

Formative mapping

SITHFAB005 Prepare and serve espresso coffee

Unit of competency	Content	Activity
Element 1: Organise coffee workstation	n/a	n/a
1.1 Complete mise en place for coffee service to enable efficient work flow and easy access to ingredients, equipment, and serveware	2A Mise en place	Activity 4
1.2 Place ingredients in correct containers and conditions to maintain freshness	2B Storage and shelf life of ingredients <ul style="list-style-type: none"> Storage conditions for milk 	Activity 5: Q1–Q3
1.3 Prepare espresso machine and grinder for service according to manufacturer instructions	2C Espresso machines and grinders <ul style="list-style-type: none"> Features of espresso machines Features of coffee grinders 	Activity 6: Q4
Element 2: Select and grind coffee beans	n/a	n/a
2.1 Select coffee beans and grind to appropriate particle size according to relevant factors	3A Preparing the dose and grind	Activity 7: Q3
2.2 Complete test extractions before service to ensure correct particle size of grind, and assess and adjust according to relevant factors	3A Preparing the dose and grind	Activity 7: Q4
2.3 Adjust grind regularly throughout the service period according to relevant factors	3A Preparing the dose and grind	Activity 7: Q3

About this resource

This resource is for trainers and assessors of the unit *SITHFAB005 Prepare and serve espresso coffee*. It complements the corresponding *Aspire Learner guide*.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on how you can encourage and support learners through the training and assessment process using *Aspire resources*. It is designed to help you optimise the learner's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Supporting documents	Sample documents Role-play scenarios
Student assessment	Student assessment workbook

Key features of the TAR

The *Trainer and assessor resource* (TAR) complements the *Aspire Learner guide* (print, eBook or online).

It includes weblinks to the relevant unit of competency and other support resources.

It provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

It includes sample student templates for training and assessment.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

Summative assessment

Summative assessment overview

Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Depending on the contextualising of assessment tasks, assessors must:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's compliance manager for approval
- check the performance and knowledge evidence will can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to learners on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the learner's particular needs.

Assessment task 1: Questions

What is this assessment for?

Providing correct responses to the questions shows the assessor you have the required knowledge of the topics, including:

- The types and characteristics of coffee
- Making and serving coffee
- Preparing and maintaining coffee equipment

How to complete this assessment

- This is an open book task – you can use the learner guide, internet, and other books and resources to help you if required.
- You must answer all 30 questions correctly for this task to be completed satisfactorily. The questions are divided into four (4) sections.
- You must submit your answers either by completing the written workbook or by submitting them online. Your assessor will tell you how to submit your responses to this task.

What do you need to complete this assessment?

- You need access to your learner guide, the internet and other resources.

What evidence do you need to submit?

- You will need to submit your answers to your assessor, either by writing them in this workbook or electronically via email or online.
- You must submit the completed assessment cover sheet.
- Ensure you keep a copy of your submitted work.

When and where to do this assessment

- This task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.
- Your assessor will tell you what to do and when your work should be completed and submitted by. You can record this in the assessment plan at the beginning of this workbook.

What if the assessment is not suitable for your needs?

- If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

What happens if answers are not satisfactory?

- If any of your responses are unsatisfactory, your assessor will give you feedback.

	d. Turn on steam wand.
	e. Move jug down wand.
	f. Clean and purge steam wand.
	g. Place tip of wand below milk surface.

Result

S ☐U ☐**Question 20**

Which of the following sentences about texturing milk are correct? Tick all that apply.

- ☐ a. If the milk does not froth, the steam pressure could be too low.
- ☐ b. The correct temperature to heat milk is 100 degrees Celsius.
- ☐ c. When texturing milk, you should hear a hissing sound when the milk is stretching.
- ☐ d. Skim milk should be textured before producing the espresso.
- ☐ e. The steam wand should be cleaned before and after texturing.

Result

S ☐U ☐**Question 21**

Provide two examples of how you could sequence orders to ensure customers are efficiently served during a busy service period.

Result

S ☐U ☐**Question 22**

It is important to ensure your coffee is presented in a clean and hygienic manner. Provide two examples of how to present a coffee to a customer.

Result

S ☐U ☐**Question 23**

Briefly describe latte art.

Assessment task 2: Case study

Instructions to the assessor

What is this assessment for?

Students' correct responses to the questions show that they have the required knowledge of the topics, including:

- the types and characteristics of coffee
- making and serving coffee
- preparing and maintaining coffee equipment.

How do students do this assessment?

- This is an open book task – students can use their learner guide, the internet, and other books and resources to assist if required.
- Students must answer all 17 questions correctly for this task to be completed satisfactorily. The questions are divided into three (3) case studies.
- Students must respond to the questions in the spaces provided.
- Students must submit their answers to all questions.
- You must advise students how to submit their responses if they are using a computer to type their answers.

What do students need to complete this assessment?

- Students need access to the *Student assessment workbook* or learning management system to complete the questions.
- Students need access to a learner guide, the internet and/or other resources.
- Students need to be able to access a copy of a safety data sheet, which can be found in the sample documents section of this TAR or at the back of the student workbook.

What evidence needs to be submitted?

- An assessment task cover sheet must be completed and submitted with this task.
- The student will need to submit an answer to each question. This may be done by physically handing them in or sending them in electronically via email or online.
- You will need to advise the student how they are to submit their responses.
- Students should be advised to keep a copy of their submitted work.

When and where do students do the assessment task?

CS Question 12

What are two possible ways Jake could correct the under-extraction?

Suggested responses

Responses may include two of the following:

- Adjust the grind by a small amount to make it finer.
- Check the amount of coffee in the dose.
- Adjust the tamp with more pressure.
- Check the water temperature gauge of the machine – the water temperature at the group head should be 90–95 degrees Celsius.
- Check the water pressure of the machine – it should be 8–10 bars of pressure.
- If none of these work, speak to the manager.

CS Question 13

What does Jake need to remember from his training about the presentation of coffee?

Suggested responses

- Ensure customer satisfaction.
- Serve coffee promptly and at its optimal temperature.
- Ensure the correct serveware is used.
- Ensure the coffee is free from spills or drips.
- Offer an accompaniment.

CS Question 14

What steps do Albert and Jake have to take when cleaning the equipment? Select yes or no for each statement.

a. The grinder blades should be removed and washed at the end of each service period.	Yes / No
b. Only the surfaces that have come into contact with coffee should be cleaned.	Yes / No
c. The filter baskets should be washed in the sink, then soaked in a cleaning solution.	Yes / No
d. Care should be taken with steam when de-pressurising the machine.	Yes / No
e. All equipment should be sterilised.	Yes / No

Solutions

- a. No
- b. No

Summative mapping

SITHFAB005 Prepare and serve espresso coffee

Unit of competency	Assessment task 1 – Questions	Assessment task 2 – Case study	Assessment task 3 – Observation
Element 1: Organise coffee workstation	n/a	n/a	n/a
1.1 Complete mise en place for coffee service to enable efficient workflow and easy access to ingredients, equipment, and serveware	Q6	CS1	O1A (a–j)
1.2 Place ingredients in correct containers and conditions to maintain freshness	Q6, Q8	CS2, CS3	O1B (a–d)
1.3 Prepare espresso machine and grinder for service according to manufacturer instructions	Q9, Q10	CS4	O1C (a–i)
Element 2: Select and grind coffee beans	n/a	n/a	n/a
2.1 Select coffee beans and grind to appropriate particle size according to relevant factors	Q2, Q14, Q15		O1D (a–d)
2.2 Complete test extractions before service to ensure correct particle size of grind, and assess and adjust according to relevant factors		CS5, CS6	O1D (a–f) O1E (a–l)
2.3 Adjust grind regularly throughout the service period according to relevant factors	Q14		O1D (a–f)
2.4 Monitor efficiency of grinder for correct dose and grind during use, and resolve or report issues	Q14, Q15	CS6	O1D (a–d) O4A (a–f)