<table>
<thead>
<tr>
<th>Training Package</th>
<th>Tourism, Hospitality and Events (SIT07)</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit title</td>
<td>Organise and prepare food</td>
<td></td>
</tr>
<tr>
<td>Unit code</td>
<td>SITHCCC001A</td>
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<tr>
<td>Competency field</td>
<td>Commercial Cookery and Catering</td>
<td></td>
</tr>
<tr>
<td>Sector</td>
<td>Hospitality</td>
<td></td>
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<tr>
<td>HSC Indicative Hours</td>
<td>20</td>
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</tbody>
</table>

### Unit descriptor
This unit describes the performance outcomes, skills and knowledge required to organise and prepare a variety of foods for the kitchen of a hospitality or catering operation. It focuses on general food preparation techniques.

The term ‘organising and preparing food’ is also referred to as ‘mise en place’ and includes basic preparation prior to serving food, which may involve cooking components of a dish but does not include the actual presentation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Prerequisite units
This unit must be assessed after the following prerequisite unit:
- SITXOHS002A Follow workplace hygiene procedures.

### Application of the unit
This unit applies to hospitality and catering operations where food is prepared and served, and may include the preparation of food for Asian cuisines.

Those undertaking this role work under supervision and usually as part of a team.

### Employability skills
The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skill requirements.

### Evidence Guide
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for this Training Package.

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Context of and specific resources for assessment</th>
<th>Methods of assessment</th>
<th>Assessing employability skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of the following is essential:</td>
<td>Assessment must ensure:</td>
<td>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</td>
<td>Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other</td>
</tr>
<tr>
<td>• application of hygiene and safety principles and procedures</td>
<td>• demonstration of skills within normal operating conditions of a fully equipped commercial kitchen, including industry current equipment, as defined in Appendix 1 of this document</td>
<td>• direct observation of the candidate preparing food</td>
<td></td>
</tr>
<tr>
<td>• ability to organise and prepare a wide variety of general food items within realistic workplace time constraints.</td>
<td>• industry realistic ratios of kitchen staff to customers.</td>
<td>• inspection of food items prepared by the candidate</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Methods of assessment cont/d</th>
<th>Assessing employability skills cont/d</th>
</tr>
</thead>
</table>
| • written or oral questions to assess knowledge of preparation techniques for various food types  
• review of portfolios of evidence and third party workplace reports of on the job performance by the candidate.  
Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:  
• SITHCCC002A Present food  
• SITHCCC007A Prepare sandwiches. | relevant units that make up the skill set or qualification and in the context of the job role. |
### Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

<table>
<thead>
<tr>
<th>The following skills <strong>must</strong> be assessed as part of this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• logical and time efficient work flow</td>
</tr>
<tr>
<td>• knife handling techniques</td>
</tr>
<tr>
<td>• cutting techniques for foods as required for menu items</td>
</tr>
<tr>
<td>• hygienic handling of food and equipment according to local, state or territory and national regulatory requirements</td>
</tr>
<tr>
<td>• safe work practices according to OHS principles and procedures, particularly with regard to using knives</td>
</tr>
<tr>
<td>• waste minimisation techniques and environmental considerations in relation to food preparation</td>
</tr>
<tr>
<td>• problem solving skills to deal with minor problems, such as shortages of ingredients</td>
</tr>
<tr>
<td>• literacy skills to read recipes, menus, instructions and orders</td>
</tr>
<tr>
<td>• numeracy skills to calculate portions, and weigh and measure quantities of ingredients.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The following knowledge <strong>must</strong> be assessed as part of this unit:</th>
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<tbody>
<tr>
<td>• uses and characteristics of basic food products and types of menus as required.</td>
</tr>
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</table>

### HSC Requirements and Advice

<table>
<thead>
<tr>
<th>Key Terms and Concepts</th>
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</table>

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<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Range Statement</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepare and use equipment.</td>
<td>1.1 Select <em>equipment</em> of the correct type and size for the job, and ensure that it is clean, safely assembled and ready before use.</td>
<td><strong>Learning experiences for the HSC must address:</strong> Knowledge of safe and hygienic work practices and procedures.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
<td>Range Statement</td>
<td>HSC Requirements and Advice</td>
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</tbody>
</table>
| 2.2     | Assemble ingredients according to the correct quantity, type and quality required. | | • quantity of ingredients  
  • method  
  • cooking temperature  
  • cooking time  
  • number of portions recipe will produce  
  • total cost of product.  
Knowledge of a range of menu types including:  
• table d’hôte  
• set menu  
• à la carte  
• function  
• buffet  
• cyclic.  
Team problem-solving activities including:  
• identify problem  
• consider solutions  
• action  
• follow-up.  
Learning experiences for the HSC must address:  
Accurate measurement of dry and wet ingredients.  
An understanding of criteria for the selection of quality fresh, frozen, preserved and pre-prepared ingredients including:  
• dairy products  
• dry goods  
• fruit  
• vegetables  
• general food items  
• meat, poultry and seafood.  
Learning experiences for the HSC must address:  
Define:  
• mise en place.  
Mise en place including:  
• ordering ingredients |
<p>| 2.3     | Prepare ingredients in the required form and timeframe. | |  |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>3 Prepare dairy, dry goods, fruits and vegetables.</td>
<td>3.1 Prepare food according to correct weight, amount and number of portions.</td>
<td>Learning experiences for the HSC must address: Portion control: • correct utensils, measures and equipment to prepare and serve food • use of standardised recipes • specified meal and component sizes including amounts of vegetables, meats and garnishes. Accurate use of scales and measuring equipment.</td>
<td></td>
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<tr>
<td></td>
<td>3.2 Clean, peel and prepare vegetables and fruit as required for menu items.</td>
<td>Learning experiences for the HSC must address: Washing, peeling and trimming of fruit and vegetables including: • use of cold water to remove insecticides, chemicals, pests and soil • scrubbing of root vegetables</td>
<td></td>
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</tbody>
</table>

Features of effective work flow management including: • logical sequence • time efficient • planning and organisation • time constraints • cooperation.

Acknowledgement of the effect poor work flow has on: • colleagues • customers • workplace/organisation.

Opportunities to organise and prepare a variety of general food items.

Application of work flow management techniques to a range of food preparation activities in an industry context.

Learning experiences for the HSC must address: Portion control: • correct utensils, measures and equipment to prepare and serve food • use of standardised recipes • specified meal and component sizes including amounts of vegetables, meats and garnishes. Accurate use of scales and measuring equipment.

Learning experiences for the HSC must address: Washing, peeling and trimming of fruit and vegetables including: • use of cold water to remove insecticides, chemicals, pests and soil • scrubbing of root vegetables.
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</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Prepare dairy products as required for menu items, ensuring they are correctly handled.</td>
<td></td>
<td>• soaking where appropriate</td>
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<td></td>
<td></td>
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<td>• careful handling of delicate fruits</td>
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<td>• removal of strings, peel, pith, stems or eyes.</td>
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<td>Storage of ingredients after peeling to prevent spoilage including:</td>
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<td>• immersion in water</td>
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<td>• application of lemon juice</td>
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<td>• immersion in a mixture of water and lemon juice</td>
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<td></td>
<td></td>
<td>• immersion in brine</td>
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<td>Specific peeling techniques including:</td>
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<td>• peeling tomato</td>
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<td></td>
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<td>• crushing garlic</td>
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<td></td>
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<td></td>
<td>• segmenting fruit</td>
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<td>Cutting techniques for fruit and vegetables including:</td>
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<td></td>
<td></td>
<td>• julienne</td>
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<td>• brunoise</td>
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<td></td>
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<td>• paysanne</td>
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<td>• macedoine</td>
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<td></td>
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<td>• jardinière</td>
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<td></td>
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<td>• turning</td>
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<td></td>
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<td>• dicing</td>
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<td>• mirepoix</td>
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<td></td>
<td>Waste minimisation techniques and environmental considerations relating to food preparation including:</td>
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<td></td>
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<td></td>
<td>• correct portion control</td>
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<td>• correct storage, handling and preparation of foodstuffs</td>
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<td></td>
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<td>• use of off-cuts</td>
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<td>• waste minimisation</td>
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<td>- accurate measurements and calculations</td>
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<td>- recycling</td>
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<td>- using recyclable products</td>
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<td></td>
<td></td>
<td></td>
<td>- resource efficiency</td>
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<td></td>
<td></td>
<td></td>
<td>Learning experiences for the HSC must address:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appropriate storage and handling of dairy products.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>
| 3.4     | Measure, sift where appropriate, and use dry goods as required for menu items. | **Food items** to be prepared:  
- must include the use of:  
  - dairy products, including milk, yoghurt, cheeses and alternatives, e.g. soy products  
  - dry goods, such as flours, sugars, pastas and rice  
  - standard fruit and vegetables  
  - general food items such as sauces, condiments and flavourings, garnishes, coatings and batters  
  - meat, seafood and poultry that may be fresh, frozen, preserved or pre prepared  
- may include the use of:  
  - meat products such as standard cuts, sausages, hams and salami. | **Learning experiences for the HSC must address:**  
An awareness of a range of basic food products including their:  
- characteristics  
- use  
- storage requirements  
- application in menu items.  
Preparation of a range of simple and complex garnishes using a variety of ingredients and appropriate preparation techniques including:  
- clarified butter  
- roux  
- concasse  
- chopped parsley  
- duxelles  
- croutons  
- bouquet garni  
- marinades.  
Preparation and use of batters including:  
- suitable foods  
- types of batters  
- appropriate equipment.  
Preparation and use of coatings including:  
- suitable foods  
- types of coatings  
- crumbing process  
- storage of coated foods. |
| 3.5     | Prepare general **food items** as required for menus. |  |  |
| 4       | Prepare meat, seafood and poultry. | 4.1 Prepare and portion meat, seafood and poultry accurately, according to size, weight and required menu items. | **Learning experiences for the HSC must address:**  
An awareness of a range of standard cuts for:  
- meat  
  - rump  
  - T-bone  
  - fillet |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Trim, mince or slice and prepare meat correctly.</td>
<td><img src="image" alt="Range Statement" /></td>
<td><img src="image" alt="HSC Requirements and Advice" /></td>
</tr>
<tr>
<td>4.3</td>
<td>Clean, prepare and fillet fish and seafood correctly.</td>
<td><img src="image" alt="Range Statement" /></td>
<td><img src="image" alt="HSC Requirements and Advice" /></td>
</tr>
<tr>
<td>Element</td>
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</tr>
<tr>
<td>4.4</td>
<td>Trim and prepare poultry correctly.</td>
<td></td>
<td>• gutting&lt;br&gt;• cleaning&lt;br&gt;• removal of skin&lt;br&gt;• filleting.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Learning experiences for the HSC must address:</strong>&lt;br&gt;An awareness of the function, operation and safe use of a range of equipment used to prepare poultry including:&lt;br&gt;• knives&lt;br&gt;  - boning&lt;br&gt;  - cooks&lt;br&gt;  - carving&lt;br&gt;• poultry shears.&lt;br&gt;An awareness of a range of poultry preparation techniques and their purpose including&lt;br&gt;• trussing&lt;br&gt;• de-boning&lt;br&gt;• slicing&lt;br&gt;• portioning&lt;br&gt;• stuffing&lt;br&gt;• marinating.</td>
</tr>
<tr>
<td>4.5</td>
<td>Store meat, seafood and poultry hygienically.</td>
<td></td>
<td><strong>Learning experiences for the HSC must address:</strong>&lt;br&gt;Knowledge of the safe and hygienic storage of meat, seafood and poultry including:&lt;br&gt;• temperature ranges&lt;br&gt;• storage times&lt;br&gt;• frozen, fresh and cooked&lt;br&gt;• specific storage areas for food types&lt;br&gt;• stock rotation.</td>
</tr>
</tbody>
</table>