**NZQA**

**Approved**

Achievement standard: 91351 Version 3

Standard title: Implement advanced procedures to process a specified product

Level: 2

Credits: 4

Resource title: Master it like a chef

Resource reference: Processing Technologies VP-2.60 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91351-02-8271 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to implement advanced procedures to process a lasagne.

You are going to be assessed on how efficiently you implement advanced procedures to process a successful lasagne.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

In this activity, you are to implement advanced procedures to process a lasagne for a school group. You need to show that you can:

* create and implement a flow diagram of operations and tests
* undertake processing operations and tests that comply with health and safety documentation
* implement the processing and testing procedures, and follow your HACCP (hazard analysis and critical control point) plan to make the lasagne with accuracy, independence and efficiency.

The lasagne must meet the specifications given or agreed to by your assessor/educator.

## Before processing

Read the specifications provided to you, and if necessary, talk to your assessor/educator to ensure you understand them. Alternatively, devise your own (see the example below) and check with your assessor/educator that the specifications for your product are suitable (this is to ensure you have access to all grades of Achievement, and you are not trying to make a product that is either too simple or too difficult for level 2).

The sample specifications for your lasagne are:

* includes pasta, a white or béchamel sauce, seasoning that appeals to the group
* is mince based
* does not overflow when cut
* has a ‘browned’ top
* feeds eight hungry people
* is edible.

Make sure you check that:

* you are aware of relevant health and safety practices in the HACCP plan (this plan will be given to you by your assessor/educator)
* you know how to comply with these
* you are clear about food safety rules in your working environment, and how to follow these.

You need to:

* practise relevant processing operations (e.g. mixing, heating, and browning), including selecting the best equipment and testing so you are ready to successfully make a lasagne.
  + You could do this on modified products, for example spaghetti bolognaise sauce to practice the filling, fettuccine strips to practice pasta making etc.
  + You might like to do taste tests with small samples of lasagne with a representative group.
* decide how you will keep evidence of what you did, how it worked, and how you addressed any problems. A learning journal could be an appropriate way of capturing your evidence. For example, this might include:
  + notes on your flow diagram, and a check list to show the results of the tests you carried out
  + annotated photographs to show the process you followed.

## Next master chef

Now you are ready, ensure you do the following:

* sort out the order in which you will do the processing and testing to make your lasagne (see Resource A for examples of testing)
* decide at what stages you will do your food safety checks to cover the requirements of the HACCP plan. Record all this as a flow diagram
* process your lasagne by following your flow diagram to ensure it meets specifications. Annotate your flow diagram so that you have a record of what you actually did, as you will need to provide your assessor/educator with evidence of the processing operations and tests you carried out to make sure your product met your specifications
* include annotated photographs and a completed testing checklist as evidence of your testing procedures
* photograph the completed lasagne to show detail of the filling and overall look, and any other specifications. If one of your specifications was a required portion size or weight, you will also need to weigh or measure your end product.

## Accuracy, independence, efficiency

Your assessor/educator will need to see evidence of the accuracy of your completed lasagne, and the flow diagram that shows evidence of the processing operations and tests you carried out to make sure your product met your specifications.

Your assessor/educator will judge how independently you worked as you carried out your operations and tests, how well you made use of your time and materials, and the effort you put in. Your assessor/educator may observe you in action and/or talk with you about what you are doing and why.

For example:

* Accuracy can be seen in:
  + your finished product
  + how you have used information from testing
  + the control you show when following your flow diagram.
* Independence can be judged from the amount of help you require from your assessor/educator or other learners.
* Economy of time is judged by observation and relates to:
  + how effectively you organise yourself in the food preparation area, and minimise downtime
  + how you plan and carry out processes in parallel (e.g. drying the pasta at the same time as making the sauces).
* Economy of effort is a measure of the extent to which you know what to do, and get on and do it rather than relying on trial and error.
  + It can be judged from your flow diagram for processing and testing, and from observation of adherence to this.
  + You will minimise effort also by not carrying out excessive testing (e.g. by not excessively checking the consistency of the pasta when cooking but doing the one or two checks as planned in your flow diagram).
* Economy of resources is judged by the extent to which you minimise the use of ingredients and equipment.
* Economy of time, effort and materials may also all be demonstrated in one action.
  + For example, you could save time and effort and minimise wastage by choosing the tool that allows the task to be completed accurately the first time.

# Resource A: Testing

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| **Test** | **Method** | **Features of a successfully processed lasagne** |
| Pasta consistency | To check if the dough is the right consistency, press a clean, dry finger into the centre of the dough. | If the finger comes out clean without being sticky, the dough is the right consistency. If not, knead in a little more flour and test again. |
| Pasta thickness | Use calipers to spot check thickness at various points. Compare with a control measure. | An even thickness of pasta and a quantity that produces a balanced proportion with filling. |
| Texture | Trial layering order of pasta, meat sauce and white sauce to ensure best cooking of pasta. | Pasta will be boiled until firm to the bite.  Pasta in the lasagne will not be too soggy nor have gone hard on edge or top layers. |
| Filling viscosity | Test the meat and white sauce to ensure it’s not too thick or thin. Compare pre-cooking filling viscosity to post-cooking quality.  Consider the timing and temperature if adding cheese to the white sauce to prevent curdling. | Meat and white sauce should have sufficient substance to keep their layers when served.  Should not be a thick, gelatinous white sauce. Should not be curdled. |
| Product taste | Taste tests during processing and of final product, e.g. seasoning, balanced flavours. | The flavour of all layers is recognisable. |
| Lasagne yield | Correct measuring of ingredients.  Depth of layers measured and checked against control.  Ratio of ingredients in correct proportion.  Overall appearance as expected. | Produces expected yield of servings to match control size. |
| Topping browning | Visual checks. Experiment with time, temperature and position in oven. Could also consider addition of different cheeses e.g. parmesan and/or edam. | Golden brown topping. |
| Product safety | Using an HACCP plan, identify critical control points and determine how to ensure the product will be safe to consume. | Processed safely.  Stored safely. |

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to efficiently implement advanced procedures to process a lasagne. Learners must comply with an established HACCP plan when carrying out their processing and testing. They will be assessed on the efficiency of their practice.

# Conditions

This is an individual activity.

# Resource requirements

The assessor/educator will provide learners with opportunities to develop evidence for the standard.

Learners will require access to:

* a room with the necessary equipment to safely apply processes and tests
* ingredients that are needed to meet specifications
* specifications or examples that they can refer to when creating their own
* a selection of suitable recipes, for example see <http://www.taste.com.au/recipes/7053/our+favourite+lasagne>
* a camera to take and annotate photographs to use as evidence.

# Additional information

To enable learners to achieve this standard:

* The processes followed must provide sufficient scope for learners to implement advanced procedures to process a lasagne that meets specifications (or to process another negotiated product). These specifications should be short statements that describe the function of the finished product. They should not describe a particular skill or efficiency. At all grade levels the product is required to meet specifications.
* Learners should practise their processing and testing before they begin to make their lasagne (practising is not assessed), and be aware of the health and safety documentation that they need to follow.
* This standard requires the assessor/educator to make judgements about the ways in which techniques were implemented (i.e. in relation to independence, accuracy and efficiency). The assessor/educator must be able to justify their judgements by providing evidence based on such things as observation and conversations with learners.

# Assessment schedule: Processing Technologies 91351 – Master it like a chef

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements advanced procedures to process a successful lasagne by:   * creating and implementing a flow diagram, including processing operations and tests, with appropriate sequencing * undertaking processing operations and tests that comply with health and safety documentation   For example:   * + the learner establishes and follows an appropriately sequenced flow diagram for processing and testing, and produces a lasagne that meets the specifications, with assessor/educator support   + the learner follows the workplace safety practices, which are published on the wall, e.g. remove nail polish, wash hands, tie back and/or cover hair   + the hazards as identified in the HACCP plan are appropriately addressed in the flow diagram, and processes and tests reflect compliance.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully implements advanced procedures to process a successful lasagne by:   * creating and implementing a flow diagram, including processing operations and tests, with appropriate sequencing * undertaking processing operations and tests that comply with health and safety documentation * showing independence and accuracy when executing advanced procedures   For example:   * + the learner establishes an appropriately sequenced flow diagram   + the learner follows the workplace safety practices, which are published on the wall, e.g. remove nail polish, wash hands, tie back and/or cover hair   + the hazards as identified in the HACCP plan are appropriately addressed in the flow diagram, and processes and tests reflect compliance   + the learner requires limited assessor/educator guidance to carry out processes and testing, and produces a lasagne that meets the specifications   + the processing and selection of tests and response to these is accurate e.g. the viscosity of the béchamel sauce is checked, and the ratio of ingredients and the cooking time to ensure the recipe produces the required thickness is adjusted.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner efficiently implements advanced procedures to process a successful lasagne by:   * creating and implementing a flow diagram, including processing operations and tests, with appropriate sequencing * undertaking processing operations and tests that comply with health and safety documentation * showing independence and accuracy when executing advanced procedures * undertaking advanced procedures in a manner that economises time, effort and materials   For example:   * + the learner establishes an appropriately sequenced flow diagram   + the learner follows the workplace safety practices, which are published on the wall, e.g. remove nail polish, wash hands, tie back and/or cover hair   + the hazards as identified in the HACCP plan are appropriately addressed in the flow diagram, and processes and tests reflect compliance   + the learner carries out processes and testing in a straightforward manner without trial and error, and produces a lasagne that meets the specification, with minimal assessor/educator guidance   + the processing and selection of tests and response to these is accurate e.g. the viscosityof the béchamel sauce is checked, and the ratio of ingredients and the cooking time to ensure the recipe produces the required thickness is adjusted   + the learner has all the ingredients organised and shows no wastage: has a well-organised workspace that allows efficient production of the lasagne, processes and tests the product in a timely fashion (e.g. the pasta and sauces are both processed simultaneously so they are ready to assemble and place in the oven for the final baking).   *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.