identify potential hazards associated with receiving and handling stock that may be large and heavy. Brainstorm ways to minimise risk.
- Simulate labelling items received and stock rotation processes.

### Resources

<https://www.betterhealth.vic.gov.au/health/healthyliving/food-safety-and-storage>

<https://www.foodstandards.gov.au/foodsafety/standards/Pages/Thermometers.aspx>

<https://www.foodstandards.gov.au/foodsafety/standards/Pages/Storing-food-safely.aspx>

## SITXWHS005 Participate in safe work practices

(See Certificate II in Hospitality)

## SITXFSA005 Use hygienic practices for food safety

(See Certificate II in Hospitality)



“ Each year the VET Hospitality and Kitchen Operations classes host cocktail party evenings for their parents and school leadership to kick off the year. The cocktail parties are designed to showcase, to the student’s parents, the fantastic facilities and the superb level of student ability. The menus are designed by the students, with the senior Unit 3 and 4 students taking on a leadership role with the incoming Unit 1 and 2 students. This event creates a team atmosphere and a sense of comradery among all the students and gives the incoming students in Units 1 and 2 an insight into what they can achieve after one year of training by seeing the Unit 3 and 4 students in action. ”

Owen Stott,  
Aquinas College

## Connecting to Year 2

The VCAA strongly recommends the completion of a Year 1 delivery sequence before undertaking scored assessment. The Unit 3 and 4 sequence for both qualifications was not designed to be delivered as a stand-alone study. The first year provides key foundation skills and knowledge that underpin the scored assessment units. It introduces students to key workplace concepts such as:

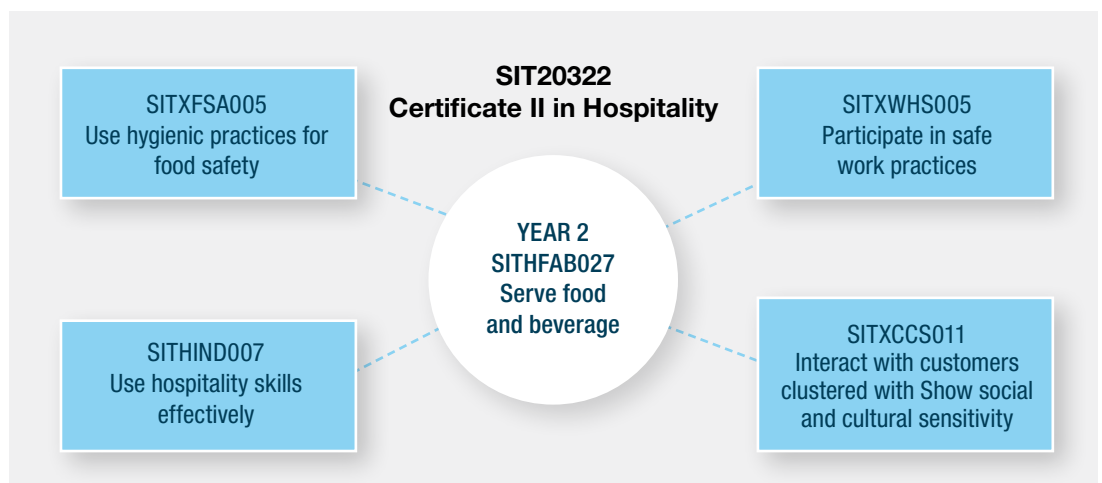
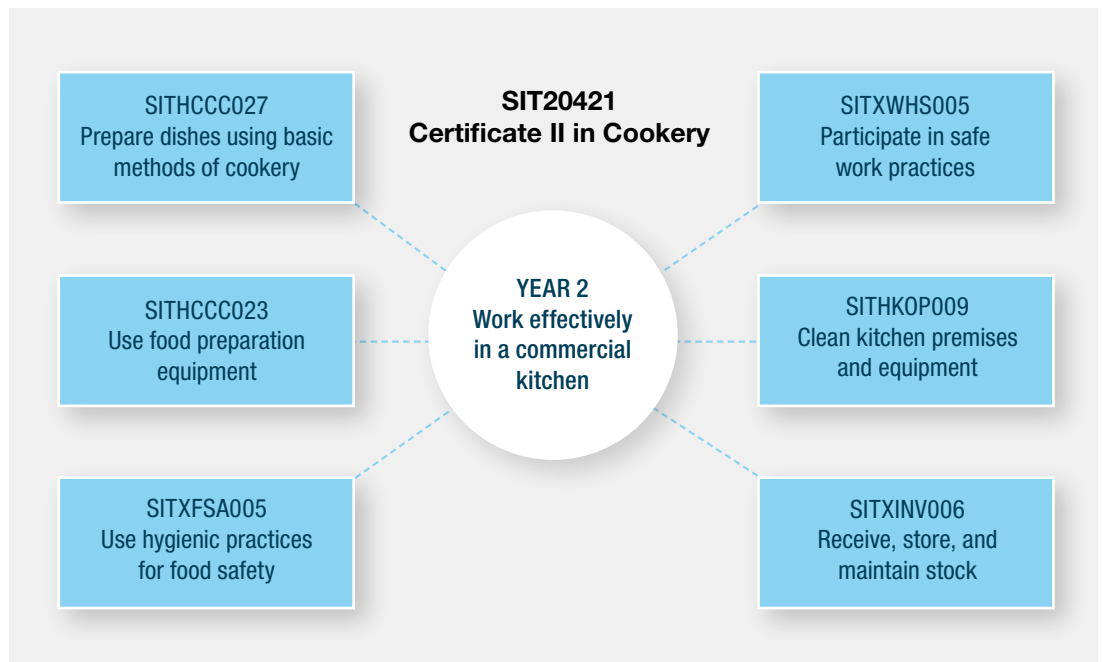
- communication skills and customer service skills
- workplace health and safety and food safety
- time management processes when in service or working in kitchens
- using software applications in a service industry

- organisational standards, workplace policies and procedures
- basic cooking and food preparation skills.

The second year of the program builds on this foundation and students are better prepared for their studies. Students also gain a greater understanding of the hospitality industry, which assists post-school planning.

One strategy that facilitates skill-building is creating connections to Year 2 during delivery of Year 1. This reinforces expectations and objectives for the second year and can improve student confidence and interest.

The following diagrams provide examples on how connections can be introduced into delivery to support the Year 2 units from both qualifications.





# Year 2 scored assessment program

Scored assessment is available for both qualifications. To gain a study score a student must:

- be assessed as competent in the prescribed training
- complete all scored VCE VET assessments
- complete an end of year examination.

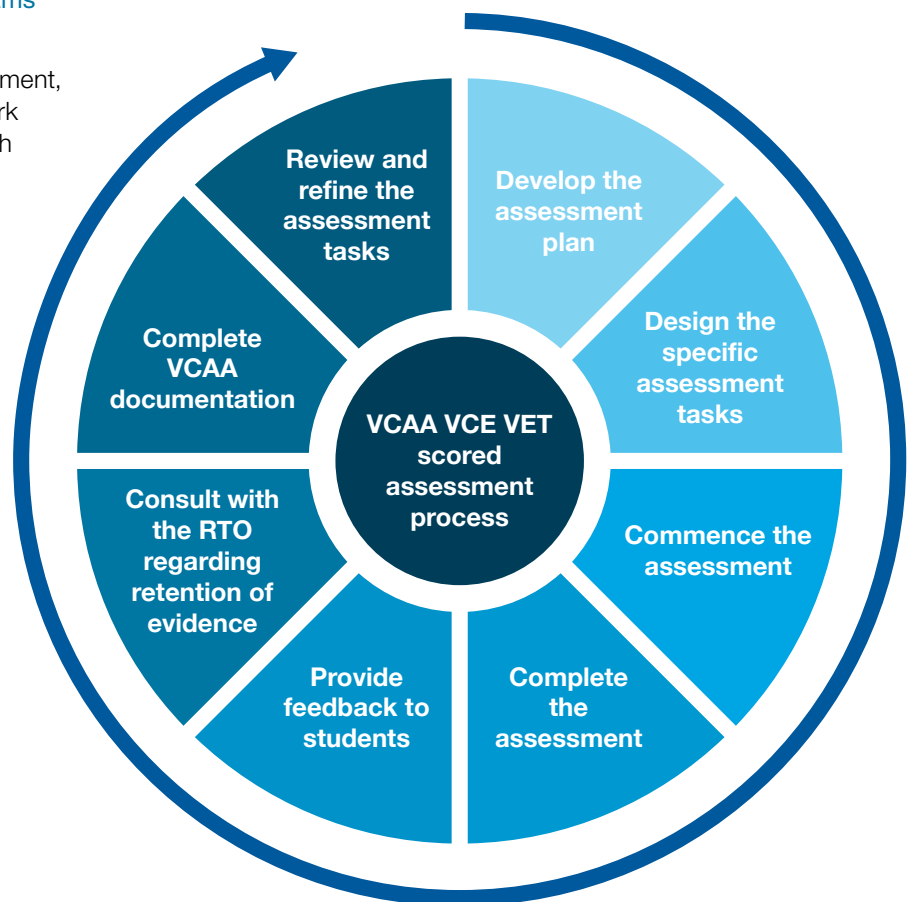
The circle diagram below represents the eight steps of the scored assessment process.

For more information on scored assessment, refer to the VCE VET Scored Assessment Guide on the VCAA's website at <https://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx>.

It includes an overview of scored assessment, advice for the development of coursework tasks and integration of study scores with competency-based assessment.

The assessment guide also contains generic templates, scoring criteria and other coursework assessment records.

When designing assessments and study content for these qualifications, refer to the Training package implementation guides available on the Australian Government's VETNet website at <https://vetnet.gov.au/Pages/TrainingPackages.aspx>.



## Advice to schools

The VCE VET Units 3 and 4 sequences in either the Hospitality or Cookery options must be assessed in the same enrolment year to access a study score. Students may undertake both scored VCE VET Units 3 and 4 sequences and additional units of competency from the elective bank where time and resources allow.

Schools are advised that the Unit 3 and 4 sequences are not designed as stand-alone studies. The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The strong advice and assumption of industry bodies is that the quality of the qualification is compromised when foundation training is neglected.

# Certificate II in Cookery

## Year 2 Program: Units 3 and 4

(Available from 2024)

Units	
1.	SITHCCC028 Prepare appetisers and salads
2.	SITHCCC029 Prepare stocks, sauces and soups
3.	SITHCCC030 Prepare vegetable, fruit, eggs and farinaceous dishes
4.	SITHCCC034 Work effectively in a commercial kitchen



## Sample delivery sequence Year 2: Units 3 and 4

Term 1 units	SITHCCC028 Prepare appetisers and salads SITHCCC034 Work effectively in a commercial kitchen
Term 2 units	SITHCCC029 Prepare stocks, sauces and soups SITHCCC034 Work effectively in a commercial kitchen
Term 3 units	SITHCCC030 Prepare vegetable, fruit, eggs and farinaceous dishes SITHCCC034 Work effectively in a commercial kitchen
Term 4 units	SITHCCC034 Work effectively in a commercial kitchen Exam revision



Appetisers from Galen College Wangaratta

## Year 2 learning activities

### SITHCCC034 Work effectively in a commercial kitchen

This new unit has two prerequisites: SITHCCC027 Prepare dishes using basic methods of cookery and SITXFSA005 Use hygienic practices for food safety, both of which should be delivered in Year 1. It is designed to further develop skills and lead into further formal cooking qualifications. Students are required to prepare, plate and present a range of dishes during 12 periods of service. It integrates the skills needed to communicate with customers and team members and work effectively in a commercial kitchen. It could be clustered with any of the other scored units and assessed holistically.

#### Learning activities

- Ask students to break into groups and research different types of menus, their advantages and appeal (à la carte, set menu, table d'hôte, buffet, cyclical). Extend the research to include information about plant-based meat and diets and how this new trend can be incorporated into menus.
- Students can practise converting common imperial measurements found in recipes, such as tablespoons or teaspoons, into metrics.
- Working scenario: You are working in a cafeteria and have been told that the buffet sandwich bar will need to accommodate customers who are gluten intolerant, vegetarian and vegan. How would you adapt the ingredients for customers? Consider the bread, salad ingredients, patties, cheese and condiments.
- Think, pair, share: In pairs and with a time limit, ask students to state a dish that can be created using these methods: baking, blind baking, grilling, roasting, stewing, poaching, blanching and sauteing.
- Encourage students to reflect and debrief after each service period and evaluate their work. They can record reflections in a journal that can be discussed in class. Reflections can be structured according to these questions: What went well? What can be improved? Did you receive any positive or negative feedback? How did you problem solve?

#### Extended example – Roleplays

Develop scripts that can be used in roleplays where a kitchen supervisor hands over important information to incoming staff. The context might be a hotel or hospital kitchen, where continuous service is required. Roleplays can build communication skills and reinforce teamwork. Here is a list of scenarios:

- customer complaints received during the shift
- customer requests that will need attention
- equipment faults or issues that may impact the incoming staff
- stock use or shortages
- duties that have not been able to be completed, such as cleaning or ordering
- menu changes.

#### Resources

<https://www.1834hotels.com.au/2022/05/30/your-guide-to-an-effective-shift-handover/#:~:text=A%20handover%20report%20will%20inform,understood%20and%20any%20miscommunication%20avoided> – information about communication in hotels, including handover

<https://www.youtube.com/watch?v=r2tul8uyzA8> – basic food plating techniques

<https://www.youtube.com/watch?v=6XUfzRVfauk&t=68s> – dos and don'ts of table service

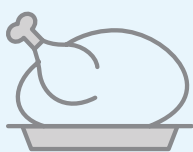
[https://www.youtube.com/watch?v=sy-qMG\\_m-ug](https://www.youtube.com/watch?v=sy-qMG_m-ug) – A Day in the life with Chef Andy Fawcett

[https://www.youtube.com/watch?v=CDU-uNY\\_Jto](https://www.youtube.com/watch?v=CDU-uNY_Jto) – food plating

<https://www.nestleprofessional.com.au/training/what-is-plant-based-meat> – information about plant-based diets

“ In Year 12, students finish the year with a work performance task, where they design, plan for and prepare their own menu for the college on-campus training restaurant. They work in pairs and give each other feedback, which helps develop teamwork. ”

Gina Dimitrakopoulos,  
MLC





Salads from Aquinas College

### SITHCCC028 Prepare appetisers and salads

The prerequisite for this unit is SITXFSA005 Use hygienic practises for food safety. Students are required to follow standard recipes to prepare specific types of salads and appetisers. The unit details the ingredients that must be used and the cooking methods. Students need to demonstrate correct food safety practises for storage and handling and calculate serving portions. They explore the history of salads and appetisers and current trends for these dishes.

#### Learning activities

- Provide students with catering orders and ask them to calculate the amounts required for each ingredient.
- Ask students to create a poster for different lettuce types and their optimum storage environment and temperature.
- Use the headings from the table below when presenting recipes to students to encourage understanding of cooking methods and presentation.

Salads	Sauces	Appetisers
• No. serves	• No. serves	• No. serves
• Ingredient list	• Ingredient list	• Ingredient list
• Define key skill	• Define key skill	• Define key skill
• Preparation steps	• Preparation steps	• Preparation steps
• Plating	• Possible substitution ingredients	• Plating
• Garnishes		• Garnishes
• Dressing		• Possible substitution ingredients
• Possible substitution ingredients		

- Ask students to prepare a salad, such as a coleslaw, to demonstrate a variety of skills. Ask them to consider these questions as they are working or to provide their responses in a reflective diary:

1. What are signs of spoilage in the selected ingredients?
2. What are the quality indicators in the selected ingredients?
3. What preparation and cutting techniques did you apply?
4. What equipment did you use to prepare and weigh the ingredients?
5. How would you store the coleslaw before serving?
6. How did you minimise waste?
7. How did you present the completed dish?

Select appetiser recipes that contain meat or fish as students will need to extend their understanding of food handling, storage and cooking methods.

#### Resources

<https://www.betterhealth.vic.gov.au/health/healthyliving/food-safety-when-shopping>

<https://www.dcceew.gov.au/environment/protection/waste/publications/infographic-how-food-waste-is-managed-in-australia> – how food waste is managed in Australia

<https://youtu.be/loCVrkcaH6Q> – food waste footprint

<https://www.nestleprofessional.com.au/training/reduce-food-waste> – tips on how a restaurant can reduce food waste



Appetisers prepared by students for a function at Galen College

## SITHCCC029 Prepare stocks, sauces and soups

The prerequisite for this unit is SITXFSA005 Use hygienic practises for food safety. Students are required to prepare five different stocks, six different soups and a variety of sauces from standard recipes. Preparation must include procedures for portion control, food safety practices, presentation of dishes and responding to customer requests.

### Learning activities

- Ask students to create a guide (online or hard copy) to making soups, stocks and sauces that includes details such as classifying soups, different types of stock and thickening agents.
- Provide troubleshooting examples for students to solve, such as cloudy stock or lack of flavour.
- Ask students to prepare quality standards for the presentation and taste of stocks and sauces.
- Create a shared class list for the points of care when producing stocks, sauces and soups.
- Ask students to work with different pieces of equipment and then to explain why each was chosen. For example, what is the advantage of using a consommé pot?
- Expose students to preparing different types of soups and how to recognise the differences between each one.

### Resources

<https://youtu.be/uMOUVvBKfLE> – five healthy soup recipes

<https://youtu.be/pfL15LZEGrw?t=8> – how to make beef stock

<https://youtu.be/84HBNzJ-Ysc> – making homemade BBQ sauce

<https://youtu.be/uSqOk1TPI0> – ultimate guide to making gravy

<https://www.gourmettraveller.com.au/recipes/recipe-collections/minestrone-soup-recipes-17318> – eight ways to make minestrone

<https://www.thespruceeats.com/condiments-sauces-4162716> – 18 sauce recipes that every home cook should know

<https://www.goodfood.com.au/recipes/news/how-to-make-rich-delicious-chicken-stock-without-using-a-stock-cube-20190701-h1furz> – how to make rich, delicious chicken stock

<https://www.sbs.com.au/food/recipes/red-braising-stock> – red braising stock

<https://www.bbc.co.uk/food/sauce> – sauce recipes

## SITHCCC030 Prepare vegetable, fruit, eggs and farinaceous dishes

This unit has two prerequisites: SITHCCC027 Prepare dishes using basic methods of cookery and SITXFSA005 Use hygienic practices for food safety. Students are required to prepare 10 dishes from standard recipes that use specific food types and methods. It includes being able to apply food safety practices, such as stock rotation, and apply quality presentation skills. The unit consolidates skills and knowledge already learnt in other units.

### Learning activities

- Ask students to explore alternatives to eggs and egg products in baking or binding and how to use them. Results can be noted on a poster or chart.
- Arrange an excursion to a fresh produce market where students observe storage of fruit, vegetables and eggs and note quality points for each. If possible, ask a supplier to speak to them about the storage of produce and freshness.
- Farinaceous dishes are often part of national dishes. Conduct a multicultural event where some of these dishes are showcased.
- Provide students with a range of recipes and ask them to identify quality points for the ingredients.

### Extended example – Student video

“ For a task such as making mayonnaise, ask students to film themselves while making it. This involves researching the process and creating a script as homework then filming in a practical class at school.

They need to consider how to minimise food waste and provide very clear step-by-step instructions. Videos can be shared amongst the class via OneNote. ”

*Gina Dimitrakopoulos, MLC*

### Resources

Refer to the glossary at the end of this resource

<https://www.atyourtable.com.au/glossary/atyourtable.com.au> – glossary of culinary terms used in menus and catering

[https://www.veganaustralia.org.au/egg\\_substitute\\_guide\\_for\\_vegan\\_cooking](https://www.veganaustralia.org.au/egg_substitute_guide_for_vegan_cooking) – guide to egg substitutes

<https://www.nutrition.org.uk/healthy-sustainable-diets/starchy-foods-sugar-and-fibre/> – information about starchy foods, sugar and fibre, and how they affect health

<https://youtu.be/X3Nr9Gj6JR0> – fresh pasta recipe

<https://youtu.be/POslznrhjQ> – dinner roll recipe

<https://www.australianeggs.org.au/recipes-and-cooking> – recipes for egg dishes

# Certificate II in Hospitality

## Year 2 Program: Units 3 and 4 (Available from 2024)

Units	
1.	SITHFAB027 Serve food and beverage
2.	SITXFIN007 Process financial transactions
3.	SITHFAB036 Provide advice on food
4.	SITHFAB022 Clean and tidy bar areas
5.	SITHFAB024 Prepare and serve non-alcoholic beverages



## Clustering for Year 2: Units 3 and 4

Holistic delivery and assessment are recommended in the second year of the hospitality program, as it resembles workplace conditions and job roles. Students integrate their skills and knowledge as they perform their work.

Several units can be commenced at the same time and clustered together to form these distinct themes. It also allows for skills repetition across different contexts and meets performance evidence requirements.

Theme: Serving beverages	Theme: Serving food
SITHFAB024 Prepare and serve non-alcoholic beverages	SITHFAB027 Serve food and beverage
SITXFIN007 Process financial transactions	SITHFAB036 Provide advice on food
SITHFAB022 Clean and tidy bar areas	SITXFIN007 Process financial transactions

## Delivery sequence for Year 2: Units 3 and 4

<b>Term 1 units</b>	SITHFAB027 Serve food and beverage SITHFAB036 Provide advice on food SITXFIN007 Process financial transactions
<b>Term 2 units</b>	SITHFAB027 Serve food and beverage SITHFAB036 Provide advice on food SITXFIN007 Process financial transactions
<b>Term 3 units</b>	SITHFAB024 Prepare and serve non-alcoholic beverages SITXFIN007 Process financial transactions SITHFAB022 Clean and tidy bar areas
<b>Term 4 units</b>	SITHFAB024 Prepare and serve non-alcoholic beverages SITXFIN007 Process financial transactions SITHFAB022 Clean and tidy bar areas Exam revision



# Year 2 learning activities

## SITHFAB022 Clean and tidy bar areas

This unit has the prerequisite SITXFSA005 Use hygienic practices for food safety.

Students are required to apply safe work practices while bar areas and equipment are cleaned on at least three occasions. Underpinning knowledge includes the safe use and storage of cleaning chemicals and equipment and disposal methods for bar waste.

### Learning activities

- This unit works best when learning can occur in a bar environment. Simulate this environment in the classroom by including bar equipment. Ask students to disassemble and clean equipment.

- Suppliers will provide Safety Data sheets that can be used in class.
- Ask students to develop a cleaning schedule for a bar. Provide a list of equipment used in the bar and items for cleaning.
- The unit links with standard operating procedures for opening and closing a bar. Ideally, observing staff in action and then assisting staff is the best way to learn. If possible, break down procedures into opening, closing and during service. Create a list of tasks to simulate in class or the training restaurant.

Opening	During service	Closing
<ul style="list-style-type: none"> <li>• Wipe bar counter and chairs</li> <li>• Clean beer taps</li> <li>• Wipe down glasses, cups and mugs</li> <li>• Wipe over coffee machine</li> </ul>	<ul style="list-style-type: none"> <li>• Wipe down bar after each patron</li> <li>• Clean glassware, shakers and tools</li> <li>• Empty rubbish bin</li> <li>• Switch tea towels and cleaning linen</li> </ul>	<ul style="list-style-type: none"> <li>• Sanitise the bar top and stools</li> <li>• Sweep and mop floor</li> <li>• Wipe all bottles, taps and beer handles</li> <li>• Sanitise soda guns</li> <li>• Clean sinks</li> <li>• Empty bins</li> </ul>

Cleaning is likely to be divided into daily, weekly or biweekly, monthly or bimonthly tasks. Ask students to research duties that apply to each timeframe. Providing a bar tender duty list or job description will help with this activity.



### Resources

<https://www.worksafe.qld.gov.au/safety-and-prevention/hazards/workplace-hazards/slips-trips-and-falls/cleaning> – general cleaning principles

[https://www.youtube.com/watch?v=SoiQc3R\\_tug](https://www.youtube.com/watch?v=SoiQc3R_tug) – cleaning a bar

<https://youtu.be/9-sgK9ay3Fo> – bar hygiene

<https://covid19.swa.gov.au/covid-19-information-workplaces/industry-information/hospitality/cleaning> – information about cleaning and sanitising in the hospitality industry



More mocktails from Aquinas College



## SITHFAB027 Serve food and beverage

This unit has the largest nominal hours in the scored program and the prerequisite unit is SITXFSA005 Use hygienic practices for food safety. Students are required to provide food and beverage service during four different service periods and demonstrate these skills:

- prepare for food and beverage service
- welcome and advise customers
- take and process orders
- serve food and drinks
- clear food and drinks
- complete end-of-shift duties.

They will need to demonstrate understanding of electronic and non-electronic ordering and financial systems, workflow between the kitchen and front of house, and a range of service techniques. Assessment involves access to specific hospitality equipment for all steps involved in food and beverage service.

### Learning activities

Start the unit with the class defining what is service. Here is an example.

<b>S</b>	<b>Smile</b>
<b>E</b>	<b>Empathy with the customer</b>
<b>R</b>	<b>Responsive to customer needs</b>
<b>V</b>	<b>Visible to the customer</b>
<b>I</b>	<b>Initiative</b>
<b>C</b>	<b>Customer centric</b>
<b>E</b>	<b>Energy or enthusiasm</b>

Extend this discussion to the development of service goals and quality indicators.

- Recap safe and hygiene work practices when serving food and beverages that were learnt in Year 1. Include topics such as correct food storage, use of PPE, food safety plans and waste disposal.
- Develop an acronym to help students remember the correct sequence for service. This links to skills learnt in Year 1 such as teamwork, timing and workflow.
- Students can work through roleplays where special customer requests are accommodated, such as food allergies, religious or cultural beliefs, special occasions or individual preferences. They may have to cope with numerous service tasks simultaneously, customer complaints or issues such as mistakes with bookings or menu changes.

- Students to reflect on their service periods and document a list of tasks that they observed or implemented for end of service, preparation for next service, debriefing or service review.
- Explore environmentally friendly work practices by project work that details the best use of energy, water and resources. Students can include how recyclables are sorted and the disposal of food waste and general waste.
- Preparing for service involves checking equipment and the environment before customers arrive. Work with students to develop a checklist similar to this:

### Sample pre-service checklist

Item	Check	
Glassware	<input type="checkbox"/> Clean	<input type="checkbox"/> Stocked
	<input type="checkbox"/> Working order	<input type="checkbox"/> Correct setting
Crockery	<input type="checkbox"/> Clean	<input type="checkbox"/> Stocked
	<input type="checkbox"/> Working order	<input type="checkbox"/> Correct setting
Cutlery	<input type="checkbox"/> Clean	<input type="checkbox"/> Stocked
	<input type="checkbox"/> Working order	<input type="checkbox"/> Correct setting
Tablecloths, napkins, decorations	<input type="checkbox"/> Clean	<input type="checkbox"/> Stocked
	<input type="checkbox"/> Working order	<input type="checkbox"/> Correct setting
Condiments (salt & pepper)	<input type="checkbox"/> Clean	<input type="checkbox"/> Stocked
	<input type="checkbox"/> Working order	<input type="checkbox"/> Correct setting
Menus and wine list	<input type="checkbox"/> Updated and correct	
Waiter's station	<input type="checkbox"/> Clean	<input type="checkbox"/> Stocked
	<input type="checkbox"/> Working order	<input type="checkbox"/> Correct setting
Lighting, noise, room temperature	<input type="checkbox"/> Airconditioning set	
	<input type="checkbox"/> Playlist ready	

Extend discussion to include what to do in situations such as discovering the EFTPOS machine is not working or some of the crockery is chipped. Adapt this checklist to reflect end-of-service tasks.

- Provide students with a reservation list and ask them to set up a restaurant according to the list. They can produce an electronic floor plan for this task.
- Ask students to visit local hospitality venues where food and beverages are displayed. They can examine types or food and beverages on display, overall appearance and staff hygiene practices, and report back to the class. If possible, a range of venues should be accessed, such as food halls, cafés, hotels and restaurants.

### Extended examples – Roleplays

Arrange roleplays where students work in pairs to practise the 3-minute check procedure. They take turns in being the customer and waiter. This can involve providing the customer with information about the dishes on the menu and the use of a range of adjectives. Students can prepare a list of descriptions before commencing the roleplay. When the customer places an order the waiter may need to adjust the table setting as part of the scenario.

Students can work in pairs to practise their serving techniques. They take turns in videoing their performance and review to identify areas in need of improvement. Specific tasks might be:

- carrying two or three plates at once
- carrying and serving a tray of drinks.

Specific problems during service might be:

- the drinks order is not submitted with the meal order
- the customer receives the wrong meal
- there is a delay in service as a result of orders being submitted at the same time.

### Resources

Refer to [Appendix 4](#) mind map for food and beverage service

<https://youtu.be/p9mzBckf3G4> – how to set a formal dinner table

<https://youtu.be/OGZcfzIFSZI> – tips for steps in service

<https://youtu.be/YYQMdWCTgOo> – teamwork in the restaurant

<https://youtu.be/MKGAaJjiAtM> – how to carry a drinks tray

<https://youtu.be/R2TDnErsHBs> – carrying plates



## SITXFIN007 Process financial transactions

For this unit students are required to process customer payments and reconcile takings using a minimum of three different types of financial transactions. They will need access to point-of-sale equipment and software and be able to work with a cash float. While the students will need to demonstrate ability to process transactions, the unit also draws upon skills learnt in Year 1 such as customer service and communication, problem solving, decision making and taking initiative.

### Learning activities

- Develop a library of skills demonstrations videos to show students before they work in the training restaurant. Expand on skills to include contingencies such as how to change a paper roll in an EFTPOS machine, cancel or refund a payment or split a restaurant bill. Bring props into class and set up stations where students work through these contingencies.
- Every business will have different policies and procedures for the management of a cash float. If possible, provide samples for students to follow and a cash-flow record sheet. Students can use these documents in roleplays when they prepare for service and at the end of the service period. Below is an example of a simple record sheet that might be used in a small business. Support the roleplay with a checklist that includes the student demonstrating:
  - checking a credit card name, signature and expiry date
  - checking the accuracy of the bill before it is presented to the customer
  - covering the bill as it is presented to the restaurant customer
  - correctly processing vouchers or promoted discounts and checking expiry dates.

		Number	Amount
Notes	\$50	2	\$100
	\$10	4	\$40
Coins	20c	10	\$2
	50c	4	\$2

- Where possible, arrange for students to run through transactions using props before an actual service period and provide access to policies and procedures. They can perform tasks such as writing accurate receipts for an order and separating a cash float from daily takings before commencing a reconciliation.
- Ask students to investigate digital wallet apps that arrange for split bills to go directly to the business owner.
- Invite a business owner to class to explain the financial operations of a hospitality venue and how technology assists transactions.
- If students are already working in hospitality, facilitate a discussion around their responsibilities when handling payments and at the end of a service period. Ask students to document the processes they implement at work in a flow chart.
- Ask students to prepare a customer script that can be used in a hotel when checking out and includes information about fees and charges.
- Brainstorm a discussion around the risks associated with cash payments and how processes can reduce these risks.

### Resources

[https://www.youtube.com/watch?v=Z8MNV\\_IMJPo](https://www.youtube.com/watch?v=Z8MNV_IMJPo) – how to process an EFTPOS payment

<https://www.money.com.au/calculators/gst-calculator> – GST calculator and information

<https://www.business.qld.gov.au/running-business/finance/essentials/break-even-profit> – includes a video that explains profit and loss and basic financial terms, a glossary and other information about cashflow, invoices and payments

<https://www.youtube.com/watch?v=kjTUuui8xtc> – cash receipt and disbursement process

“ Maths is used frequently, from recipe writing to doing the cash off to writing Excel spreadsheets and managing your business or venue. Having quick thinking maths skills is very helpful. ”

*Charlie Carrington,  
Atlas Dining*



## SITHFAB036 Provide advice on food

Students extend their knowledge of food and menus in this unit. They are required to provide customers with information and advice on menu options on three occasions and participate in the evaluation of the menu. They use all senses to evaluate food and investigate food types, emerging trends in the food industry and specific dietary requirements. Assessment includes access to the Australian Dietary Guidelines. Year 1 units that link to this unit are SITHIND006 Source and use information on the hospitality industry and SITXCCS011 Interact with customers.

### Learning activities

Several methods of learning are suitable for this unit including project-based research, roleplays to simulate customer interaction or meetings in the workplace that evaluate menus and customer feedback, and the creation of visual or schematic information about food.

- Expose students to major food types in class and ask them to describe their characteristics in terms of smell, taste and visual appeal. Try a blind tasting of different cheeses or a blind smell of sauces, herbs or other food types. Create a progressive competition and introduce students to new foods each week.
- Students can develop a sensory evaluation portfolio in which they record details for a range of dishes, such as colour, size, shape, presentation, flavour, taste characteristics and textures. Photos of the dishes can be included along with a list of ingredients.
- Students can practice sensory evaluations for food including an analysis by sight, smell, taste, touch and sound. Students can compile a list of sensory attributes that describe the sensory properties of food. Taste: Sweet, sour, salty, bitter, savoury, fatty intensity; Touch: Texture, hard, chewy, brittle, runny, fizzy, thick.
- Introduce students to culturally specific dishes and diets by an excursion to an international food hall. Ask students to share culturally specific dishes and cooking methods in class.
- Ask students to complete a food diary and add new foods each week. It should encourage reflection on their experiences at work and in their kitchens at home.

Create a class online knowledge bank where information about food is available and set expectations for student contributions. It could be structured according to the unit's knowledge evidence.

Ask students to interview a restaurant owner about current and emerging trends in the food industry. Questions can be focused on the use of social media, delivery services, meal kits or the most popular dishes in the restaurant. Consider trends in ingredients, such as using Australian products, adding seeds and grains and using processes that minimise waste.

### Example research task

Schools indicated that this research was conducted for food types such as potatoes, chocolate, pasta and cheese. The research also included a display, tasting and student presentation.

#### Major food type – cheese

**Ingredients:** Milk, salt, culture, rennet. May also have additional ingredients.

**Major suppliers:** Supermarkets, delicatessens, wholesalers, markets

**Production methods:** Ripened cheeses with bacteria or mould, unripened cheeses use acid, heat or rennet (could be represented in a flow chart and include images of different cheeses)

**Cooking methods:** Cheese sauce, grilling, melting, baking, fondue

**Preparation methods:** Grating, shredding, chopping, melting, adding cheese sticks or cubes to baking

**Origin:** Primarily cow's milk

**Cultural considerations:** Some cultures favour specific types of cheese or may exclude cheese from their diet

**Presentation style:** Cheese board or charcuterie (include other suitable foods and how to select cheeses and servingware), fondue, hot-dish toppings

**Service style:** Cheese board or charcuterie (include room-temperature and food safety requirements)

**Customer suitability:** May not be suitable for customers with dairy intolerances, cholesterol issues or following a dairy-free diet

**Accompaniments and garnishes:** Cheese with herbs such as chives or dill, herb garnishes such as parsley, dried fruits, nuts, bread, savoury foods

**Trends:** Goat's cheese, plant-based cheese, buffalo cheese, reduced fat, reduced salt

**Favourite recipes (student's choice):** Baked cheesecake (extend this to include the taste, appearance and smell of the cheese)

Break students into groups where they investigate a major food group and present findings to the rest of the class in a flipped classroom approach. The presentation can include displays or posters or a food tasting.

- Using the Australian Dietary Guidelines, ask students to design a seasonal nutritional menu that is suitable for a childcare centre, aged-care facility, clients who are following specific diet (e.g. low protein) or have religious requirements (e.g. halal diet).

- Ask students to select a range of foods that they enjoy and develop information that would convince customers to buy the food and include it in their recipes at home.
- Ask students to examine the menu labels from a large takeaway business such as McDonalds and ascertain whether they meet or breach food labelling regulations.
- Ask students to plan a menu for a week for themselves that will meet the dietary requirements for adolescents.
- Scenario for roleplays or discussion:  
Your manager has called a meeting to discuss the breakfast menu in the hotel. There has been a significant loss of revenue from breakfast service periods and increased food wastage. You have noticed that customers no longer order pancakes or porridge and you have received complaints that there were no gluten-free options. Prepare new recipes to bring to the menu discussion.

## Resources

### Australian Dietary Guidelines

<https://nutritionaustralia.org/fact-sheets/adg-2013/> – Nutrition Australia fact sheets

<https://www.eatforhealth.gov.au/guidelines/australian-dietary-guidelines-1-5>

Information about food allergies, drug food interactions, food intolerances, genetically modified foods

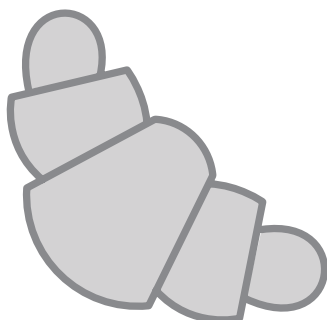
<https://www.betterhealth.vic.gov.au/health/healthyliving/food-genetically-modified-gm>

[https://www.youtube.com/watch?v=\\_FZewFiw7IE](https://www.youtube.com/watch?v=_FZewFiw7IE) – what is genetically modified food?

<https://www.allergy.org.au/patients/food-other-adverse-reactions/food-intolerance>

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/food-allergy-and-intolerance>

<https://www.choice.com.au/health-and-body/medicines-and-supplements/prescription-medicines/articles/foods-and-medications-that-dont-mix> – foods and medications that don't mix



Desserts created by students at Catholic Regional College Sydenham

## Emerging trends in the food industry

<https://www.gffoodservice.com.au/idea/food-trends-from-the-past-decade/> – overview of trends, such as Instagram, food trucks and meal delivery services.

<https://www.goodfood.com.au/eat-out/news/the-future-of-food-in-2022-new-fusion-extreme-low-waste-drone-deliveries-exotic-mushrooms-and-more-20220210-h21n7k>

<https://youtu.be/mnoCy0j7DNs> – the future of food

Australian Native Superfoods: <https://natif.com.au/> – education portal and recipes for Australian native foods

## Other

<https://www.foodstandards.gov.au/industry/labelling/pages/default.aspx> – food labelling standards

<https://www.vgccc.vic.gov.au/resources/liquor-resources/education-and-training/responsible-service-alcohol-training> – responsible service of alcohol

<https://www.taste.com.au/> – many recipes

<https://www.foodstandards.gov.au/science/monitoringnutrients/afcd/pages/default.aspx> – Australian Food Composition database with information about the nutrients in Australian food

<https://www.calorieking.com/au/en/foods/> – nutrition data about favourite brands and fast-food restaurants

<https://www.youtube.com/watch?v=YgvLcjXQSJ8> – presenting the menu

<https://youtu.be/OilqWmeNsBc> – menu knowledge



## SITHFAB024 Prepare and serve non-alcoholic beverages

This unit requires students to serve a range of teas, non-espresso coffee and non-alcoholic beverages over a period of three different service periods. They will need to use a range of methods to produce at least six different beverages from the following list:

1 Carbonated drink	6 Iced chocolate or coffee
2 Non-espresso coffee	7 Milkshake
3 Frappé	8 Mocktail
4 Freshly squeezed juice	9 Smoothie
5 Hot chocolate	10 Teas

The prerequisite for this unit is SITXFSA005 Use hygienic practices for food safety.

### Learning activities

- There are many tea- and coffee-related websites and videos that demonstrate making drinks and provide information about different types of teas and coffee bean varieties. Conduct a tasting in class and direct students to manufacturing websites, such as Nescafé or Twinings.
- Ask students to document a 'house recipe' for a favourite tea or coffee that includes name, ingredients, qualities, equipment and utensils required, procedure to follow, special considerations, such as temperature or type of milk, and serving requirements, such as garnishes, decorations and accompaniments.
- Hold a tasting competition for a new take on a standard coffee, such as a choc-mint coffee or chilli coffee.
- Work with students to develop a checklist that represents the expected quality of drink service. Here are some considerations:
  - The drink is produced according to the recipe and is consistently filled to the correct level, in the correct glassware, contains the correct topping.
  - Use by dates of ingredients are checked before use.
  - The drinks order matches the drinks produced.
  - The drinks appear as expected.
  - Specific customer requests have been accommodated
  - There are no spills or drips on the glass/mug
  - Hot drinks are served hot and cold drinks are cold.
- Provide opportunities for tastings and practice of skills, using a variety of garnishes and recipes.
- Encourage students to review their service performance by videotaping interactions and roleplays.
- Provide milkshake recipes that deviate from traditional flavours and presentation.



Non-alcoholic beverages at Aquinas College

- Ask students to evaluate seasonal impact on fruit juices and develop a cost-effective menu selection.
- Ask students to research the cultural implications of different teas and health perceptions.
- Set up a smoothie bar at school and conduct a competition for the best taste and presentation.
- Encourage students to develop workplans for each beverage that detail ingredients, garnishes, servingware, process and ingredients.
- Conduct competitions such as 'Mocktail of the day'.

Several schools indicated that student creativity was encouraged in this unit and students were able to experiment with garnishes and deviate from recipes. Schools also investigated non-alcoholic, spirit-flavoured drinks, such as tequila and mojito, for this unit.

### Resources

Refer to [Appendix 5](#) for a mind map on non-alcoholic beverages.

<https://www.taste.com.au/recipes/collections/mocktail-recipes> – recipes for mocktails

<https://www.bestrecipes.com.au/budget/articles/make-best-milkshake/lz3egu7i> – milkshake recipes

[https://www.delicious.com.au/search?ct=recipes&q=smoothie&utm\\_source=sem-google&utm\\_medium=pc&gclid=EAlalQobChMIgduK79Kz-gIVlplmAh2CJwJ8EAAAYASAAEgJI1PD\\_BwE](https://www.delicious.com.au/search?ct=recipes&q=smoothie&utm_source=sem-google&utm_medium=pc&gclid=EAlalQobChMIgduK79Kz-gIVlplmAh2CJwJ8EAAAYASAAEgJI1PD_BwE) – smoothie recipes



# Conducting scored assessment

For information on scored assessment in VCE VET programs, refer to the VCE VET Scored Assessment Guide on the VCAA's website at [www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx](http://www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx). The guide includes an overview of study score assessment and advice regarding the development of coursework tasks and integration of study scores with competency-based assessment. It also contains generic templates, scoring criteria and other coursework assessment records.

VCE VET Hospitality program information can also be found on the VCAA's website at <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/hospitality.aspx>.

## Contextualising scoring criteria

Hospitality teachers indicated that work performance and portfolio task types are the most appropriate for the scored units. Contextualising scoring criteria to the assessment activities is seen as an essential part of judging student performance and motivating students.

When reviewing student coursework, it can be difficult to assign a score. The levels of performance and scoring criteria are clearly explained in the VCE VET Scored Assessment Guide. However, it is up to the teacher or assessor to distinguish between each level and set the standards for a high score of 5.

Templates for the hospitality program can be found on the VCAA's website at <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/hospitality.aspx>

The use of a matrix indicates expected standards and quality of student responses. It can be highly motivational and assists in determining a score. Criteria should be based on industry standards. Appendix 4 of the VCE VET Scored Assessment Guide contains scoring criteria sheets for each task type.

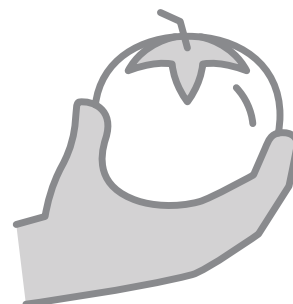
The following points are examples of measurable criteria suitable for a work performance task for Certificate II in Cookery or Certificate II in Hospitality. The student:

- submits a fully completed log for every service period
- consistently demonstrates correct industry language in written questions, log shift records and during service shifts

- consistently shows a high level of communication skills, both with the kitchen team and with customers during service shifts
- consistently applies correct cookery skills and methods over all 12 shifts
- demonstrates a strong awareness of safety and hygiene requirements in the kitchen and when using equipment
- works independently with limited supervision during 12 shifts.

The following are examples of measurable criteria suitable for a portfolio task for Certificate II in Cookery. The student:

- includes 15 appropriate and accurate glossary terms with each unit
- displays evidence of research and knowledge of the units studied in recipe cards
- has clearly read the recipe and understands the methods and ingredients
- appropriately and accurately prepares and uses a workflow plan and food order during the task.



# Designing scored assessment tasks

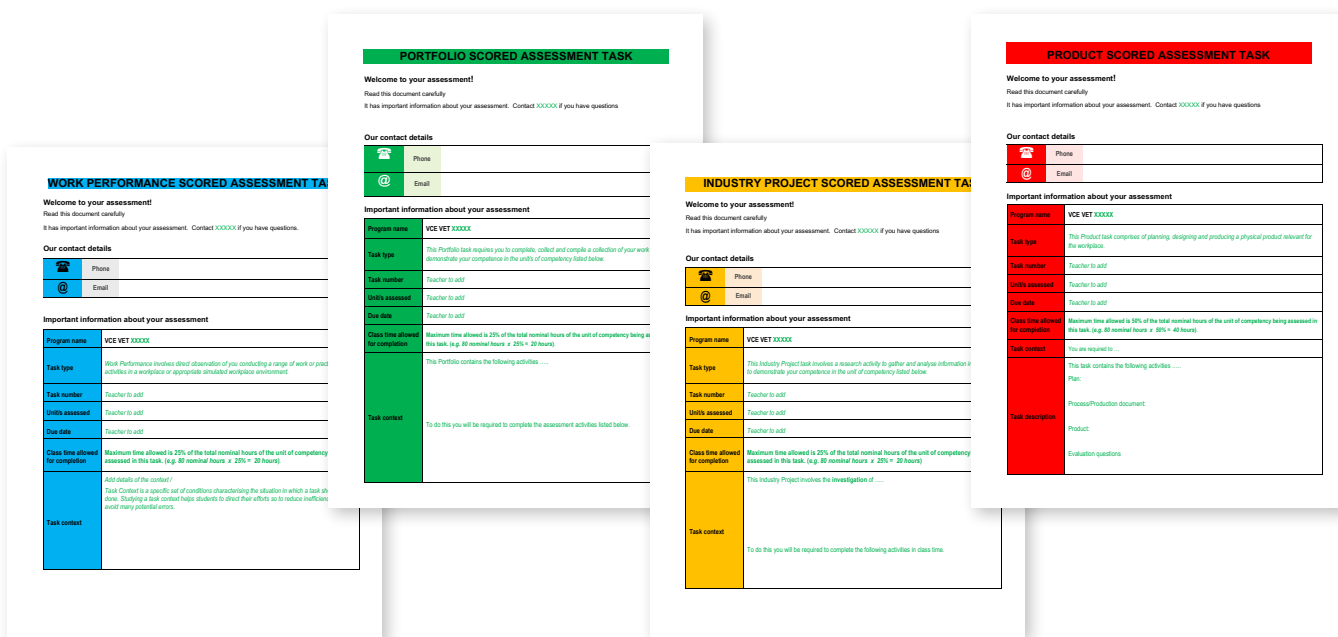
These principles can be applied when designing scored assessment tasks.

Consult the VCE VET Scored Assessment Guide, consider the task type and develop the assessment plan for each unit. Select two different task types and spread the nominal hours as equally as possible across the tasks. Take time to ensure that your assessment instructions are clear, readable and logically organised.

Assessment activities should be based on contemporary industry skills and knowledge and reflect the work role in the Australian Qualifications Framework level of the qualification. Tasks that are supported by clear and relevant context lead to better student outcomes.

The tasks must evidence all unit elements, the correct number of skills demonstrations, all knowledge requirements, all foundation skills and the assessment conditions. The only way to determine this is to map all assessment to the unit of competency.

Assessment and mapping templates for the hospitality program can be found on the VCAA's website at <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/hospitality.aspx>.



# Getting students ready for scored assessment tasks

Unit assessment can be conducted progressively or at the conclusion of all delivered content. If it occurs at the end of scheduled classes, progress towards achieving competency should be monitored. This can be done with simple, short quizzes and tests and then adjusting classes to accommodate gaps in learning.

Sessions should include detailed information about student assessment and opportunities for students to practice and produce similar tasks or products. This helps to

establish expected assessment standards. Give students opportunity to read and understand the instructions pertaining to the tasks. Show them examples from past students and discuss preparation strategies. Reinforce the overall objective underpinning any VET assessment task, which is to meet workplace requirements. Provide a checklist for students to use to ensure that all assessment items are submitted.

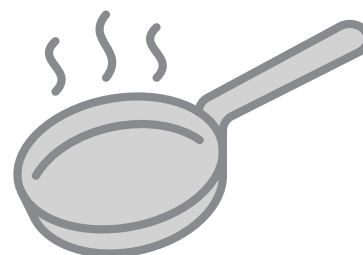
# Sample assessment plans

## Certificate II in Cookery

Assigned to:			Work Perf. (1st)	Work Perf. (2nd)	Industry Project (1st)	Industry Project (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:			01	02	03	04	05	06	07	08
SITHCCC028	Prepare appetisers and salads	25	✓							
SITHCCC029	Prepare stocks, sauces and soups	35	✓							
SITHCCC030	Prepare vegetables, fruit, eggs and farinaceous dishes	50		✓						
SITHCCC034	Work effectively in a commercial kitchen	60							✓	
<i>Allocation of nominal hours:</i>			60	50					60	

## Certificate II in Hospitality

Assigned to:			Work Perf. (1st)	Work Perf. (2nd)	Industry Project (1st)	Industry Project (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:			01	02	03	04	05	06	07	08
SITHFAB004	Prepare and serve non-alcoholic beverages	20	✓							
SITHFAB022	Clean and tidy bar areas	15	✓							
SITHFAB007	Serve food and beverage	80		✓						
SITHFAB016	Provide advice on food	40							✓	
SITXFIN001	Process financial transactions	25	✓							
<i>Allocation of nominal hours:</i>			60	80					40	



# The external examination

From 2024, the external examination is based on the assessment requirements of the following compulsory units of competency from Units 3 and 4:

Certificate II in Hospitality	
SITHFAB027	Serve food and beverage
SITXFIN007	Process financial transactions
SITHFAB036	Provide advice on food
SITHFAB022	Clean and tidy bar areas
SITHFAB024	Prepare and serve non-alcoholic beverages

Certificate II in Cookery	
SITHCCC028	Prepare appetisers and salads
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
SITHCCC034	Work effectively in a commercial kitchen

For more exam specifications, go to the VCAA website at <https://www.vcaa.vic.edu.au/Documents/exams/vethospitality/vethosp-specs-w.pdf> and <https://www.vcaa.vic.edu.au/Documents/exams/vethospitality/vethosp-kitops-specs-w.pdf>.

The weighting of marks on the examination will approximately reflect the proportion of nominal delivery hours of each unit of competency that is examinable for this program.

The examination will focus on an understanding of the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

## Improving examination performance

This section provides strategies to apply in the classroom to assist with examination preparation.

The examination will focus on the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

Foundation skills that are required for competent performance are incorporated in the performance criteria. Terminology as used in the units of competency will appear in the exam. Students may need assistance to fully understand industry terms.

Content from the examinable units can be integrated into Year 1 of the program, particularly if it is linked to a practical session. Students will remember concepts and terminology by this applied learning approach.

Consider introducing a Year 1 exam that resembles the VCAA examination's format and questions, so that students become familiar and confident with this assessment method.

A glossary can be commenced in Year 1 and carried into Year 2. This helps students understand industry and unit-of-competency terminology. Ask students to submit their glossaries throughout the program to check their progress. Make time for peer review of the glossaries, where students can share and expand on new terms together.

Create a culture in the first year of the program where students take responsibility for their outcomes.

Year 2 teachers who contributed to this resource recommend that students do as many practice exams as possible and become familiar with how to answer questions.

“ Do as many exams under exam conditions as possible in the September school holidays or earlier. Repeat exams, encourage students to self-correct and create review plans as a result of practice exam results.

Go back to basics in Term 4 and revisit the units of competency. Link each unit to the practical activities in the service periods or kitchen. Reflect and discuss experiences. Create opportunities in discussions for visual recall.

Analyse and dissect exam questions from the VCAA website samples. Look at the command terms, stem and distractors.

Pull questions apart and use them to develop other questions based on a different context.

Teach students to recognise the difference between formal and casual dining, and how this translates into service and table settings.

Ask students to create cue cards that detail information they find hard to remember, such as the ratio of ingredients for dishes and beverages. Add to the cue cards as topics are reviewed. ”

*Duncan Clarke,  
Eltham College*

## Study plans during revision periods

Work with your students to develop study plans for each examinable unit. Base the plans on the units of competency descriptions as stated on the [training.gov.au](http://training.gov.au) website.

Include sample exam questions, chapters from texts, quizzes and other study materials. YouTube clips can often explain processes succinctly and appeal to visual learners.

The study plan should be updated every day, with a focus on topics that the student finds challenging.

## Summary lists

Encourage students to develop a list of content from each examinable unit. These lists should be easy to read, well organised and in a logical order. Students can use highlights, arrows, symbols and tables to help their memory. Numbering also helps with revision. The more actively students write notes, the more likely they will remember information.

## Concept and mind maps – active revision

During the examination, it may be easier for students to recall information that has been represented diagrammatically. Colours are particularly helpful to stimulate the memory.

There are no rules when it comes to making a mind map. A mind map essentially converts two-to-three pages of notes into a visual reminder. Start with the main topic in the middle and draw branches representing sub-topics and then branches from these sub-topics. Some students like to use pictures, rather than words or specific colours, to show relationships or progression. There are many free online mind map tools available to assist students.

Introduce this strategy into your classes for Years 1 and 2.

## Practice exams

Arrange to conduct a practice exam at school under the same timed conditions as specified for the VCAA examination. Not only will this familiarise students with examination conditions, but it can identify topics that require further work. Students should be encouraged to self-correct responses to determine the focus of their study plans and how to maximise question scores.

The chief assessor for every VET program releases a report after each examination on the VCAA website. This report provides valuable insight into common mistakes and how to interpret questions. It is recommended reading for both students and teachers.

Students should complete another practice exam at home just before the actual examination date to refresh their understanding. They can link with a peer, doing it together and marking each other's exam paper. This additional viewpoint and feedback will assist the student to develop a deeper understanding of their competence.

## Audio revision

Students might respond positively to recording summaries or prepared answers to practice questions with portable recording devices or their mobile phones. Student comprehension may improve if they listen and read at the same time. Students often multi-task, so they could listen to the summary while travelling home from school. Similarly, they can watch videos on their mobile phone to quickly refresh topics.

## Topic reviews

Provide time in scheduled classes to conduct periodic reviews, where students complete worksheets or short quizzes. This refreshes knowledge learned at the start of the year and identifies any gaps in knowledge that require attention.

Students re-reading their notes and reviewing sessions involves passive learning. A better alternative is to use 'fill-in-the-blank' tests or other ways of active review. For example, students can test each other or cover answers from an exam and self-test.

Students can create blank tests by photocopying a summary, using correction fluid to cover terms or important information, and then photocopying the corrected page again. They will end up with a page full of blank spaces that can be the ultimate revision tool.



## Recall tips

Try these strategies to assist students to recall content. Students should focus on active recall rather than passive review.

- Create flashcards with a question on one side and the answer on the other. Students can test each other and receive immediate feedback. They immediately identify topics that require revision.
- Ask students to write down as much as possible that they remember at the end of a class. This helps to move or transfer new information into their memory. This could be structured into every class, particularly when units are 'content heavy'.
- Ask students to create topic summaries.
- Introduce frequent open-ended quizzes.
- Create a class structure where content is reviewed using this method at the end of the class and the beginning of the next class.
- Ask students to incorporate acronyms or a mnemonic device into a song or humorous sentence to help remember terms.

Schools that contributed to this resource indicated the importance of progressive review of new terms through activities such as word finds at the start of each class, quizzes and use of glossaries. Some teachers also integrated past exam questions into class discussions. Exam questions were used to structure inquiry during practical classes.

## Study groups

Encourage students to form study groups outside of class to work on common difficulties and review and improve on each other's work. Teachers have also assisted students to form groups in class combining cookery and hospitality students. This facilitates holistic learning and learning from each other's strengths and experiences.

## Command terms

The following glossary may be useful when preparing students for the external examination in Hospitality, Cookery or other assessment activities.

“ In Year 2, students are tested progressively on each topic for the unit of competency. For example, in the unit Prepare stocks, sauces and soups, students will have a theory test on each of the three topics. This allows for more vigorous assessment and detailed feedback. They must achieve 100% in the test or correct mistakes by researching the correct response. This encourages self-review. I provide a glossary for each topic. Tests are written, rather than online, so that students are familiar with VCAA exam conditions. ”

*Gina Dimitrakopoulos,  
MLC*



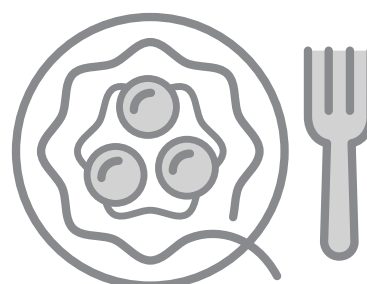
Term	Explanation
<b>Compare</b>	Recognise similarities and differences and the significance of these similarities and differences
<b>Define</b>	Give the precise meaning and identify essential qualities of a word, phrase, concept, or physical quantity
<b>Describe</b>	Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text
<b>Differentiate/ difference between</b>	State the difference between two or more items. Consider both items in responses.
<b>Explain</b>	Describe in detail and give a reason
<b>Explain the relationship between</b>	Describe the way two items are connected or linked
<b>Identify</b>	Recognise and name or select an event, feature, element or part from a list, extended narrative, argument, diagram or structure
<b>List</b>	Provide a series of related words, names, numbers or items that are arranged consecutively
<b>Name</b>	Provide a word or term (something that is known and distinguished from other people or things) used to identify an object, person, thing or place
<b>Outline</b>	Provide an overview or the main features of an argument, point of view, text, narrative, diagram or image
<b>Recommend</b>	Put forward or approve (someone or something) as being suitable for a particular purpose or role
<b>Specify</b>	Give specific detail in the response. The answer will be short.
<b>State</b>	Give a specific name or value or other brief answer without explanation or calculation
<b>Suggest</b>	Put forward for consideration a solution, hypothesis, idea or other possible answer

## Mistake banks

Students should be encouraged to document all mistakes from practice exams or assessments and reflect on their performance. Mistakes can be recorded in a simple table to help identify a pattern or topic that requires further revision.

Question	Why was it wrong	Correct answer

Common patterns in mistakes are not knowing the content, using the wrong technique in the response or not answering all parts of the question. Creating a mistake bank guides students along a path of self-correcting and active revision.



# Resources

## Industry organisations

### Accommodation Association of Australia

<https://www.aaoa.com.au/>

Membership required for access to free training tools and webinars.

### Austrade

<https://www.austrade.gov.au/international/buy/australian-industry-capabilities/food-and-beverage>

Australia's capability in the food and beverage industry, includes food safety information and links to associated industries.

### Australian Beverage Council

[www.australianbeverages.org](http://www.australianbeverages.org)

Peak body representing non-alcoholic beverage industry.

### Australian Bureau of Statistics

<https://www.abs.gov.au/ausstats/abs%40.nsf/viewContent?readform&view=ProductsbyTopic&Action=Expand&Num=3.9&>

Hospitality industry data.

### Australian Culinary Association

<https://www.austculinary.com.au/>

Peak industry organisation representing professional chefs, cooks, young chefs, apprentices and culinary students across all matters relevant to the cooking and hospitality industries. Conducts chef certification and delivers free skills courses. Each year ACA conducts a cooking competition for secondary school students to provide insight into the hospitality industry and enable students to showcase their cooking skills.

### Australian Food and Grocery Council

[www.afgc.org.au](http://www.afgc.org.au)

Independent advocate for food, beverage and grocery supply industry.

### Australian Hotels Association

<https://aha.org.au/>

Information about the Australian hotel industry, trends and issues.

### Australian Institute of Food Science and Technology

[www.aifst.asn.au](http://www.aifst.asn.au)

Independent representative body for professionals working in the food industry, provides free educational webinars about industry issues and food safety

### Australian Institute of Technical Chefs Inc.

<https://www.technicalchef.com/>

Resources such as a video library, podcasts and wide range of information about the industry, challenges and emerging trends. Conducts annual chef competition.

### Australian Native Food and Botanicals

<https://anfab.org.au/>

A not-for-profit organisation focused on the development of the native foods industry.

### Business.gov.au

Australian Government website for all businesses that contains information about business types, legislation and standards, licenses and permits for hospitality settings, workplace health and safety, government organisations and food standards.

### Dairy Australia

[www.dairyaustralia.com.au](http://www.dairyaustralia.com.au)

Represents the dairy industry, some educational resources for schools.

### Department of Agriculture and Water Resources

[www.agriculture.gov.au](http://www.agriculture.gov.au)

Supports agricultural, food, fishery and forestry industries.

### Food Regulation Australia

<https://foodregulation.gov.au/>

Information about processes that apply to food regulations in Australia and New Zealand.

### Food Safety Unit, Department of Human Services

[foodsafety@dhhs.vic.gov.au](mailto:foodsafety@dhhs.vic.gov.au)

Information about the Australian and New Zealand Food Standards Code as it should be applied to Victorian businesses.

### Food Standards Australia/New Zealand (FSANZ)

<https://www.foodstandards.gov.au/>

Australian Government statutory authority that develops food standards for Australia and New Zealand. Provides guidance and resources about understanding food standards, working safely and news bulletins about changes to standards.

### Good Food and Wine Show

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

Details events and forums for students to discover the latest food trends.

### Home Economics Victoria

<https://www.homeeconomics.com.au/curriculum-support/victorian-certificate-of-education>

Education and information for secondary school teachers.

### Hospitality Magazine

<https://www.hospitalitymagazine.com.au>

Magazine about food and beverages, with videos and insights into industry trends, new products and networking events.

<https://business.gov.au/planning/industry-information/accommodation-and-food-services-industry>

#### **Les Toque Blanche**

<https://www.lesstoquesblanches.com.au/>

Representative organisation for professional chefs that provides a networking platform, monitoring of industry standards and educational advice to government and training providers.

#### **Restaurant and Catering Australia**

<https://www.rca.asn.au/>

Free online training modules, peak body for cafés, restaurants and catering businesses.

#### **Safe Food Australia**

<https://www.foodstandards.gov.au/publications/Pages/safefoodaustralia3rd16.aspx>

Guide to food safety standards.

#### **The Foodservice Suppliers Association Australia**

<https://fsaa.org.au/>

National organisation representing all suppliers to the food service industry.

## VCAA resources

GET VET resources located on the VCAA website detail each VCE VET program. They include videos, success stories, pathways posters, charts, flyers and information that is relevant for teachers, students and parents.

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx>

VCE VET Hospitality program video.

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Resources.aspx>

<https://www.vcaa.vic.edu.au/assessment/vet-assessment/past-examinations/Pages/Index.aspx>

Past examinations, reports, specifications.

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

Specific program details.

## VET resources

**Australian Apprenticeships** is the Australian Government website for employers and apprentices, including school-based traineeship information.

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

**Australian Industry and Skills Committee** is responsible for Training Package and product development.

[www.aisc.net.au/](http://www.aisc.net.au/)

**Australian Qualifications Framework (AQF)** refers to the essential learning outcomes of VET qualifications issued across senior secondary education and higher education systems in Australia. [www.aqf.edu.au](http://www.aqf.edu.au)

**Australian Skills Quality Authority (ASQA)** is the National VET regulator. [www.asqa.gov.au](http://www.asqa.gov.au)

**Jobs and Skills Australia (JSA)** is an independent agency that provides advice to the Australian Government about current, emerging and future labour market and workforce skills and training needs. Provides analysis of VET Training Packages. <https://www.jobsandskills.gov.au/>

**My Skills** is an Australian Government initiative to assist in choosing training providers. It provides information regarding both VET qualifications and RTOs.

[www.myskills.gov.au](http://www.myskills.gov.au)

**National Centre for Vocational Education Research (NCVER)** is the national professional body responsible for collecting, managing, analysing and communicating VET research data. Provides a VET glossary that defines common VET terms and acronyms.

<https://www.ncver.edu.au/>

**Training.gov.au** is the national register for all nationally recognised qualifications and RTOs. Training.gov.au provides information on: VET qualifications, including details of qualification structures, competency requirements and any prerequisites; and RTOs, including the qualifications they are registered to deliver, who their registering body is and whether they have any restrictions on their registration. [www.training.gov.au/](http://www.training.gov.au/)

**VET Net** is a national repository site for current and historical documents relating to VET. Contains the Companion Volumes for VCE VET Hospitality. <https://vetnet.gov.au/>

**Victorian Registration and Qualifications Authority (VRQA)** is Victoria's training and education regulator.

[www.vrqa.vic.gov.au](http://www.vrqa.vic.gov.au)

**Victorian Skills Gateway** is a comprehensive online resource that makes it easier to find training that fits, with information about jobs and courses tailored to the needs of different users, including students, adult learners, careers practitioners, employers and parents.

[www.skills.vic.gov.au/s](http://www.skills.vic.gov.au/s)

#### **Vocational Opportunity for Community and Educational Development (VOCED)**

A Tertiary education research database, managed by NCVER that includes a VET knowledge bank. The knowledge bank provides an overview of the Australian VET System, key VET resources and organisations, and information about VET governance, regulations and policies.

<https://www.voced.edu.au/>



## Textbook resources

*Cookery: The Australian Way*, 8th Edition, Shirley Cameron

[http://www.cengage.com/aushed/instructor.do?product\\_isbn=9780170181709](http://www.cengage.com/aushed/instructor.do?product_isbn=9780170181709)

*Professional Chef Commercial Cookery*, 2nd edition, Jason Ford, Gary Hunter, Terry Tinton, Neil Rippington, Cengage

*Practical Cookery*, 14th edition, Neil Rippington, Patricia Paskins, Steve Thorpe, Professor David Foskett, Hodder Education, 2019

*The Waiter's Handbook*, 4th edition, Graham Brown, Karon Hepner, Pearson, 2010

## Teaching resources

<https://www.angliss.edu.au/industry/well-resources/>  
Free teaching and learning materials for nine hospitality units of competency. Each unit has a learner workbook, trainer's guide and suggestions on how to support learners with LLN needs. While some units have been updated since publication, content may still be relevant and contextualised for sessions.

The units are:

- Prepare rooms for guests
- Clean premises and equipment
- Receive and store kitchen supplies
- Clean and maintain kitchen premises
- Develop and update hospitality industry knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Follow workplace hygiene procedures

**Cambridge Hospitality Fourth Edition (print and digital)** – resource package to reflect the new requirements of the Tourism, Travel and Events Training Package. Includes interactive textbook and videos to demonstrate skills.

[https://issuu.com/boldprints/docs/foodie\\_apr15\\_final\\_for\\_scoop](https://issuu.com/boldprints/docs/foodie_apr15_final_for_scoop) Information about events and food trends.

**HACCP Australia Food Safety Bulletin**

<https://haccp.com.au/wp-content/uploads/2019/11/HACCP-aus-26-final-LR-.pdf>

<https://wearechefs.com/sizzle/>

Founded by the American Culinary Federation for cooking students, step-by-step cooking demonstrations, culinary trends recipes and interviews with chefs.

<https://anytimechefs.com.au/blog/>

Latest industry news.

<https://www.hospitalitymagazine.com.au/>

Latest industry news.

<https://www.foodandwine.com/chefs/best-new-chefs-recipe-collection>

Recipe collection.

<https://www.chefspencil.com/>

Recipes, food news, atlas of food.

<https://www.greatbritishchefs.com/recipes>

Recipes and how-to-cook guides.

<https://www.health.vic.gov.au/food-safety/food-businesses>

Victorian legislation and food safety regulations.

<https://www.skillsone.com.au/vidgallery/the-job-i-love-food-beverage-attendant/>

The role of a food and beverage attendant in an Australian fine-dining restaurant.

<https://www.clickview.com.au/curriculumlibraries/videos/?cat=5816053&library=tertiary&title=Catering+and+Hospitality>

A range of videos on topics such as customer service, coffee making, muddling drinks, service standards and guest experiences (subscription required).

<https://www.nestleprofessional.com.au/training/reduce-food-waste>

Food waste information.

<https://nutritionaustralia.org/category/recipes/>

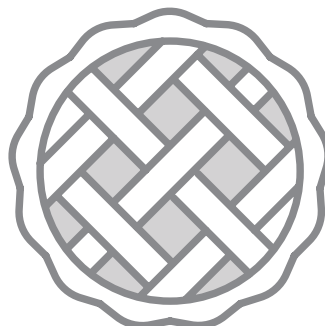
Nutrition Australia fact sheets and healthy recipes

<https://rouxbe.com/>

Videos on cooking techniques and other resources (subscription required).

<https://www.foodstandards.gov.au/foodsafety/standards/Pages/Food-safety-requirements.aspx>

24 fact sheets on topics such as food recall, receiving food, food-handling skills, food storage and use of thermometers.



# Appendices

## Appendix 1

### Sample handwashing checklist

Observation	Satisfactory/Not yet satisfactory
Are the fingernails clean and maintained?	
Are the hands washed under running water?	
Is soap or hand washing agent used?	
Is jewellery other than a wedding ring worn?	
Are all surfaces of the hands attended to?	
Are there any observable skin breaks?	
Are the hands washed continuously for 20–30 seconds?	
Are the hands free of soap?	
Are the hands completely dry?	
Outcome of glitter bug activity	

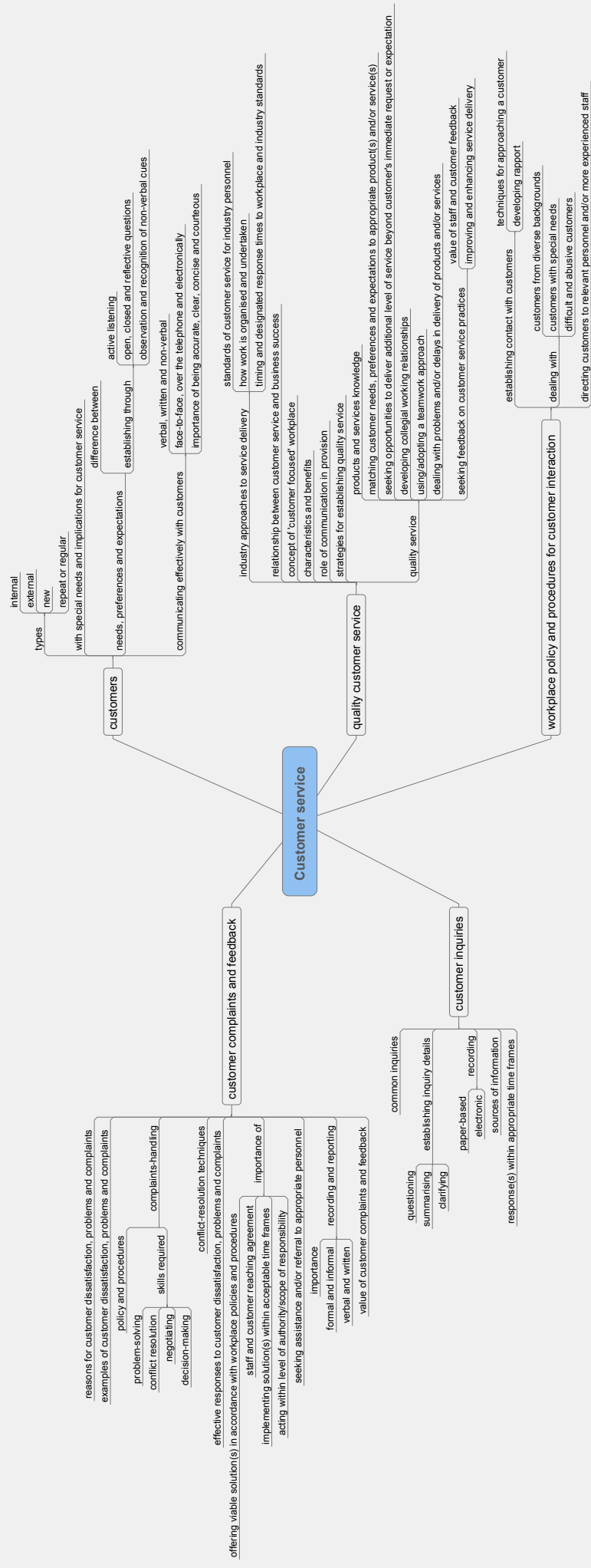




# Appendix 3

## Mind map – Hospitality Food and Beverage – Customer Service

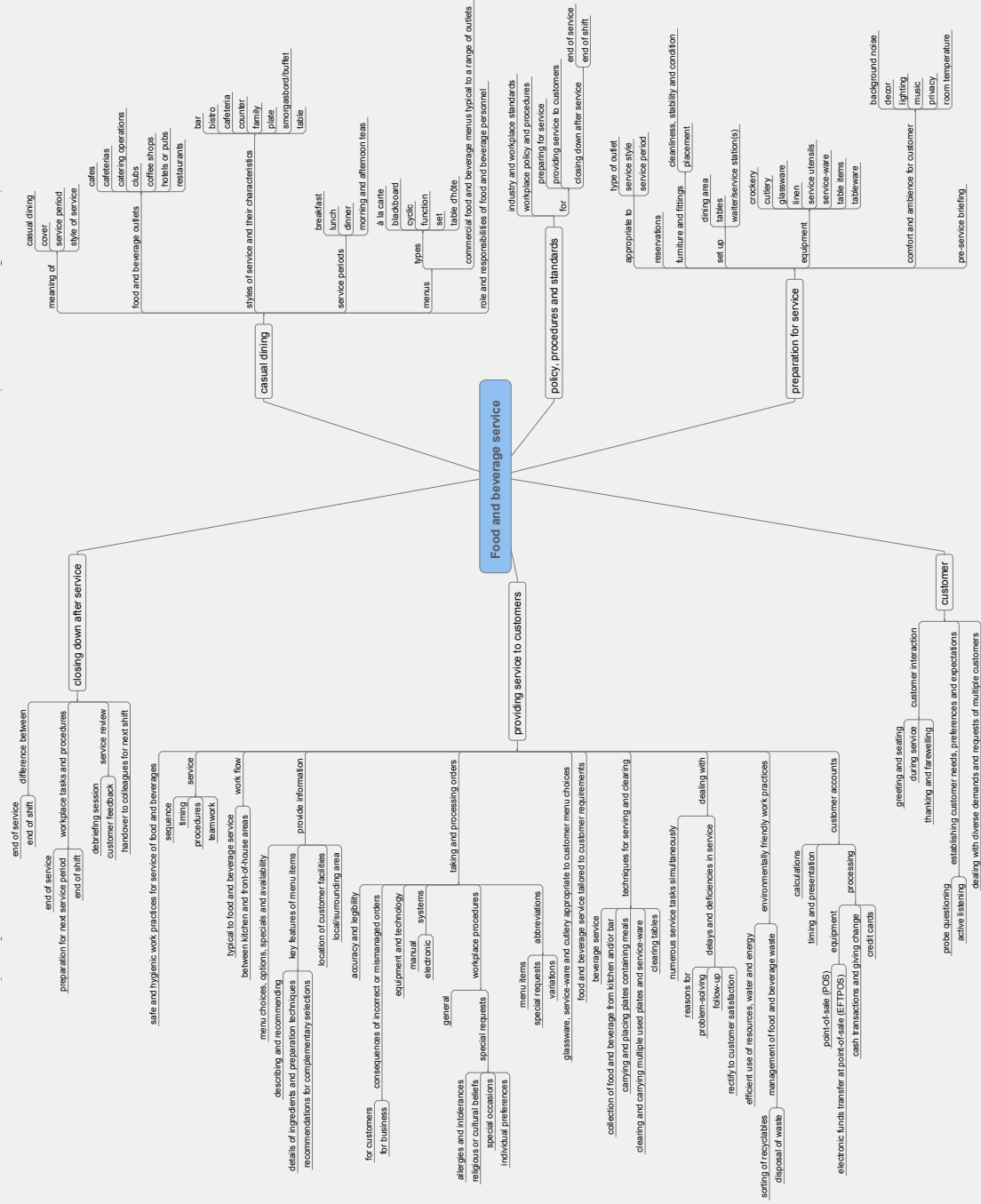
mind-map-vet-hospitality-stage-6-food-and-beverage-cust-service.pdf



# Appendix 4

## Mind map – Hospitality Food and Beverage – Food and Beverage Service

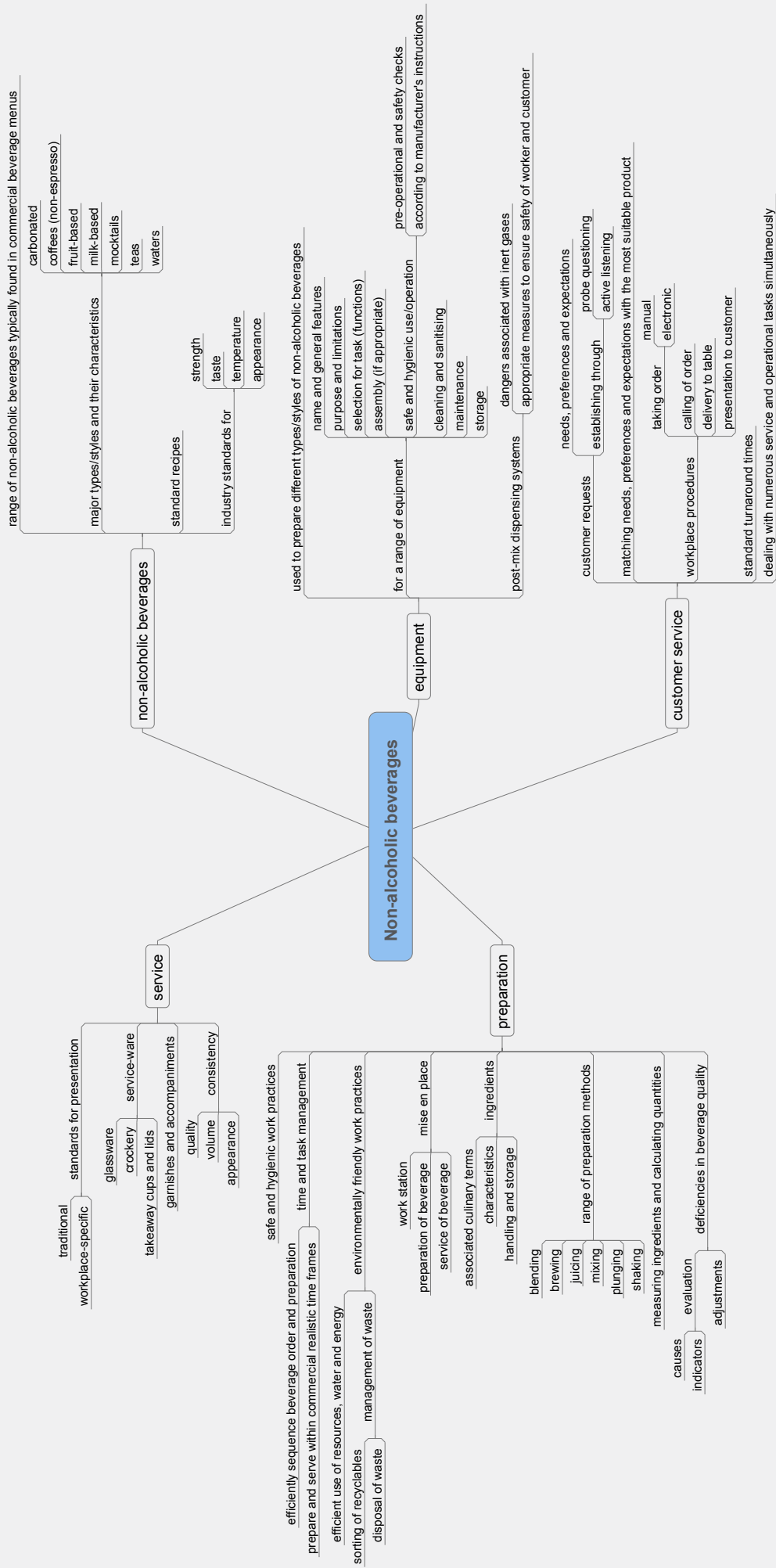
mind-map-vet-hospitality-stage-6-food-and-beverage-food-and-beverage-service.pdf



# Appendix 5

## Mind map – Hospitality Food and Beverage – Non-Alcoholic Beverages

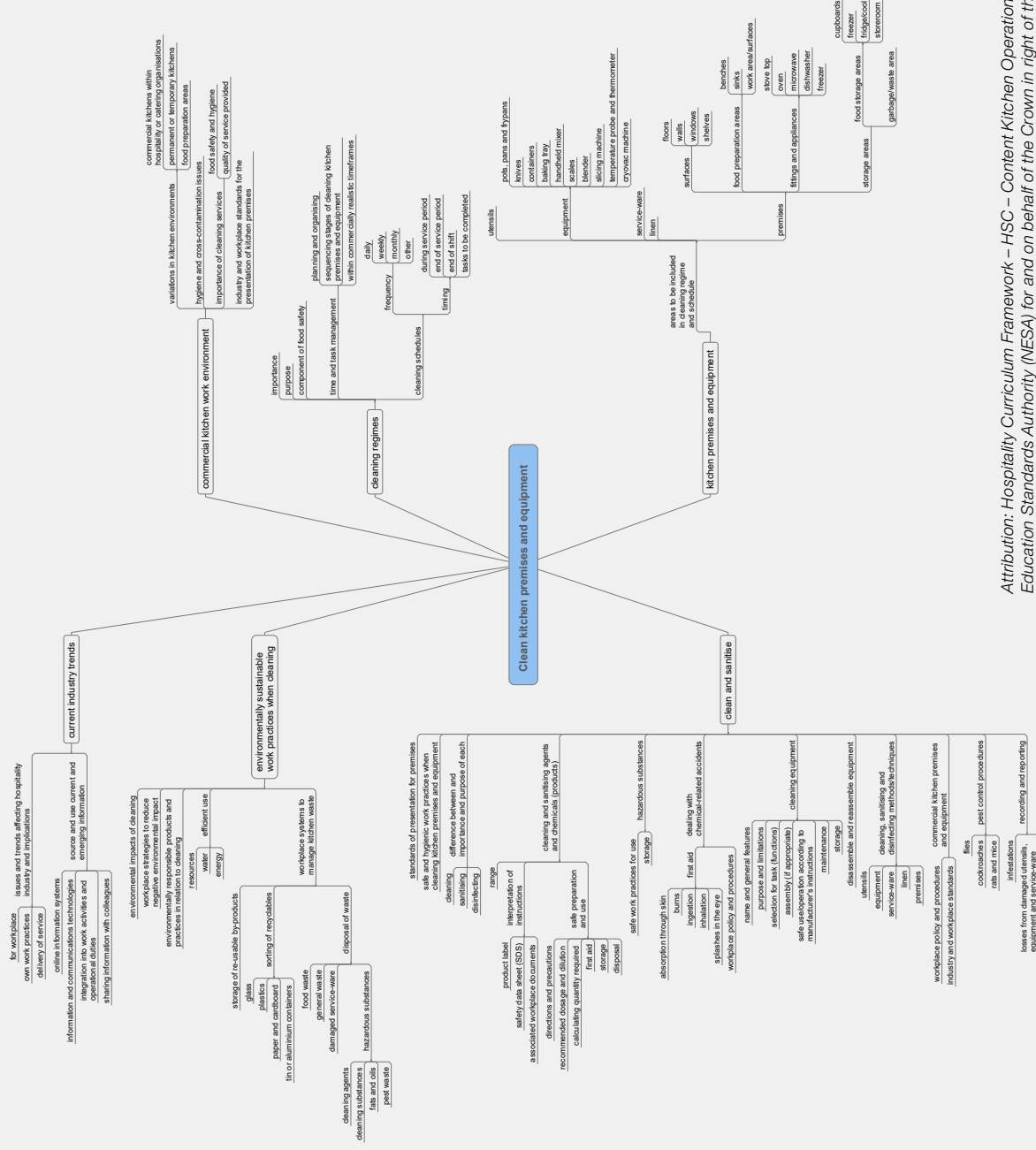
mind-map-vet-hospitality-stage-6-food-and-beverage-non-alcoholic-beverages.pdf



# Appendix 6

## Mind map – Kitchen Operations and Cookery – Cleaning

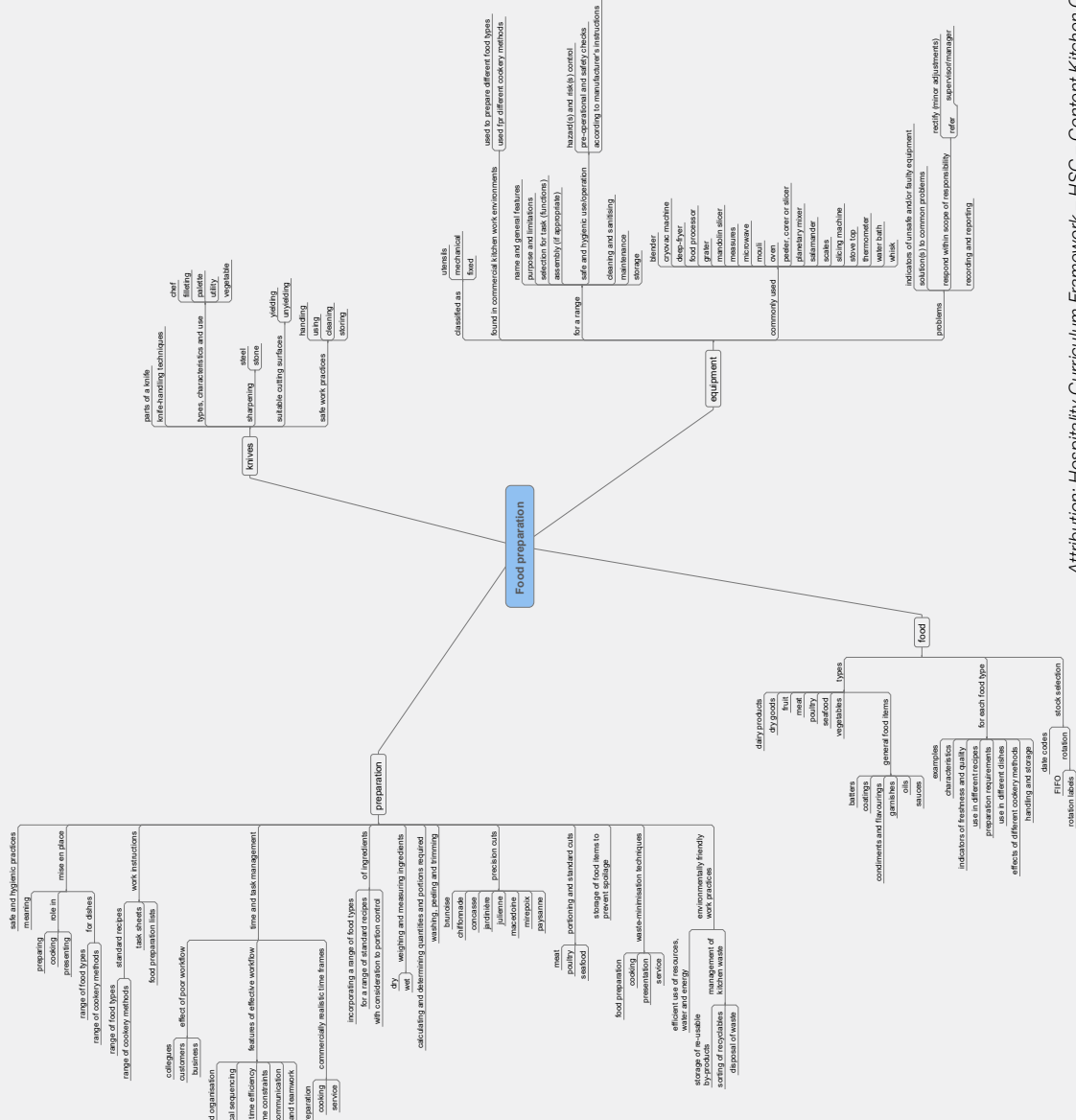
mind-map-vet-hospitality-stage-6-kitchen-clean-comm-kitchen-premises-equip.pdf



# Appendix 7

## Mind map – Kitchen Operations and Cookery – Food Preparation

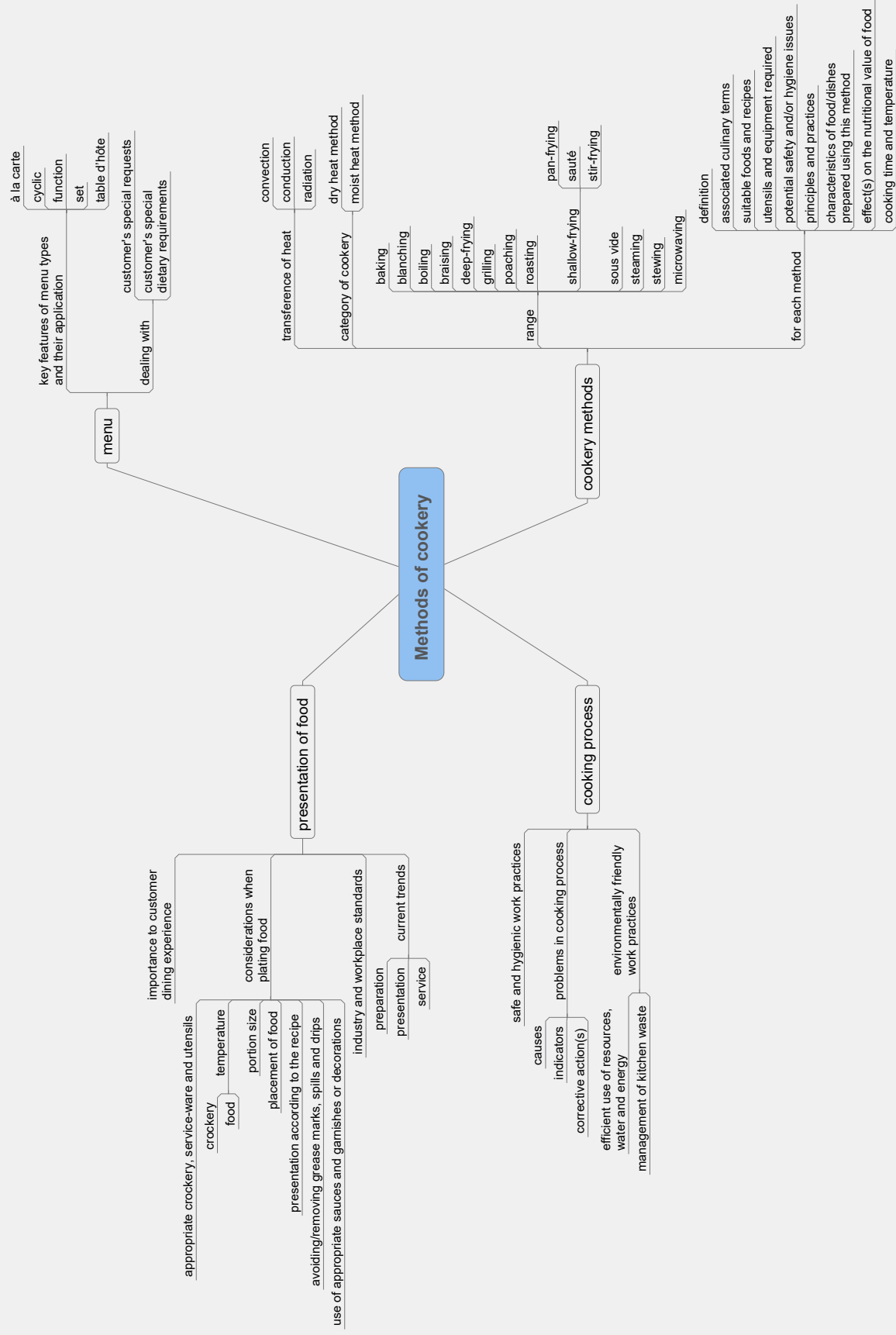
mind-map-vet-hospitality-stage-6-kitchen-opt-cookery-food-preparation.pdf



# Appendix 8

## Mind map – Kitchen Operations and Cookery – Methods of Cookery

[mind-map-vet-hospitality-stage-6-kitchen-opt-cookery-methods-of-cookery.pdf](#)



Attribution: Hospitality Curriculum Framework – HSC – Content Kitchen Operations and Cookery (Methods of Cookery)  
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# Glossary

**a la carte menu or service** – each item on the menu is ordered or served separately

**baste** – cover the meat in a juice or fat during cooking

**blanche** – place in boiling water or steam for a short time

**brunoise** – food is very finely diced after being julienned; cubes measure less than 3mm on each side

**buffet** – different foods placed on a table and diners help themselves

**chef** – will have a culinary qualification or have trained under a notable chef; normally in charge of the kitchen

**chef de cuisine** – head or first chef

**chef de partie** – specialises in a particular area, such as pastry, sauces, fish or roast

**chiffonnade** – finely cut leafy green vegetables or herbs into long thin strips

**clarify** – process of removing impurities from a liquid

**commis chef** – has just completed an apprenticeship

**concasse** – roughly chop an ingredient

**condiment** – an item added to food to enhance flavour

**conduction oven** – heat transfers from high levels, such as electric coils, to lower areas

**convection oven** – heat transfer involves movement by a fan in the oven

**cure** – adding salt, sugar or nitrite to preserve, flavour or colour food

**deglaze** – adding liquid to a hot pan to use the leftover food in a sauce

**demi chef de partie** – second in charge of a part of the kitchen

**emulsify** – blending two liquids together to form a suspension

**fillet** – a cut of meat or fish

**flambé** – when alcohol is added to a hot pan to produce a flame

**fold** – careful combining of two mixtures of different thicknesses and weight

**food allergy** – immune system reaction to food

**food intolerance** – adverse reaction to food, symptoms less severe than food allergy

**front of house** – areas in a restaurant that contain customers

**garnish** – small food item used to decorate a meal

**genetically modified food** – foods that have been produced with altered DNA

**HACCP (hazard analysis and critical control points)** – a systemic approach to food safety

**jardinière** – slightly bigger and longer than a julienne cut

**julienne** – cut food into short thin strips

**lactose intolerant** – inability to fully digest lactose sugar found in dairy products

**macédoine** – uniform cubes (3–5 mm)

**meunière** – type of fish sauce that contains butter and parsley

**mirepoix** – mix of coarsely chopped vegetables

**mise en place** – having all ingredients ready and ‘in place’ before cooking

**mocktail** – type of non-alcoholic drink

**muddled drink** – cocktail that includes mashed fruit, herbs or spices for flavour

**parboil** – partially cooked by boiling

**paysanne** – thin cut of the food in its form

**plate service** – serving customers seated at a table one plate at a time

**poach** – cook in a small amount of simmering water

**radiation** – heating using an electric coil

**reduce** – heat until some of the liquid evaporates to concentrate flavour

**sauté** – cook using a small amount of oil in a pan over high heat

**service period** – time taken to start and complete the dining experience for one meal incorporates preparation, service and end-of-service tasks

**simmer** – liquids are kept just below boiling point

**sous chef** – second chef or second in charge of the kitchen

**suspension** – A mixture between a liquid and particles of a solid where the particles are dispersed throughout the liquid

**table d’hôte** – fixed-price menu that has few options

**vegan** – does not eat animal products

**vegetarian** – does not eat meat or fish

## Online glossaries

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Using the Victorian Skills Plan | Victorian Government ([www.vic.gov.au](http://www.vic.gov.au))

<https://www.skillsiq.com.au/IndustryEngagement/IndustryReferenceCommittees/TourismTravelandHospitalityIndustryReferenceCommittee>

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