**NZQA**

**Approved**

Achievement standard: 91082 Version 3

Standard title: Implement basic procedures to process a specified product

**Level:** 1

**Credits:** 4

**Resource title:** As easy as pie

Resource reference: Processing Technologies VP-1.60 v2

Vocational pathway: Services Industries

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| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91082-02-7379 |
| 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

Achievement standard: 91082

Standard title: Implement basic procedures to process a specified product

Level: 1

Credits: 4

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Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to implement basic procedures to process ingredients to make a pie.

You are going to be assessed on how efficiently you implement basic procedures to process ingredients to produce a pie.

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.

# Preparing (You will not be assessed on these preparations)

## Step 1: A step-by-step guide

If your assessor/educator has provided a step-by-step guide, read it carefully and ask questions about requirements if you need to. If you have not been given a step-by-step guide, write your own guide for processing your ingredients and check it with your assessor/educator.

Your guide must include these processing operations:

* one or more of measuring, shaping or finishing
* one or more of contamination prevention or disposal
* one or more of mixing, extracting, separating or growing
* one or more of heating, cooling or reacting.

Make sure you know how to apply these processing operations in a way that complies with health and safety practices within your work place.

## Step 2: Getting ready

Selectyour materials/ingredients and practise the processing operations you will use until you can apply them efficiently and confidently. Make sure you are familiar with the testing required to ensure your final product meets your specifications.

Decide how you will keep evidence of what you did, how it worked, and how you addressed any problems. For example, this might include making notes on your step-by-step guide to show the results of the tests you carried out and taking photographs to show the process you followed.

# Task

## Make your pie

Make your pie to meet your specifications, following your step-by-step guide.

Your assessor/educator will need to see evidence of:

* how accurately you follow your step-by-step guide and meet specifications
* the tests you carry out to make sure your product meets your specifications
* how independently you work as you carry out your processing operations and tests
* how well you make use of time, effort and materials/ingredients.

# Resource A

## Specifications

The pie:

* is edible
* can be eaten in the hand
* has pastry that is browned to be within the acceptable colour range
* has a savoury filling
* is a single serving size and weight.

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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 basic procedures (processes and tests) to produce a pie that meets a prescribed set of specifications. Alternatively, learners could negotiate a variation of product and specifications.

# Conditions

Ensure that learners are allowed time to experiment with and manipulate the processes to produce a quality final product.

This is an individual assessment activity but learners may be paired up to allow easier documentation of the procedures used.

Assessors/educators are required to assess the ways in which the processing operations and tests are implemented as well as the quality of the outcome.

# Resource requirements

You will need to provide:

* access to a room with the necessary equipment to meet specifications
* ingredients that are needed to meet specifications
* specifications and a step-by-step guide – or examples that learners can refer to when creating their own specifications
* access to a camera or video recorder (so that learners can take and annotate photographs or videos to use as evidence).

# Additional information

The work environment must provide the equipment and materials/ingredients that learners need in order to work safely to process their pie.

The materials and the processing operations followed must provide sufficient scope for the learners to implement basic processing operations to make a product that meets specifications (or to make an alternative negotiated product). These specifications should be short statements that describe the finished product. They should not describe a particular skill or efficiency.

## Other possible contexts for this vocational pathway

Processing to make:

* ice creams or sorbets
* stuffed cuts of meat.

# Assessment schedule: Processing Technologies 91082 – As easy as pie

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements basic procedures to process a specified product by:   * following a set of processing operations to make a pie that meets specifications   For example, the learner uses one or more processing operations from each of the following four categories:   * + measuring, shaping or finishing The learner measures the ingredients for the pastry and the filling; shapes the pastry to fit the mould; bastes the pastry so it browns   + contamination prevention or disposal The learner keeps the chicken filling chilled at all times   + mixing, extracting, separating or growing The learner blends ingredients to make pastry; uses a mechanical peeler to peel the vegetables; thickens the filling   + heating, cooling, reacting The learner chills the pastry before shaping; the pastry is blind baked. * undertaking a range of appropriate tests to ensure that the pie meets specifications   For example:   * + the learner tests for consistency of filling; ensures accuracy of baking time; does taste tests   + the pie is made to meet the specifications. However, there is a little seepage of filling when it is eaten with hands. The learner is reminded about the need for accuracy of measuring and methods for working the pastry. * applying processing operations that comply with relevant health and safety practices   For example:   * + the learner follows the work place safety practices, which are published on the wall, relating to safe use of machines and correct attire e.g. remove nail polish, wash hands, tie back/cover hair   + the hazards identified in the HACCP plan are avoided.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully implements basic procedures to process a specified product by:   * showing independence and accuracy when executing processing operations to make a pie that meets specifications   For example, with minimal assessor/educator support (to guide decisions about material quantities and selection, methods, the use of equipment, etc.), the learner accurately applies one or more processes from each of the following four categories:   * + measuring, shaping or finishing  The learner accurately measures the ingredients for the pastry and the filling; shapes the pastry to fit the mould; bastes the pastry so it browns as required   + contamination prevention or disposal The learner keeps the chicken filling chilled at all times   + mixing, extracting, separating or growing The learner blends ingredients for just the right amount of time to make pastry; uses a mechanical peeler to peel the vegetables   + heating, cooling or reacting The learner chills the pastry before shaping. * independently and accurately undertaking a range of appropriate tests to demonstrate that the pie meets specifications For example, with minimal support, the learner:   + checks the thickness of the filling and adds more water   + increases the cooking time for blind baking the pastry to ensure it is cooked   + makes the pie as specified. * applying processing operations that comply with relevant health and safety practices   For example:   * + the learner follows the work place safety practices, which are published on the wall, relating to safe use of machines and correct attire e.g. remove nail polish, wash hands, tie back/cover hair   + the hazards identified in the HACCP plan are avoided.   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner efficiently implements basic procedures to process a specified product by:   * showing independence and accuracy when undertaking processing operations to make a pie that meets specifications, in a manner that economises times, effort and materials   For example, with minimal assessor/educator support (to guide decisions about material quantities and selection, methods, the use of equipment, etc.), the learner accurately applies at least one process from each of the following four categories:   * + measuring, shaping or finishing  The learner measures the ingredients for the pastry and the filling to ensure there is a minimal amount left over; shapes the pastry to fit the mould; bastes the pastry so it browns as required   + contamination prevention or disposal The learner keeps the chicken filling chilled at all times   + mixing, extracting, separating or growing The learner blends ingredients to make pastry and, while that is chilling, prepares the vegetables; uses a mechanical peeler to peel the vegetables; checks the thickness of the filling and adds more water   + heating, cooling or reacting The learner chills the pastry before shaping; the cooking time for blind baking the pastry is increased to ensure it is cooked – while this is happening, the filling is being made   + the work space is kept tidy and organised so that utensils are always available and the work space is sufficient   + the learner’s responses to tests show a sound understanding of the specifications and therefore reduce the need for further testing in order to get the final product correct. * independently and accurately carrying out a range of appropriate tests to demonstrate that the pie meets specifications, in a manner that economises times, effort and materials   For example, with minimal support, the learner:   * + checks the thickness of the filling and adds more water   + increases the cooking time for blind baking the pastry to ensure it is cooked   + makes the pie as specified. * applying processing operations that comply with relevant health and safety practices   For example:   * + the learner follows the work place safety practices, which are published on the wall, relating to safe use of machines and correct attire e.g. remove nail polish, wash hands, tie back/cover hair   + the hazards identified in the HACCP plan are avoided.   *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.