

Le Cordon Bleu  
**Student Handbook**  
*Professional Culinary Management Program*  
*Cuisine & Pâtisserie*



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## Disclaimer

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This Handbook provides general information regarding program facilities, services and regulations for students studying in the Le Cordon Bleu courses at Holmesglen Moorabbin Campus, 488 South Rd, Moorabbin, VIC, 3189.

The information provided is compiled from services provided by this institution and in compliance with Le Cordon Bleu's obligations as a provider of educational services.

To the best of our knowledge, at the time of publication, the information provided here is accurate.

However, it is the student's responsibility to check the currency and accuracy of the information related to policy and practices of Le Cordon Bleu and Holmesglen Moorabbin and the requirements of external agencies, particularly DIBP in the case of Student Visa holders, as these areas are subject to change.

Students are expected to regularly visit [www.lecordonbleu.com.au](http://www.lecordonbleu.com.au) to view the latest updates. Where there is a difference between the information provided in this Handbook and that provided on the website, the information on the website should be deemed to be the most accurate and up to date.

Where policies and procedures change, after your enrolment, the new policies and procedures will apply, unless otherwise stated.



# Welcome

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## **WELCOME FROM THE PRESIDENT**

Welcome to Le Cordon Bleu, one of the world's most prominent organisations dedicated to culinary, food, wine, nutrition, restaurant, and hotel and management education, founded in Paris in 1895.

Today Le Cordon Bleu has a presence in some 20 countries with more than 50 international schools attended by 20,000 students annually - making Le Cordon Bleu the only truly global educator in the culinary arts, hospitality and tourism management.

Le Cordon Bleu is dedicated to preserving and passing on the mastery and application of the Culinary Arts through the classic cycle program and contemporary molecular cuisine research as well as professional hospitality management through the Le Cordon Bleu undergraduate and postgraduate programs.

We invite you to share our knowledge and passion for the culinary arts, hospitality and management education and look forward to leading you on a journey of discovery that will last a lifetime.

***André J. Cointreau***

***Président***

***Le Cordon Bleu***





## **WELCOME FROM THE CHIEF OPERATING OFFICER**

Dear Student

On behalf of the Melbourne team, welcome to Le Cordon Bleu Australia!

This will be a challenging and exciting time in your life, as you earn your Le Cordon Bleu qualification by applying yourself to the study and practice of French and international cuisine. The rewards that come with your success are rich. As well as mastering cookery and Pâtisserie skills and techniques, you will be immersed in the hospitality industry during the Professional Industry Placement program, and will then build your knowledge on campus with your management studies. Finally, with an alumni and job network spanning the globe, you will never be far away from an exciting employment opportunity or a fellow member of the Le Cordon Bleu family.

The outstanding team of professionals at the Le Cordon Bleu Melbourne Institute of Culinary Arts will provide you with the best training possible to start your journey.

Once again, welcome to Le Cordon Bleu and I wish you every success in your studies in Australia.

***Derrick Casey***

***Chief Operating Officer***

***Le Cordon Bleu Australia***



## **WELCOME TO LE CORDON BLEU MELBOURNE INSTITUTE OF CULINARY ARTS**

We are pleased and proud that you have decided to attend Le Cordon Bleu Melbourne. You are about to embark upon an unforgettable adventure that will change and broaden your view of French cuisine and the international hospitality industry. In this unique program you will experience a mix of traditional French techniques and recipes within the globally respected Australian qualifications framework.

Beyond our tradition of excellence and quality, we feel that your success as a Le Cordon Bleu student is built on personal interaction and cooperation with Administration staff, Chefs, Lecturers and with your fellow students. During your study, you will enjoy working with our chef lecturers and management lecturers. Their varied backgrounds and experience create an exciting classroom atmosphere, each bringing their own personal style to the course. Take full advantage of the exceptional opportunity to discover their secrets and perfect your skills.

We encourage you to develop your interest and knowledge of fine cuisine outside the classroom. Victoria is at your doorstep – trying the various restaurants, coffee shops and brasseries, visiting the produce markets and attending gastronomic events and wine tastings will enrich and contribute to your appreciation of “L’Art de Vivre”.

We hope that you will share your ideas and experiences with us and with your fellow students. We see the world becoming increasingly international in character and Le Cordon Bleu students reflect that internationalism. You will have the opportunity to learn about different traditions and cultures.

Our entire team looks forward to helping you make your stay at Le Cordon Bleu a fulfilling and successful experience.

***Greg O’Shea***

***Program Manager***

***Le Cordon Bleu – Melbourne***



## **LE CORDON BLEU – 120 YEARS OF CULINARY EXCELLENCE**

For more than 120 years the name Le Cordon Bleu has been synonymous with excellence. During this time it has earned universal recognition as the world's leading authority on culinary technique and as a provider of quality education for the hotel and restaurant industry on five continents.

To achieve this pre-eminent position, Le Cordon Bleu has long since embraced principles of 'Best Practice' to manage and organise its operations. Central to this conduct has been a comprehensive, integrated and co-operative approach to the continuous improvement of all facets of its business activity, and a primary focus on its customers. By pursuing innovation in technology, processes and products which support and enhance its traditional strengths, Le Cordon Bleu continues to meet the evolving expectations of today's students and the ever changing nature of industry.

Le Cordon Bleu successfully fuses French culinary tradition and global dynamism in its philosophy and curriculum. It is through the unmatched skills and professionalism of its Master Chef lecturers and other distinguished staff that students can access leading edge training to commence their careers. The use of prominent guest lecturers augments the wealth of experience and knowledge collectively held in the faculty and provides for a truly holistic education. The esteem in which Le Cordon Bleu staff is held is indicated by their presence in the culinary world where, in their professional capacity, they are annually invited to attend prestigious culinary events. Such competitions include the Meilleur Ouvrier de France, Maitre Cuisinier de France (Japan) and Chef of the Year (Great Britain).

Le Cordon Bleu selectively engages in articulation and accreditation partnerships and licensed programs with leading hospitality and culinary training institutions worldwide. Such agreements offer credit transfer for courses or have Le Cordon Bleu programs integrated into their curricula. In addition, Le Cordon Bleu has been recognised by governments and major universities around the world as the expert in designing culinary arts and restaurant management curricula using flexible and innovative techniques.

Many have adopted licensed programs to suit local training needs to improve existing courses and to generally advance education in the sector.



## Contact Details

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### LE CORDON BLEU AUSTRALIA STAFF

<b>Student Services Manager</b>	Shelley Barlow	03 9209 5139
<b>Regional Marketing Manager</b>	Ken de Mallindine	03 9209 5132
<b>Career Services Manager</b>	Scott Collier	03 9209 5140
<b>Academic Manager</b>	Shannon Hall	08 8348 3084
<b>Reception</b>	Judy Vaskin	08 8348 3000
<b>Registrar</b>	Li Hwan Watt	
<b>Finance Officers</b>	Lee Holmes	08 8348 3080
<b>Admissions</b>	Kate Pretty	08 8348 3060

### LE CORDON BLEU HEAD OFFICE CONTACTS - ADELAIDE

<b>Address:</b>	137 Days Rd, Regency Park, SA 5010
<b>Telephone:</b>	08 8348 3000
<b>Fax:</b>	08 8346 3755
<b>Email:</b>	<a href="mailto:australia@cordobleu.edu">australia@cordobleu.edu</a>
<b>Web: (Australia)</b>	<a href="http://www.lecordobleu.com.au">www.lecordobleu.com.au</a>
<b>Web: (International)</b>	<a href="http://www.cordobleu.edu">www.cordobleu.edu</a>



## LE CORDON BLEU ADDRESS – MELBOURNE

**Address:** Building 4, 488-490 South Road Moorabbin, Victoria 3189

**Telephone:** + 61 03 9209 5938

**Email:** [studentservicesmelbourne@cordobleu.edu](mailto:studentservicesmelbourne@cordobleu.edu)

**Web:** <http://www.holmesglen.edu.au>

The Academic Administration office for Le Cordon Bleu is located in Building 4.

## HOLMESGLEN INSTITUTE OF CULINARY ARTS STAFF

<b>Education Manager</b>	Greg O'Shea	03 9209 5632
<b>Educational Support (Holmesglen Student Services)</b>	Administration	03 9209 5680
<b>Program Support Manager</b>	Lili Franco	03 9209 5543
<b>Academic Administration Officer</b>	Mabel Ku	03 9564 6250
<b>Security</b>		03 9209 5555

When calling Security from Holmesglen campus only – dial 5555 only

## EMERGENCY CONTACT TELEPHONE NUMBERS

Police: 000

Fire: 000

Ambulance: 000

**Sandringham Public Hospital:** 03 9076 1000 (Note: there are many other Doctor's Clinics and Medical Centres in the Moorabbin region that can also be utilised, including the Holmesglen Hospital located at the front of the Moorabbin campus and the Holmesglen Doctors Clinic that is available three (3) days per week. To book an appointment phone Holmesglen Student Services on 9 209 5680).

## LE CORDON BLEU AUSTRALIA EMERGENCY CONTACT DETAILS

**Student Services Department:** Free Call (Australia only): 1800 064 802

(If a call is placed outside of normal operating hours, you will be redirected to an emergency out-of-hours contact number)

Please contact Student Services and/or Program Administrators as soon as practicable after an emergency event to ensure that arrangements are made as necessary to minimise any impact on your studies.



## **LECTURER AVAILABILITY**

Appointments with the Educational Program Manager can be made by contacting them on 03 9209 5632 or by contacting the Administrative Officer on 03 9209 5938

Lecturers are generally available between 9.00am and 5.00pm. Contact details (phone number and email) for individual lecturers will be provided at the commencement of the units they teach. To make an appointment to speak with your lecturer outside of class, please email him or her. If you telephone your lecturer and he or she is unavailable, make sure you leave a message that contains your name, your contact details and briefly what you were calling about.



## Service Standards

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### **Le Cordon Bleu Australia is committed to:**

- being helpful at all times
- treating all students and staff with courtesy
- answering questions and inquiries promptly
- being objective in dealings with students and staff
- maintaining high standards of confidentiality
- providing accurate information and advice

### **Le Cordon Bleu Australia aims to:**

- contact students within 10 working days if an application is incomplete
- return phone calls within 24 hours
- answer queries and questions to the best possible standards within the limits of our resources
- ensure that phone calls are not transferred unnecessarily, upon reaching the offices of Le Cordon Bleu Australia
- ensure that all stakeholder needs are addressed and attended to as quickly as possible

### **Importance of respect:**

- All students and staff are entitled to courteous treatment.
- Every employee represents Le Cordon Bleu Australia.
- Name plates or name tags will be displayed as appropriate.
- Staff will identify themselves and Le Cordon Bleu Australia every time they are contacted by a prospective, current or former student.
- All correspondence and telephone calls will be directed to the correct party where appropriate.
- When transferring a customer, time will be taken to reassure the customer that the other party can help and that the customer is not being shuffled around.
- All telephone messages will be passed to the appropriate person as soon as possible.
- After assisting a student, staff will offer to provide additional assistance at a later time should the need arise.
- Staff will ensure that a “real person” alternative to all voice-mail messages is provided wherever possible.



**Clients deserve quality products and service. Le Cordon Bleu Australia staff will:**

- provide all available and relevant information to students on the first call or letter
- ensure that all queries are addressed and resolved where reasonably possible
- write in clear English, avoiding jargon or slang
- follow-up regularly to ensure that quality products are provided
- advise students and staff in writing when new policies or changes to policies are implemented
- consider the needs of students when developing products, policies and procedures
- include a contact name, organisation, telephone number and effective date on all correspondence
- always ensure that up-to-date brochures and pamphlets are used to promote Le Cordon Bleu Australia, its products and services
- promote Le Cordon Bleu Australia's web site

**Clients deserve timely service. Le Cordon Bleu Australia staff will, wherever practicable:**

- ensure adequate telephone coverage throughout the business day, answering all telephones within four rings wherever possible
- respond to all telephone enquiries within 24 hours wherever possible
- respond to written correspondence within 10 working days after receipt
- respond to all e-mails within 3 working days after receipt

## **COMMUNICATION**

Le Cordon Bleu Australia noticeboards are located near the LCB Administration Office adjoining the cafeteria. Students are requested to make themselves familiar with these noticeboards. You will be advised what has been posted and how to access it when this occurs.

Email is the main communication medium used to contact students however you may also be contacted via SMS from time to time.

Please ensure you check your email account daily.

Unless otherwise specified, students are expected to contact Le Cordon Bleu via the Le Cordon Bleu office situated in building 4 at the Holmesglen Moorabbin campus. LCB email (*student id no.@mycordonbleu.net*) may be accessed via Office 365.

## **CLASS TIMETABLES**

Timetables indicating dates, days, commencement times, class duration, location, and unit of competency will be given to students in advance of classes and are also available from program administrators. If changes to current schedules occur, an amended timetable will be made accessible to students.





## **PERSONAL CORRESPONDENCE**

Students are requested not to use the campus address as their personal address. Le Cordon Bleu Australia will not be held responsible for student correspondence and cannot forward mail to students after their departure from the program.

## **CHANGE OF ADDRESS**

It is the responsibility of each student to ensure the accuracy and currency of their contact details held by Le Cordon Bleu Australia. Each time any of these details change, the student must inform Le Cordon Bleu Australia.

Le Cordon Bleu Australia shall ensure that a student's current address, phone and mobile phone numbers and personal email address as notified by the student are recorded and used as contact details for official Le Cordon Bleu Australia information and notifications. This information will be used to communicate with the student throughout their program of study.

Students should advise Le Cordon Bleu Australia of a change in their contact details via the student portal at [www.lecordonbleu.com.au](http://www.lecordonbleu.com.au). If you have trouble logging in, please contact Student Services via email at [StudentServicesMelbourne@cordonbleu.edu](mailto:StudentServicesMelbourne@cordonbleu.edu)

### **Note to Student Visa Holders:**

Under Student Visa Condition 8533, the education provider, Le Cordon Bleu Australia, must be kept informed at all times of the student visa holder's residential address.

Each student shall ensure that they inform Le Cordon Bleu Australia of their current address, telephone number, email address and any other relevant contact details within 7 days of arriving in Australia.

(See online Student Contact Details policy)



## Policies and Procedures

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Full copies of the Le Cordon Bleu Australia policies and procedures which govern your studies are available on the Le Cordon Bleu website.

You must make yourself familiar with the following policies and procedures. You are expected to refer to them when needed and to act in accordance with them. Le Cordon Bleu Australia staff must also act in accordance with these policies and procedures. More information regarding these policies is available at Le Cordon Bleu reception.

**General Policies** can be found at:

<http://www.cordonbleu.edu/australia/general-policies/en>

**Academic Policies** can be found at:

<http://www.cordonbleu.edu/melbourne/academic-policies/en>



## Expectations

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### ATTENDANCE

It is compulsory for all students to attend 100% of scheduled classes and activities. If you are unable to attend classes due to illness, injury or another emergency, you must provide a medical certificate from a certified medical practitioner or other documentary evidence of the reason for your absence immediately on returning to classes.

As attendance is strongly linked to academic performance, your attendance will be monitored, recorded and reviewed regularly. Students with poor attendance will be required to meet with staff to be reminded of the obligation to attend all classes and to discuss any issues that may be contributing to the poor attendance.

Continued poor attendance by holders of student visas must be reported to the Department of Immigration and Border Protection (DIBP), who may decide to cancel your visa and require you to leave the country.

Attendance at all scheduled classes, activities, excursions, visits, workshops, information sessions, lectures, and tutorials is compulsory, unless specifically stated otherwise.

Students who arrive late for a class or leave early for any reason will be asked to supply documents to justify their late arrival or early departure from class. Absences will be recorded in the class role book.

Attendance will be calculated based on students being present and participating in all scheduled class hours and other program related activities where attendance is compulsory. Being on campus but not attending part or all of the scheduled classes/sessions/activities, or not returning to a class/session/activity after a break, will result in an absence being recorded.

(See online Attendance policy)



## **BEHAVIOUR AND DISCIPLINE**

It is expected that all Le Cordon Bleu Australia students will conduct themselves in a professional and courteous manner at all times, both on and off campus. Students should not interfere with personal freedom of others.

In all academic situations students will demonstrate respect for the opinions and contributions of others. Students will also participate constructively in educational activities, including contributing to discussions.

Attendance and punctuality are two ways in which students can show respect and consideration for their colleagues and lecturers.

It is expected that students will observe regulations, apply themselves conscientiously to their study and conduct themselves in a manner appropriate to the tradition and standing of Le Cordon Bleu.

(See online Student Behaviour and Termination policy)

## **ENGLISH LANGUAGE**

Le Cordon Bleu Melbourne Institute of Culinary Arts is an English speaking campus. The language of instruction for all Le Cordon Bleu Australia programs is English.

For many of Le Cordon Bleu's students, studying in Australia is a way to practise and improve their English language skills.

Le Cordon Bleu sets minimum English language proficiency levels required to enrol in all Le Cordon Bleu Australia programs and expects all students to perform at least to the prescribed level in all aspects of their studies – speaking, reading, writing, and listening.

For all of these reasons Le Cordon Bleu expects all students to speak in English at all times when on campus, whether in class, on excursions, or socially.

## **STUDENT CONDUCT**

In signing the Student Declaration section of your Enrolment Form, you agreed to abide by Le Cordon Bleu regulations. You should be aware of your rights and responsibilities outlined below. In addition, your lecturer will explain specific class conduct requirements.

### **Rights**

You have the right to:

- Be treated fairly and with respect
- Learn in an environment free of discrimination
- Learn in a supportive and safe environment
- Have access to counselling
- Be given information about assessment procedures at the beginning of each unit
- Make a complaint to any staff member without fear of victimisation
- Receive feedback on your progress.



## Responsibilities

You have a responsibility to:

- Treat other people with respect and fairness.
- Complete all assessment tasks by the due date or ask for an extension of time if there are exceptional circumstances.
- Return or renew library resources on time.
- Follow normal safety practices, e.g. wear approved clothing and protective equipment and follow directions, both written and verbal, given by staff.
- Not damage or steal property.
- Not enter the campus with drugs, alcohol, weapons or be under the influence of drugs or alcohol.
- Not disrupt classes or use mobile phones or pagers in the classroom.

Show concern for others by:

- Not swearing in classrooms and other learning areas.
- Not smoking in campus except in designated areas.

## ACADEMIC MISCONDUCT

Students found to have deliberately or inadvertently engaged in academic misconduct will be dealt with in accordance with the Academic Misconduct policy.

Academic misconduct includes the following:

- Presentation of information or data that has been copied falsified or in other ways obtained improperly.
- Inclusion of material in individual work that includes significant assistance from another person in a manner unacceptable according to the assessment guidelines for the unit.
- Providing assistance to a student in the presentation of individual work, in a manner unacceptable according to the assessment guidelines for the unit.
- Falsification or misrepresentation of academic records.

**Plagiarism** is a specific form of academic misconduct. Plagiarism includes the following:

- Word-for-word copying of sentences or whole paragraphs from one or more sources (the work or data of other persons), or presenting of substantial extracts from books, articles, theses, other unpublished work such as working papers, seminar and conference papers, internal reports, lecture notes or tapes, without clearly indicating their origin.
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgement in the form of reference to the original work.
- Use of other persons' ideas, work or research data in part or whole, without acknowledgement.
- Submitting work which has been written by someone else on the student's behalf.
- A student who willingly and/or knowingly assists another student to commit plagiarism will be subject to the same penalties as the student who committed the plagiarism.



- To avoid academic misconduct, students must become familiar with expectations for academic research and writing, especially the requirements for referencing.

## **REASSESSMENT/RESIT**

Where a student receives a not-yet-competent grade for an assessment, on written request the student may be reassessed. Each reassessment will incur a fee of \$200 for theory and \$500 for a practical assessments.

A reassessment (resit) fee will be applied:

- Where a student fails to attend a scheduled assessment and does not have any reasonable and valid excuse for missing that assessment.
- Where a student does attend the scheduled assessment and fails to achieve a pass grade.

Consideration will be given to waiving the fee in the following circumstances:

- Submission of a valid Medical certificate.
- Compassionate or compelling circumstances where there is valid supporting evidence provided (e.g. police report/hospital report).
- Determination by the Program Manager and the Academic Manager of LCBA or delegate that student has made a conscientious effort throughout their studies, including exemplary attendance.

## **AUDIO VISUAL/ PHOTOGRAPHY**

Students may take photographs on the campus only with the prior approval of the appropriate member of Le Cordon Bleu staff. Please note that you also need the permission of any person whose photograph you wish to take, before you take it.

Le Cordon Bleu will normally permit students to take, at the end of a class and for strictly personal use only, photographs of dishes prepared by Le Cordon Bleu instructor chefs from recipes demonstrated during the class. Students agree that copyright in all photographs taken on the campus will be owned exclusively by Le Cordon Bleu and such photographs may be used by students only for personal, non-commercial purposes. The use by students of video cameras or any other form of moving pictures is not permitted on the campus.



## Campus Facilities and Services

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### MAP

A map of the Holmesglen TAFE, Moorabbin campus will be given to you on Orientation day.

### LCB ENGAGE (STUDENT LEARNING MANAGEMENT SYSTEM)

LCB Engage is your online portal to access learning resources for the unit/s of competency you are enrolled in. You can access this portal at <https://engage.cordonbleu.edu>

### STUDENT ID CARD

Your Student ID card enables you to take advantage of the services offered by Holmesglen. It is predominantly used for borrowing items from the Learning Commons (Library). However, students may be required to produce their ID card for identification purposes when on campus. Your ID card can also be used to obtain concessions for theatre admission, transport, software and other items.

New students will be issued with a Student ID card at the commencement of their studies. Continuing students will be issued with a Student ID card at the commencement of each year of their studies.

### HOLMESGLEN LEARNING COMMONS

Monday to Friday	8.30am – 5.00pm
Friday	8.00am – 5.00pm
Saturday	11.00am – 3.00pm

The *Learning Commons (Library)* is located Building 4, 488 South Road, Moorabbin 3189

*Learning Commons (Library)* Service Desk: (03) 9209 5725

Electronic Help Desk: (03) 9209 5729

For details about all of the *Learning Commons (Library)* services and campus maps go to:

[http://www.holmesglen.edu.au/students/learning\\_commons\\_library/about\\_lc/hours\\_and\\_locations](http://www.holmesglen.edu.au/students/learning_commons_library/about_lc/hours_and_locations)

### STUDENT SERVICES (HOLMESGLEN)

A range of student services are provided by Holmesglen, phone: (03) 9209 5680

These include:

- Counselling
- Learning support
- Equal Opportunities information
- Employment Referral Service



## TUTORING AND ESL PROVISION

If you experience any difficulties in your studies, firstly seek help from your lecturer.

However, if you require further help relating to specific unit/s of competency, please arrange an appointment with the Educational Program Manager on **(03) 9209 5632** so that assistance can be organised.

## CAFETERIA

The **cafeteria** is located on the ground floor of **Building 4**

Monday to Thursday      7.30am – 6.00pm

Friday                      7.30am – 4.00pm

Students are welcome to dine in our **Student Training Restaurants**. Reservations are made through the Restaurant Bookings Office on **(03) 9209 5599**. It should be noted that students attending class after dining should not consume alcohol. Conduct and behaviour as a restaurant guest is expected to be responsible and mature. Neat casual dress is required.

There are additional food venues on South Road that students can also use.

## PARKING

Extensive provision for the parking of cars is available in all car park areas other than those designated for visitors, permit holders and disabled drivers. **Parking for students and visitors costs \$4 per day**

Fines are levied upon improperly parked vehicles, vehicles parked on roadways and for vehicles driven in a reckless or dangerous manner. Speed limits must be observed at all times, as must all parking time limits.

Bicycle parking racks are available at several locations around the campus. Cyclists are urged to ensure their bicycles are secured to the racks with a quality lock and chain. Bicycles occupying more than one space in a rack may be removed.

Users are asked to ensure that vehicles left in any area set aside for parking are locked or otherwise secured. Holmesglen Institute cannot accept responsibility for theft, damage or loss of personal property. Should a vehicle be stolen or otherwise interfered with, please report this immediately to the Security Office on **(03) 9209 5555** that will ensure the police are promptly informed.

## PUBLIC TRANSPORT

The nearest train station is Moorabbin. Bus routes 811, 822 and 824 run from the station to the front of the campus.

For current timetables and other transport information - refer to the web page listed below or download the PTV app. <http://ptv.vic.gov.au>

This site will provide details of timetables, the bus and train routes, how to purchase tickets and prices. It also has some information in languages other than English.





## ACCOMMODATION

For accommodation information and support please contact the Le Cordon Bleu Australia office on **(08) 8348 3000**.

## ACCIDENTS

All accidents (and “near misses”) must be reported to either Le Cordon Bleu Administration Office staff, or to a lecturer. At Holmesglen’s Moorabbin Campus first aid kits are located in all work areas. A list of all first aid officers can be found in each first aid kit.

The Holmesglen security guards are all first aiders and can be contacted on 92099 5555

## LOST PROPERTY AND SECURITY

For assistance with security matters contact the security office, located in the Main Entrance, ground floor, on **(03) 9209 5555**.

## SMOKING

It is the policy of Holmesglen that smoking is prohibited within any building and under verandas. Smoking is permitted in non-enclosed areas. Designated smoking areas have been created for smokers to use.

Please observe this requirement and also use the smokers’ bins provided to extinguish cigarettes. **Please do not leave cigarette butts on the ground.**

## TOILETS

Toilets are located in corridors adjacent to all teaching areas.

## VISITORS

Visitors are welcome to view the general facilities at Holmesglen Moorabbin Campus. However, practical areas such as kitchens and classrooms are restricted to properly attired students and staff only, unless by prior arrangement with individual lecturers or Educational Program Managers.

## STUDENT FEEDBACK

There are three ways that Le Cordon Bleu Australia gathers information from its student body – **Surveys, Focus Groups** and **Student Representative Meetings**. The information provided by students through these activities form an important part of the planning and continuous improvement processes of Le Cordon Bleu Australia.

## SURVEYS



**Following orientation:** Students will be asked to complete a Commencement survey which is designed to monitor and improve the information you receive at Orientation and the process of enrolment.

**At the end of a stage of study:** Students will be asked to complete a Course Survey at the end of each major stage of study e.g. end of superior level etc. These surveys are designed to provide information from students on how LCB can continually improve its courses.

Students may also be required to do a survey on their return from Industry Placement.

## **STUDENT REPRESENTATIVES MEETINGS**

Le Cordon Bleu Australia staff meet regularly with representatives of the student body. These meetings are a useful forum for you to express your views and concerns about any issues related to your study, through your representative.

All students will be contacted at the beginning of each semester with details of how to nominate a representative for your group.

Representatives need to commit to attending a minimum of 2 meetings per semester, must find a way to canvas the view of the group they represent, and be willing to participate in discussions during the meetings.

Representatives will be awarded a Certificate of Appreciation in recognition of their time and commitment.



## General Administrative Matters

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### FORMS

Forms are required for much of the Le Cordon Bleu administration of your studies. Forms can be obtained from the LCB administration office in building 4..They are also provided on the Orientation USB and LCBA Student Portal.

### PHOTOGRAPHY

Students may take photographs on the campus only with the prior approval of the appropriate member of Le Cordon Bleu staff. Please note that you also need the permission of any person whose photograph you wish to take, before you take it.

Le Cordon Bleu will normally permit students to take, at the end of a class and for strictly personal use only, photographs of dishes prepared by Le Cordon Bleu instructor chefs from recipes demonstrated during the class.

Students agree that copyright in all photographs taken on the campus will be owned exclusively by Le Cordon Bleu and such photographs may be used by students only for personal, non-commercial purposes. The use by students of video cameras or any other form of moving pictures is not permitted on the campus.

### TAXATION AND WORK PERMISSION

Before seeking any paid employment international students must check their obligations and limitations in relation to their Student Visa conditions.

Students obtaining casual employment are required to complete a tax declaration with each employer. For details of your obligations regarding taxation go to the Australian Taxation Office website at: <http://www.ato.gov.au>

You will also be able to apply for a Tax File Number (TFN) online at this site.

### CORRESPONDENCE WITH STUDENTS

Email correspondence between students and Le Cordon Bleu Australia staff will be considered formal and official; notifications sent electronically will include matters of Unsatisfactory Academic Progress, Unsatisfactory Attendance and/or appeals. LCBA may also post correspondence to students as well as email in the case of official warnings and/or responses to formal appeals.

An email will be considered as received on the first working date after it was sent. Students are required to provide their personal email accounts and other contact details upon enrolment with LCBA, and to notify Student Services of updated contact details within 7 working days of any change.



## Graduate Services

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### ALUMNI

Le Cordon Bleu looks forward to welcoming you to the world of Le Cordon Bleu Alumni.

Your association with Le Cordon Bleu does not finish just because you have finished your studies. We provide a comprehensive Alumni network to make sure you have the tools to stay in contact with us; your fellow classmates; existing Alumni; and Industry professionals.

Le Cordon Bleu takes great pride in the achievements of our Alumni community and we work with all graduates to help you achieve and access the best opportunities for your career.

We can also help if you are interested in continuing your education by working with you to ensure you are making the most of the opportunities available to you.

Students completing their final six months of academic study with Le Cordon Bleu Australia are invited to join our Alumni Association as a “pre-graduate” member.

It is at this stage that we work with you to get you ready for life post-graduation. We help you locate jobs, search and apply for jobs and build your networks before you graduate.

Upon graduation, you will be able to become an Alumni member and receive additional benefits available to our Alumni community.

For further information; contact [alumniaustralia@cordonbleu.edu](mailto:alumniaustralia@cordonbleu.edu) or Lyndsey Jones, Graduate & Alumni Development Manager on (08) 8348 3066 for further assistance.

### CONTINUING STUDY OPTIONS WITH LE CORDON BLEU

Graduating students who wish to continue their studies with Le Cordon Bleu in its Schools around the world should contact the Le Cordon Bleu Australia office by telephone Free Call (Australia only): 1800 064 802

Students are encouraged to research the extensive variety of options by viewing the Le Cordon Bleu website [www.lecordonbleu.com.au](http://www.lecordonbleu.com.au) and its associated hyperlinks. All Le Cordon Bleu Australia programs provide for direct recognition and credit transfer.



## Legislation Governing your Studies at Le Cordon Bleu

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As a student at Le Cordon Bleu, you are required to not only comply with the rules and regulations of the school, but State and Commonwealth legislation stipulated by the Government.

All staff and students of Le Cordon Bleu Australia are required to be aware of their rights and responsibilities under the following Commonwealth and State legislation (principal and amendment acts).

- Education Services for Overseas Students (ESOS) Act (2000) - Federal
- Australian Human Rights Commission Act 1986 – Federal
- Sex and Age Discrimination Legislation Amendment Act 2011 - Federal
- Equal Opportunity Act 2010 - Victoria
- Racial Discrimination Regulations 1987 – Federal
- Disability Discrimination Act (1992) - Federal
- National Occupational Health and Safety Commission Act (2005) – Federal
- Occupational Health and Safety Act 2004 – Victoria
- The Workplace Injury Rehabilitation and Compensation Act 2013 a
- Australian Industrial Relations Commission Rules 2007 – Federal
- Fair Work (registered Organisations) Act 2009 – Federal

Information is available at the following websites:

<http://www.lawlex.com.au> all above legislation available from this site

<http://www.comlaw.gov.au> all Federal legislation documents are available from this site

<http://www.worksafe.vic.gov.au/> legislation section

<http://www.humanrightscommission.vic.gov.au/> specific links to EO legislation

### UNIQUE STUDENT IDENTIFIER (USI)

During Orientation all students will be guided through the process of creating a USI. New and continuing students undertaking nationally recognised Vocational Education and Training (VET) courses will need to create a USI in order to receive any academic documentation including transcripts and French Qualifications. Please refer to the USI Guide at <https://www.usi.gov.au/students> for more information on how to complete this process or contact Le Cordon Bleu *Student Services* if you require further assistance.



## Dress Code and Uniform

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All students are requested to maintain the highest standard of personal appearance. Please remember you are being trained as a professional and represent Le Cordon Bleu whenever in uniform. It is essential that your presentation and conduct reflect this.

All Le Cordon Bleu Australia students are required to wear a uniform (details following) while on campus.

**On Campus** includes all classrooms, campus grounds and the Administration office. Lecturers may vary this requirement whilst students are in class, but students must be in full uniform during breaks and all other times whilst on campus.

Extreme weather conditions may require modifications to the uniform policy from time to time. Students will be advised of the variation when this occurs.

All Le Cordon Bleu staff has the right and obligation to enforce the dress code policy and report any non-compliance. Action may be taken under the disciplinary policy for repeated breaches of the dress code. (See online Student Behaviour Policy)

In addition to wearing the specified uniform, students must meet the following standards:

### GENERAL REQUIREMENTS

#### Hair:

- Neatly combed, conservatively styled.
- If long, tied or pinned up, away from the face, conservatively styled, with navy hair ties only.

#### Hands:

- Clean and well-trimmed, manicured nails (nails should not protrude over the fingertip).
- No nail polish, false or acrylic nails

#### Face:

- Clean shaven or well-trimmed beard/ moustache (Males).
- Discreet make-up (Females).

#### Uniform:

- Neatly pressed.
- Clean and well presented.

#### Jewellery:

- No exposed jewellery with the exception of a plain wedding band.
- No facial jewellery, including piercing.

#### Fragrance:

- Avoid highly perfumed aftershave, perfumes, colognes or deodorants.



## UNIFORM REQUIREMENTS

### PRACTICAL CLASSES: BASIC, INTERMEDIATE, SUPERIOR AND CERTIFICATE IV

Chef's jackets and name badges must be worn in the practical kitchens and demonstration room. Baseball caps and other headwear are not allowed during classes.

Students in the practical classes must be dressed in a complete chef's uniform, including the cap. The uniform must be clean, neatly pressed and well presented. Please note and abide by all the general requirements listed previously.

Students who are not properly dressed or presented will not be admitted to class and will be marked as absent.

The following items are mandatory for all practical classes:

- Le Cordon Bleu chef's jacket, double row white buttons
- Le Cordon Bleu chef's cap
- Hair net
- Chef's trousers, fine black and white check
- Chef's neckerchief, royal blue
- Chef's waist apron
- Shoes – black, solid leather uppers, non-slip soles (see Footwear Requirements below). No sneakers or jogging shoes, no open toed shoes, no heels.

A clean uniform is required each day. Uniforms must be laundered **regularly** by the students. It is strongly recommended to mark all uniforms, books and equipment with your name.

**Chef uniforms must not be worn at any time other than in the kitchen.** Students must not wear their chef uniform when they are travelling to or from school or in any classes that are not held in the kitchen.

## FOOTWEAR REQUIREMENTS

To meet Occupational Health and Safety standards, shoes worn in the kitchen must meet the following criteria:

- be fully made of leather
- be enclosed and with a "tongue" that is attached to the sides to stop liquids from entering the shoe. Boots are recommended
- have a non-slip sole that is salt and acid resistant
- the colour must be black.



## THEORY CLASSES

### BASIC, INTERMEDIATE AND SUPERIOR

Students must wear the following uniform for theory classes and whenever they are not in a practical class:

- Le Cordon Bleu slacks/skirt
- Le Cordon Bleu polo t-shirt
- Black or navy blue shoes (no sneakers, joggers or running shoes).

Appropriate black or navy blue shoes:

- **Male:** leather, closed toe and heel, dress shoe
- **Female:** closed toe, court shoe, flat or low heel.

### CERTIFICATE IV AND ADVANCED DIPLOMA OF HOSPITALITY

Students are required to wear corporate uniform to theory classes.

A clean uniform is required each day. Uniforms must be laundered regularly by the students. It is strongly recommended to mark all uniforms, books and equipment with your name.

- Long sleeve white shirt with firm collar.
- Trousers (not casual) and black belt (males)/ skirt or trousers (not casual) (females).
- Le Cordon Bleu blazer.
- Le Cordon Bleu tie/cravat.
- Black socks with trousers or nude/beige coloured tights with skirt.
- Black or navy blue shoes (no sneakers, joggers or running shoes).

Appropriate black or navy blue shoes:

- **Male:** leather, closed toe and heel, dress shoe
- **Female:** closed toe, court shoe, flat or low heel.

Uniforms must be worn for interviews in preparation for Industry Placement.

During Industry Placement students must abide by the dress code and uniform requirements of the workplace in which they are employed.

(See online Dress Code policy)

## HYGIENE

For hygiene and safety reasons students are asked to leave bathrooms clean at all times. Students must always wash their hands after visiting the toilet, smoking and before handling food.





## Program Delivery

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### BASIC, INTERMEDIATE AND SUPERIOR

#### TEACHING METHOD AND CLASS TIMES

Le Cordon Bleu's success is based on its unique teaching method: Cuisine or Pâtisserie *demonstration classes* followed by a *practical workshop* under the Chef's supervision. The ultimate aim of the classes is to assist you in developing excellence in culinary techniques together with an understanding and appreciation of gastronomy.

Classes run approx. 3 days a week typically from Monday to Friday between the hours of 8am to 9.30 pm. There are scheduled breaks between theory, demonstration and practical. See below for information and requirements for each component of this stage of study.

#### THEORY CLASSES

During theory classes you will undertake face to face (tutorial style) learning with a lecturer. These lessons will incorporate management studies that will build in complexity through each stage of study. It will be primarily focused on the learning of theoretical components of the hospitality industry through the use of class discussion, case studies, group work, research and assignments. Full theory uniform is required (see dress code section)

#### DEMONSTRATION CLASSES

A range of dishes are prepared, cooked and presented in front of the students. The Chef fully explains the techniques, skills and underpinning theoretical knowledge of the dishes being demonstrated. You will also learn about the history and origins of classical dishes, modern interpretations and presentation techniques.

The Chef then leads you through a structured tasting and evaluation of the dishes, including the appropriate language used to describe the taste. Developing and educating the palate to fully appreciate the pleasure of food is an integral part of Le Cordon Bleu's philosophy.

No items other than student notes and tool boxes will be allowed inside the demonstration classrooms or kitchens. This includes shopping bags, briefcases, purses, knapsacks and gym bags.

Students are required arrive at demonstrations on time and in correct uniform. Lecturers are to be addressed as 'Chef' (unless another title is preferred by the lecturer).

Out of courtesy to the Chefs and fellow students, you are asked to remain seated and keep personal discussions to a minimum during the demonstration and tasting.

Eating (except for the tasting and evaluation), drinking and chewing gum are not allowed in the demonstration or practical classes. All personal rubbish should be disposed of responsibly and in the appropriate receptacle.

Students are not allowed into the demonstration and preparation areas outside of lesson time unless they are assisting the Chef. Students are not allowed to partake in the tasting of another demonstration.



## **PRACTICAL WORKSHOPS**

Practical 'hands-on' workshop classes enable you to recreate recipes produced by the Chef in the demonstration classes. Each workshop accommodates up to 16 students under the direction of the Chef.

You are able to practise and perfect techniques using seasonal ingredients. You are then able to evaluate your dishes under the guidance of the Chef.

Practical workshops are held in commercial kitchens designed and equipped similarly to high quality restaurant and hotel kitchens. You will become familiar with using commercial equipment which will prepare you for working in the industry.

Students are required arrive at practical classes on time and in correct uniform. Lecturers are to be addressed as 'Chef' (unless another title is preferred by the lecturer).

## **CLEANING**

During all practical classes, students must maintain a clean work area including equipment, utensils and work surfaces. Cleanliness and organisation is assessed daily and contributes to you overall grade.

Your assessment will be affected by tardiness, dirty and/or incomplete uniform, poor personal grooming, disorganisation, poor cooperation, general demeanour. Students will be held responsible for all equipment they have used during their classes. This should always be returned to the storage area, clean and in good condition.

Kitchens must be left in a clean state appropriate to industry standards.

## **PREPARED DISHES**

Once they have been graded by the Chefs, students may take their individually prepared dishes home in airtight containers. Students are required to provide their own containers. For hygienic reasons, bags and other items are not allowed inside the classrooms. No ingredients are to be removed. No personal food may be stored in the refrigerators located in the teaching kitchens. Students are not allowed to have their lunch in the preparation kitchen.

Items other than notes, tools and plastic containers will not be allowed inside the classrooms during the practical classes. This includes bags or rucksacks.



## **INDUSTRY PLACEMENT**

Industry Placement is the practical learning component of your course which enables you to apply the skills and knowledge acquired at Le Cordon Bleu to a working environment, further developing your understanding of the Hospitality Industry.

During your placement you will experience first-hand the many challenges faced by the industry, locally, nationally and globally along with being provided the opportunity to travel to a destination that you may have never experienced before allowing you to grow professionally and personally.

This exciting and challenging process is facilitated by the Career Services department who work with each student to ensure they maximise the opportunities presented and assists students to secure suitable industry positions.

## **ELIGIBILITY FOR INDUSTRY PLACEMENT**

Students are required to successfully complete the unit of competency SITXFSA101 Use hygienic practices for food safety in order to be eligible to undertake Industry Placement.

Refer to your Industry Placement handbook for *additional* eligibility criteria.

(See Online Industry Placement Policy)

## **TEACHING METHOD**

The teaching method used during your Industry Placement is 'Work Integrated Learning'. Delivery of the academic requirements for Industry Placement is conducted 'off campuses using work based tasks and activates. Students will undertake theory studies prior to departing for their placement in order to prepare for work and academic requirements while on placement.

## **ASSESSMENT**

Students are required to collect evidence for a unit of competency based on work tasks and activities in the form of a workplace portfolio. Additional evidence in the form of self-evaluations, supervisor and third party reports will be used in the assessment process. Employers may assist students in the completion of academic requirements.

*Please note: Basic, Intermediate, Superior and Industry Placement (Cuisine or Pâtisserie) relates directly to Certificate III in Commercial Cookery or Certificate III in Pâtisserie).*



## **ADVANCED DIPLOMA (STAGES 1 AND 2)**

### **CLASS TIMES**

Classes run from Monday to Friday typically between the hours of 8am to 9.30 pm.

In stage 1 you will be required to attend approximately 17 x 6 hour practical workshops (full chef uniform required) and lecture/ tutorials (corporate uniform required) will typically run for 2- 3 hours each (subject to change).

### **TEACHING METHOD**

The majority of the Advanced Diploma unit/s of competency will be delivered in lecture/tutorial style. Students will be expected to participate in discussions, contribute and share ideas, research findings and experiences as they relate to the topics.

Stage 1 theory elements focus on general operational principles of kitchen management as they apply to supervisory level activities and responsibilities. Stage 2 focuses on application of theory for management where students will be exposed to case studies and real life scenarios to provide a context for discussions.

### **ASSESSMENT**

Assessment for Stage 1 practical elements includes assessment items such as presentation of a final buffet (cuisine), buffet centre/ showpieces (patisserie).

Stage 1 and 2 theory components typically include essays, oral presentations, and analysis of case studies, research reports and examinations. Please note - during examinations, students are not permitted to use any of the following types of dictionary:

- Standard – such as Collins, Macquarie, Oxford or those that give the meanings of words in English.
- Bilingual – dictionaries that directly translate an English word or phrase to a foreign language, word or phrase and vice versa, without giving the meaning or phrase.
- Technical – are dictionaries that are topic specific. That is, they specialise in a certain subject such as a medical, legal, computing or engineering dictionary.
- Electronic dictionaries
- Any dictionary deemed inappropriate by the lecturer or assessor.



## ASSESSMENT OVERVIEW

Lecturers will observe and assess students' skills and knowledge during practical and theory classes through the use of 'practical competencies' and short answer 'theory quizzes'.

At the end of each stage (Basic, Intermediate and Superior), students will undertake a final practical assessment which will take place in a kitchen and will last for approximately 3.5 hours. Le Cordon Bleu lecturers and industry representatives will be assessing your preparation, cooking and presentation of the dishes/items produced. The following table provides a summary of assessment types you will undertake during each stage.

Assessment type	Description
Daily practical assessments	During each practical lesson students will be assessed on a range of general kitchen skills (eg hygiene) and on the practical application of methods, techniques, completed food preparation tasks, dishes or menus. Each Practical competency will be linked to an individual unit of competency or cluster of units.
Final practical examinations	Students will be required to prepare, cook and present a specified range of dishes and/ or tasks in a formal practical examination. This exam will apply to clusters of unit/s of competency and will be undertaken at the end of each sub-stage
Quizzes	Quizzes may include True/ False, Multiple choice or short answer questions and may assess individual or a cluster of units.
Theory assignments	May include short answer questions, reports, case studies, written examinations or projects and may assess individual or a cluster of units.

Your lecturer will provide detailed information on each assessment and how to access assistance or support in achieving a successful outcome during your studies.



## Program Structure

### DIPLOME DE PATISSERIE/ SIT31016 CERTIFICATE III IN PATISSERIE

Stage	Units of Competency
Basic (3 months)	SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHPAT003 Produce pastries SITHKOP001 Clean kitchen premises and equipment SITXINV002 Maintain the quality of perishable items SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITHIND002 Source and use information on the hospitality industry BSBWOR203 Work effectively with others
Intermediate (3 months)	SITHPAT001 Produce cakes SITHPAT004 Produce yeast-based bakery products SITHPAT006 Produce desserts SITXFSA002 Participate in safe food handling practices SITXCOM002 Show social and cultural sensitivity BSBSUS201 Participate in environmentally sustainable work practices
Superior (3 months)	SITHPAT002 Produce gateaux, torten and cakes SITHPAT005 Produce petits fours SITHPAT007 Prepare and model marzipan SITHCCC018 Prepare food to meet special dietary requirements SITXCOM005 Manage conflict SITXHRM001 Coach others in job skills SITHKOP002 Plan and cost basic menus
Industry Placement (6 months)	SITHCCC011 Use cookery skills effectively

\*Subject to change

Detailed information in relation to these units of competency can be found at <http://training.gov.au/>



## SIT40716 CERTIFICATE IV IN PATISSERIE

**Please note - The Certificate IV Patisserie contains units of competency from the Certificate III in Patisserie which must be completed prior to its commencement.**

Stage	Units of Competency
ADH Stage 1 (6 months)	<p>SITHPAT008 Produce chocolate confectionery</p> <p>SITHPAT009 Model sugar-based decorations</p> <p>SITHPAT010 Design and produce sweet buffet showpieces</p> <p>SITHKOP005 Coordinate cooking operations</p> <p>BSBSUS401 Implement and monitor environmentally sustainable work practices</p> <p>SITXFIN004 Prepare and monitor budgets</p> <p>SITXFIN003 Manage finances within a budget</p> <p>BSBDIV501 Manage diversity in the workplace</p> <p>SITXHRM003 Lead and manage people</p> <p>SITXMGT001 Monitor work operations</p> <p>SITXWHS003 Implement and monitor work health and safety practices</p> <p>SITXWHS004 Establish and maintain a work health and safety system</p>

\*Subject to change

Detailed information in relation to these units of competency can be found at <http://training.gov.au/>

## SIT60316 ADVANCED DIPLOMA OF HOSPITALITY

**Please note - The Adv. Dip of Hospitality contains units of competency from the Certificate III and Certificate IV in Patisserie which must be completed prior to its commencement.**

Stage	Units of Competency
ADH Stage 2 (6 months)	<p>SITHFAB007 Serve food and beverage</p> <p>SITXCCS008 Develop and manage quality customer service practices</p> <p>BSBMGT617 Develop and implement a business plan</p> <p>BSBMGT517 Manage operational plan</p> <p>SITXFIN005 Manage physical assets</p> <p>SITXMPR007 Develop and implement marketing strategies</p> <p>SITXMGT002 Establish and conduct business relationships</p> <p>SITXGLC001 Research and comply with regulatory requirements</p> <p>SITXHRM004 Recruit, select and induct staff</p> <p>SITXHRM006 Monitor staff performance</p> <p>BSBFIM601 Manage finances</p>

\*Subject to change

Detailed information in relation to these units of competency can be found at <http://training.gov.au/>



## DIPLOME DE CUISINE/ SIT30816 CERTIFICATE III IN COMMERCIAL COOKERY

Stage	Units of Competency
Basic (3 months)	SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC007 Prepare stocks, sauces and soups SITHKOP001 Clean kitchen premises and equipment SITXINV002 Maintain the quality of perishable items SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITHIND002 Source and use information on the hospitality industry BSBWOR203 Work effectively with others
Intermediate (3 months)	SITHCCC006 Prepare appetisers and salads SITHCCC008 Prepare vegetable, fruit, egg and farinaceous dishes SITHCCC019 Produce cakes, pastries and breads SITHCCC012 Prepare poultry dishes SITXFSA002 Participate in safe food handling practices SITXCOM002 Show social and cultural sensitivity BSBSUS201 Participate in environmentally sustainable work practices
Superior (3 months)	SITHCCC017 Handle and serve cheese SITHCCC014 Prepare meat dishes SITHCCC013 Prepare seafood dishes SITHPAT006 Produce desserts SITHCCC018 Prepare food to meet special dietary requirements SITXCOM005 Manage conflict SITXHRM001 Coach others in job skills SITHKOP002 Plan and cost basic menus
Industry Placement (6 months)	SITHCCC020 Work effectively as a cook

\*Subject to change

Detailed information in relation to these units of competency can be found at <http://training.gov.au/>





## SIT40516 CERTIFICATE IV IN COMMERCIAL COOKERY

**Please note – The Certificate IV in Commercial Cookery contains units of competency from the Certificate III in Commercial Cookery which must be completed prior to its commencement.**

Stage	Units of Competency
ADH Stage 1 (6 months)	<p>SITHCCC015 Produce and serve food for buffets</p> <p>SITHCCC021 Prepare specialised food items</p> <p>SITHKOP005 Coordinate cooking operations</p> <p>BSBSUS401 Implement and monitor environmentally sustainable work practices</p> <p>SITHKOP004 Develop menus for special dietary requirements</p> <p>SITXFIN004 Prepare and monitor budgets</p> <p>SITXFIN003 Manage finances within a budget</p> <p>BSBDIV501 Manage diversity in the workplace</p> <p>SITXHRM003 Lead and manage people</p> <p>SITXMGT001 Monitor work operations</p> <p>SITXWHS003 Implement and monitor work health and safety practices</p> <p>SITXWHS004 Establish and maintain a work health and safety system</p>

\*Subject to change

Detailed information in relation to these units of competency can be found at <http://training.gov.au/>

## SIT60316 ADVANCED DIPLOMA OF HOSPITALITY

**Please note - The Adv. Dip of Hospitality contains units of competency from the Certificate III and IV in Commercial Cookery which must be completed prior to its commencement.**

Stage	Units of Competency
ADH Stage 2 (6 months)	<p>SITHFAB007 Serve food and beverage</p> <p>SITXCCS008 Develop and manage quality customer service practices</p> <p>BSBMGT617 Develop and implement a business plan</p> <p>BSBMGT517 Manage operational plan</p> <p>SITXFIN005 Manage physical assets</p> <p>SITXMPR007 Develop and implement marketing strategies</p> <p>SITXMGT002 Establish and conduct business relationships</p> <p>SITXGLC001 Research and comply with regulatory requirements</p> <p>SITXHRM004 Recruit, select and induct staff</p> <p>SITXHRM006 Monitor staff performance</p> <p>BSBFIM601 Manage finances</p>

\*Subject to change

Detailed information in relation to these units of competency can be found at <http://training.gov.au/>



## Unit of Competency Descriptors

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### **CERTIFICATE III IN COMMERCIAL COOKERY/PÂTISSERIE**

**[C = Commercial Cookery, P = Pâtisserie]**

#### **SITHCCC001 Use food preparation equipment [C, P]**

Pre-requisite: SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types.

#### **SITHCCC005 Prepare dishes using basic methods of cookery [C, P]**

Pre-requisite: SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.

#### **SITHCCC007 Prepare stocks, sauces and soups [C]**

Pre-requisite: SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods.

#### **SITHKOP001 Clean kitchen premises and equipment [C, P]**

Pre-requisite: SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to clean food preparation areas, storage areas, and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

#### **SITXINV002 Maintain the quality of perishable items [C, P]**

Pre-requisite: SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.

#### **SITXFSA001 Use hygienic practices for food safety [C, P]**

Pre-requisite: NIL

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.



### **SITXWHS001 Participate in safe work practices [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into own workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety (WHS) management practices.

### **SITHIND002 Source and use information on the hospitality industry [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the hospitality industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the hospitality industry. Hospitality personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

### **BSBWOR203 Work effectively with others [C, P]**

**Pre-requisite:** NIL

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.

### **SITHCCC006 Prepare appetisers and salads [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare appetisers and salads following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods.

### **SITHCCC008 Prepare vegetable, fruit, eggs and farinaceous dishes [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetable, fruit, egg and farinaceous dishes following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment, cookery and food storage methods.

### **SITHCCC019 Produce cakes, pastries and breads [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to produce cakes, pastries and breads in a commercial kitchen following standard recipes. It requires the ability to select, prepare and portion ingredients; and to use relevant equipment a range of cookery methods to make and decorate cakes, pastries and breads, and food storage methods.



### **SITHCCC012 Prepare poultry dishes [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of poultry dishes following standard recipes. It requires the ability to select, prepare and portion poultry, and to use relevant equipment, cookery and food storage methods.

### **SITXFSA002 Participate in safe food handling practices [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food. It requires the ability to follow predetermined procedures as outlined in a food safety program.

### **SITXCOM002 Show social and cultural sensitivity [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity, and to address cross-cultural misunderstandings should they arise.

### **BSBSUS201 Participate in environmentally sustainable work practices [C, P]**

**Pre-requisite:** NIL

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

### **SITHCCC017 Handle and serve cheese [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare and present cheese. This requires a comprehensive knowledge of cheese varieties.

### **SITHCCC014 Prepare meat dishes [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of meat dishes following standard recipes. It requires the ability to select, prepare and portion meat, and to use relevant equipment, cookery and food storage methods.

### **SITHCCC013 Prepare seafood dishes [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of fish and shellfish dishes following standard recipes. It requires the ability to select, prepare and portion seafood, and to use relevant equipment, cookery and food storage methods.



### **SITHPAT006 Produce desserts [C, P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to produce hot, cold and frozen desserts following standard and special dietary recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and present desserts.

### **SITHCCC018 Prepare food to meet special dietary requirements [C, P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare dishes for people who have special dietary needs for health, lifestyle or cultural reasons. It requires the ability to confirm the dietary requirements of customers, use special recipes, select special ingredients and produce food to satisfy special requirements.

### **SITXCOM005 Manage conflict [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to resolve complex or escalated complaints and disputes with internal and external customers and colleagues. It requires the ability to use effective conflict resolution techniques and communication skills to manage conflict and develop solutions. It does not cover formal negotiation, counselling or mediation.

### **SITXHRM001 Coach others in job skills [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and monitor the progress of colleagues until they are able to operate independently of the coach.

### **SITHKOP002 Plan and cost basic menus [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to plan and cost basic menus for dishes or food product ranges for any type of cuisine or food service style. It requires the ability to identify customer preferences, plan menus to meet customer and business needs, cost menus and evaluate their success.

### **SITHCCC020 Work effectively as a cook [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to work as a cook. It incorporates all aspects of organising, preparing and cooking a variety of food items across different service periods and menu types; using a range of cooking methods and team coordination skills. The unit integrates key technical and organisational skills required by a qualified commercial cook. It brings together the skills and knowledge covered in individual units and focuses on the way they must be applied in a commercial kitchen.



### **SITHPAT003 Produce pastries [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to produce pastries and pastry products following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make, fill and decorate pastries.

### **SITHPAT001 Produce cakes [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to produce cakes and sponges following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and decorate cakes and sponges.

### **SITHPAT004 Produce yeast-based bakery products [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to produce yeast-based bakery products following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and decorate sweet and savoury breads, rolls, buns and yeast raised pastries.

### **SITHPAT002 Produce gateaux, torten and cakes [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to use standard recipes to produce specialised cakes that require finish, decoration and presentation of a high order. It requires the ability to select, prepare and portion ingredients, and to use equipment and a range of cookery methods to make, fill, assemble and decorate specialised cakes.

### **SITHPAT005 Produce petit fours [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to produce, using standard recipes, specialised petits fours which require finishing, decoration and presentation of a high order. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make, fill, assemble and decorate specialised petits fours.

### **SITHPAT007 Prepare and model marzipan [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare marzipan from manufactured marzipan paste; produce and decorate a variety of modelled figures, shapes and flowers, and to ice specialised cakes with marzipan.



## **SITHCCC011 Use cookery skills effectively [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to use a range of cookery skills during service and production periods. The unit integrates key technical and organisational skills covered in individual units and focuses on the way these must be applied in a commercial kitchen.



## **CERTIFICATE IV IN COMMERCIAL COOKERY/PÂTISSERIE**

**[C = Commercial Cookery, P = Pâtisserie]**

### **SITHKOP005 Coordinate cooking operations [C, P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to coordinate the production of food in commercial kitchens. It requires the ability to plan the production of food, organise required food supplies for food production period, supervise food production processes and monitor the quality of kitchen outputs.

### **BSBSUS401 Implement and monitor environmentally sustainable work practices [C, P]**

**Pre-requisite:** NIL

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

### **SITHKOP004 Develop menus for special dietary requirements [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to develop menus and meal plans for people who have special dietary needs for health, lifestyle and cultural reasons. It requires the ability to identify the dietary requirements of customers, develop special menus and meal plans to meet those requirements, cost menus and to monitor and evaluate the success of menu performance.

### **SITXFIN004 Prepare and monitor budgets [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to analyse financial and other business information to prepare and monitor budgets. It requires the ability to draft and negotiate budgets, identify deviations, and manage the delivery of successful budgetary performance.

### **SITXFIN003 Manage finances within a budget [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to take responsibility for budget management where others may have developed the budget. It requires the ability to interpret budgetary requirements, allocate resources, monitor actual income and expenditure, and report on budgetary deviations.





### **BSBDIV501 Manage diversity in the workplace [C, P]**

**Pre-requisite:** NIL

This unit describes the skills and knowledge required to manage diversity in the workplace. It covers implementing the organisation's diversity policy, fostering diversity within the work team and promoting the benefits of a diverse workplace.

### **SITXHRM003 Lead and manage people [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to lead and manage people including in teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage performance through effective leadership.

### **SITXMGT001 Monitor work operations [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems.

### **SITXWHS003 Implement and monitor work health and safety practices [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to implement predetermined work health and safety practices designed, at management level, to ensure a safe workplace. It requires the ability to monitor safe work practices and coordinate consultative arrangements, risk assessments, work health and safety training, and the maintenance of records.

### **SITXWHS004 Establish and maintain a work health and safety system [C, P]**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to develop, implement and sustain effective, professional and contemporary work health and safety (WHS) management practices. It requires the ability to establish and review systems, policies and procedures designed to ensure a safe workplace.

### **SITHCCC015 Produce and serve food for buffets [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to produce and present foods for buffets. It requires the ability to cook buffet foods and to present, serve and replenish them throughout the service period.



### **SITHCCC021 Prepare specialised food items [C]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare and cook food items that are more unusual in nature than those in standard recipes. It requires the ability to select and prepare ingredients, use relevant equipment, specialised cookery and food storage methods.

### **SITHPAT008 Produce chocolate confectionery [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to temper couverture (pure coating chocolate) to produce individual chocolates. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to mould and fill individual chocolates with hard or soft fillings and centres.

### **SITHPAT009 Model sugar-based decorations [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to prepare liquid sugar and to model sugar-based decorations for cakes and desserts. It requires the ability to design decorations and to pull, cast and blow sugar.

### **SITHPAT010 Design and produce sweet buffet showpieces [P]**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to design and produce showpieces for display with sweet buffets. It requires the ability to make all individual decorative components from individual or combined sugar, chocolate, pastillage and marzipan materials and to assemble the complete showpiece for display.



## **ADVANCED DIPLOMA OF HOSPITALITY MANAGEMENT**

### **SITHFAB007 Serve food and beverage**

**Pre-requisite:** SITXFSA001 Use hygienic practices for food safety

This unit describes the performance outcomes, skills and knowledge required to serve food and beverages to customers in a casual dining setting. It covers the fundamental technical skills required to prepare the outlet for the service period, interact with customers to take orders, serve and clear food and beverage, and complete end of service tasks.

### **SITXCCS008 Develop and manage quality customer service practices**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to develop, monitor and adjust customer service practices. It requires the ability to consult with colleagues and customers, develop policies and procedures for quality service provision, and manage the delivery of customer service.

### **BSBMGT617 Develop and implement a business plan**

**Pre-requisite:** NIL

This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.

### **BSBMGT517 Manage operational plan**

**Pre-requisite:** NIL

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

### **SITXFIN005 Manage physical assets**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to manage the physical assets of an organisation. It requires the ability to establish systems and practices for asset monitoring, maintenance and acquisition.

### **SITXMPR007 Develop and implement marketing strategies**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to analyse internal and external business environments, and develop and evaluate marketing strategies and plans for products and services.



## **SITXMGTO02**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to establish and manage positive business relationships. It requires the ability to use high-level communication and relationship building skills to conduct formal negotiations and make commercially significant business-to-business agreements.

## **SITXGLC001 Conduct research and comply with regulatory requirements**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to comply with laws and licensing requirements for specific business operations. It requires the ability to access and interpret regulatory information, determine scope of compliance, and develop, implement and continuously review and update policies and practices for business compliance.

## **SITXHRM004 Recruit, select and induct staff**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to coordinate the recruitment, selection and induction of new staff members within the framework of existing human resource policies and procedures. It requires the ability to identify recruitment needs, develop selection criteria, process and evaluate applications, select people according to their attitude, aptitude and fit to the position and coordinate induction programs.

## **SITXHRM006 Monitor staff performance**

**Pre-requisite:** NIL

This unit describes the performance outcomes, skills and knowledge required to monitor staff performance within the framework of established performance management systems. It requires the ability to monitor the day-to-day effectiveness of staff and conduct structured performance appraisals and formal counselling sessions.

## **BSBFIM601 Manage finances**

**Pre-requisite:** NIL

This unit describes the skills and knowledge required to undertake budgeting, financial forecasting and reporting and to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity.



# Assignments and Presentation

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## PREPARATION

All students must ensure that they clearly understand the requirements of set assignments. The lecturer will provide due dates and clarify other expectations for all assignments.

## COPY OF ASSIGNMENTS

It is expected that you will keep both an electronic and a printed copy of all assessment items, except examinations. You may be asked to resubmit an assessment item. Loss of work due to computer failure is not an acceptable excuse for overdue assignments.

## CONFIDENTIALITY

You should not include information or documents that are confidential to a workplace or individual in your assessment items. Whilst every effort is made to ensure that assessment items are secure at all times, this cannot be guaranteed. It is important to consider the nature of all information when preparing work for assessment.

## RETURN OF ASSIGNMENTS

Lecturers will aim to provide prompt feedback to students. Minor assessments will normally be marked and returned to students within ten days of receipt by the lecturer. Major work will normally be returned within twenty working days.

## PRESENTATION

All written presentations need to meet business standards. This means writing and presenting your work to a standard suitable for use in the workplace for team and management discussion.

All assignments must be presented in a word processed form unless otherwise specified.

All assignments must have an Assignment Coversheet attached.

The declaration on the Assignment coversheet must be read and signed before handing up your assignment.

## APPROPRIATE PRESENTATION INCLUDES:

- Assignment Coversheet in the appropriate format.
- Contents page.
- Standard paper size (A4).
- Following the presentation style required by your lecturer.
- Proofread by at least yourself and preferably someone else with good English language skills.
- Ensuring a copy of the assignment is retained.



- Stapling in the top left corner unless otherwise specified.
- Your name on all pages (in the header or footer).



## **STRUCTURE AND ORGANISATION**

When writing reports or essays, start with an introduction and finish with a conclusion. The following writing tips will be useful.

An introduction should:

- Be concise.
- Be interesting.
- Outline the problems to be examined, the ideas you will explain or the process you will be following.

## **PARAGRAPHS**

Check that:

- All are in logical order and linked together.
- Each deals with one aspect of the topic.
- All sentences within each paragraph are related.
- All help to answer the assignment question.

## **CONTENT/DISCUSSION**

Ensure that:

- All aspects of the topic are covered.
- Definitions are given (where required).
- It is developed logically.
- It makes sense.
- Generalisations are supported with specific examples (evidence).
- The content draws on a number of sources.

Graphics, tables and figures must be:

- Appropriate and relevant.
- Referred to in text.

Quotations must be:

- Functional.
- Used appropriately.
- Generally short and succinct.
- Set out correctly.
- Referenced appropriately.

Appendices must be:

- Identified clearly.
- In text order.



Conclusion:

- Identifies main points covered in the body of the assignment.
- Makes recommendations, if required.

## REFERENCES/BIBLIOGRAPHY

Use Harvard Author-Date Referencing System – available from all libraries:

- For all direct quotations, maps, tables, diagrams.
- For all facts, theories, opinions which are not your own, even when written in your own words.

You must:

- Provide a clear distinction between references and your statement/ interpretations.
- Include a correctly set out reference list (or bibliography). Refer to the section on *Referencing* for more information.

## STYLE/LANGUAGE

Unless otherwise specified do not use personal pronouns (I, me, mine) or pronouns (she, he, his, her, us, we, you, your). The language should:

- Flow (read easily).
- Be concise.
- Be clear.
- Be unpretentious – avoid jargon.
- Not include abbreviations (e.g. etc, i.e., don't, isn't).

If you have taken work from other sources, for example, the internet or books, you should write that information in your own words, and state where you found this work. That way you are better able to show you understand the ideas.

## SPELLING AND GRAMMAR

Ensure there is:

- Correct spelling (important to proofread and spell check all work) NB: *Spell-check will not identify a wrong word if it is spelt correctly.*
- Consistent use of capitals.
- Correct grammar (if unsure, read it aloud, or have someone proofread it with you).

## TURNITIN

Lecturers at Holmesglen Moorabbin campus require all students use Turnitin, in line with the following guidelines:

- All assessment pieces must be submitted electronically to Turnitin and in hard copy (*paper*) via the *Le Cordon Bleu Assignment Box* located near the Le Cordon Bleu





Administration office. If an electronic copy is not submitted to Turnitin, the assignment will not be marked and a 0 grade will be allocated.



## REFERENCING

Referencing is a standardised method of acknowledging sources of information and ideas that you have used in your reports, essays or assignment in a way that correctly identifies their source.

When writing reports, essays, proposals and assignments, **you must** show the sources of your research. Information may have been collected from a wide variety of materials, including books, journals and magazines, newspapers, audio-visual resources such as videos, the Internet or CD-ROM. Such information will need to be “cited”, that is, referenced to show the source of that information and will need to be included in your assignment or report.

Direct quotations, facts and figures, as well as ideas and theories, (*including those expressed in your own words*) from both published and unpublished works must all be referenced.

References must be provided whenever you use someone else’s opinions, theories, data or material. You need to reference information from books, articles, videos and computer programs, other print or electronic sources, and personal communications.

A reference is required if you:

- Quote (use someone else’s exact words).
- Copy (use their figures, tables, structure or material).
- Paraphrase (state their idea in your own words).
- Summarise (use a brief account of their ideas).

This is done for the following reasons:

- To acknowledge the source.
- To allow the reader to validate or verify the data.
- To provide the reader with sufficient details to consult the sources independently.
- To strengthen your argument.
- To show the breadth of your research.

Referencing is necessary to avoid plagiarism; to enable the reader to verify quotations; and to enable readers to follow-up and source the cited author’s arguments.

There are several systems of referencing, but only one approved method is to be used.

In the business world this is the Harvard (Author-Date) system.

## THE HARVARD SYSTEM

In the Harvard Referencing System, the **author’s name** followed by the **publication date** must be provided in the text wherever and whenever you quote, paraphrase or summarise someone else’s opinions, theories or data in your text. Your references may be to books, periodicals, articles, newspapers, videos, CD-ROM, Internet, reports or personal communications.

A list of references, in **alphabetical order** of authors’ surnames, must be attached to the end of your assignment or report, **giving complete details of all references** actually used in the assignment/report.

The steps involved in referencing actually begin during your research; you will need to remember to take down the full ‘bibliographical’ details including the page number(s) from which the information is taken.

In the case of a book, ‘bibliographical details’ refers to:



- Author/editor, year of publication, title, edition, volume number, publisher and place of publication, chapter & page numbers.

In the case of a journal article it refers to:

- Author of article, year of publication, title of article, journal/serial title, volume number, issue number, page numbers on which the article appears.

In the case of electronic information it refers to:

- Author/editor, year of publication, article title, journal title/website, the type of medium (e.g. CD-ROM, Online, etc.), pages or length, 'Available' statement (e.g. website address, supplier and name of electronic database, email address, etc.), access date.

These elements may need to be used in 'in-text references', the reference list and/or the bibliography.

Not all of these details will necessarily in every case, but you will not know this until you are actually writing, so it will pay to collect all of them during your research.

### Should you Paraphrase or Use Quotations?

Irrespective of whether you use quotations or paraphrase another's words, you will always need to reference the source of the original work. However it is always preferable that you **paraphrase** (*putting someone else's ideas into your own words*) at least some of the material from other sources, as too many **quotations** (*using the exact words*) will lead to poorly written assignments, essays or reports.

**Paraphrasing can demonstrate your understanding** of the material by expressing it in your own words, while a quotation only shows that you have the ability to locate the information. Too many quotations will often lead to sentences that are written in an incorrect context and of a different writing style to the remainder of the work. If quotations are to be used they must be carefully selected for context, integrated into your text and reproduced exactly. This includes all punctuation, spelling and capitalisation and you must not alter the original intention of the text, even if there are spelling errors or grammatical errors.

While direct quotations should only ever be used sparingly there are some occasions where they are justified:

- When paraphrasing may cause misinterpretation of the original text.
- Where a major argument needs to be presented as evidence.
- When the original words are particularly concise, convincing or forceful and they could not be improved upon.
- Where it is important to comment on, refute or analyse the ideas or argument expressed by others.

## USING QUOTATIONS

### Short quotations

**Less than thirty (30) words or two (2) lines of your text:** need to be incorporated into your sentence or paragraph 'without disrupting the flow of your text' (Winckel 1995, p.7). Use single quotation marks to define the borrowed words, brackets to acknowledge your source (author, date, and page) and put the full stop outside the brackets. This specific punctuation allows your reader to distinguish exactly which words within that sentence are quoted and from what source.



## Long quotations

**More than thirty (30) words or two (2) lines:** should be introduced in your own words, begin on a new line and be fully indented from the left and right margins. Other aspects that are important when using longer quotations are:

- Quotation marks are not used for longer quotes, as the indentation already shows that it is a quote. A smaller font size is also used to further distinguish this text from your own. The full stop will be after the last sentence of the quotation and before the author – date reference. (Winckel 1995, p.8)
- When you use a quote there may be occasions where you will need to point out that something specific within the quote is of a particularly disturbing nature. It may be a **spelling mistake** by the original author, or the use of sexist or racist language that is **no longer acceptable**. You will need to point this out to your reader because unless it is clearly stated otherwise, your use of another's work or opinion **shows your acceptance of that point of view**, or language, as your own.

This can be achieved by adding [sic] into the quote immediately after the spelling error or offending word. Sic means 'so' or 'thus'. The word sic must be enclosed in square brackets. E.g. [sic]

## USING REFERENCES IN TEXT

For in text references, only the author's **surname**, **year** of publication for the material cited, and page numbers (*if required*) should be listed.

Example:

Larsen (1991) was the first to propound the theory in 1990 but this has...

OR

The theory was first propounded in 1990 by Larsen (1991) but since then...

**Page numbers** for your references are necessary **only** when you **quote or paraphrase** particular passages, lists, graphs, tables or figures from your sources that were obtained within a particular page.

Example:

Smith (1996, p. 45) has argued that 'The relative seriousness of the two kinds of errors differs from situation to situation'.

(Quoted from a particular page and giving prominence to the author)

OR

It has been argued that 'The relative seriousness of the two kinds of errors differs from situation to situation' (Smith 1996, p. 45).

(Quoted from a particular page and giving prominence to the information)

If you **paraphrase** material from your sources you must make it clear from your reference that you are giving a modified version of someone else's work in your own words.



Example:

A recent study (Jones and Smith, 1997, p. 4) has shown that more students stay in school if unemployment increases.

(Paraphrased from a particular page)

OR

A recent study (Jones and Smith, 1997) has shown a series of outcomes, which result from economic hardship in the community. Among these we would...

(Paraphrased from a larger portion of the source)

**When directly quoting** from another source, ensure that single quotation marks are used and the relevant page number(s) are given.

Example:

Larsen (1991, p. 245) noted that ‘Many of the facts in this case are incorrect ... ‘and this could seriously jeopardise our position.

OR

However it has been noted that ‘Many of the facts in this case are incorrect ... ‘(Larsen 1991, p. 245) and this could seriously ...

## **MULTIPLE AUTHORS**

When a work by **two or three authors** is cited in brackets, the textual reference should be as:

(Larsen & Green 1997) OR (Larsen, Green & Withers 1998)

When the authors’ names are incorporated in the text, the ampersand is replaced by ‘and’:

Larsen and Green (1997) were unable.... Larsen, Green and Withers (1998) agreed....

Reference to material written by more than two authors, should include the surnames of all authors the first time the citation appears. In later citations of the same reference, include only the surname of the first author and the abbreviation ‘et al’ (meaning “and the others”).

Example:

A recent study (Jones, Smith, Brown and White, 1993) has shown that...

The research previously cited (Jones et al, 1993) also suggests...

Reference to **different authors with the same surname** should be distinguished by using the authors’ initial or full names.

Example:

A recent study (Jones, C L. 1995) has shown this to be the case, but A G Jones (1989) had suggested in his study at the time that...

When you have read an account of original work by one author (**primary reference**) in another book or article (**secondary reference**), **both sources must be acknowledged** in your reference:

Smith (cited in Jones, 1996) stated that...

Smith is the primary reference; Jones is the secondary reference.



OR

Smith's experiment in 1992 (cited in Jones, 1996) states...

OR

Jones (1996), in reporting Smith's 1992 study, states that...

If you need to cite **several references at the same point**, separate the author's names by semi-colons, with surnames in alphabetical order.

Recent studies (Brown, 1993; Brown and Smith, 1996; Smith, 1998) all have shown similar results...

References to **two or more publications in the same year** by a given author should be distinguished by **adding a, b** etc. after the year.

A recent study (Jones, 1997b) has shown...

Recent studies (Jones, 1995, 1997a and 1997b) have shown...

References to **personal communications** including e-mail and conversation, etc. should include the initials, '**pers. comm.**' and the date of communication.

"... probably our greatest asset". (Crook. K A W. 6th. June 1999, pers. comm.)...

In an email communication on 3 May 1998, Kate Jones suggested that...

## REFERENCE LIST OR BIBLIOGRAPHY?

A **References List** contains details only of those works cited in the text. If relevant sources that are not cited in the text are included, the list is called a **Bibliography**.

The reference list or the bibliography is placed at the end of the assignment or report. It is arranged in **alphabetical order of authors' surnames** and chronologically for each author.

Where an item has no author it is cited by its title, and ordered in the reference list or bibliography in sequence by the first significant word of the title. In this case you disregard "A" or "The" that may begin the title.

Some lecturers require only a reference list. Others may require in addition a bibliography.

For either a reference list or a bibliography **the method of listing is the same**. The author's surname and initials are placed first, immediately followed by the year of publication. **The title** of the publication appears (*in Italics*) after the date, then the publisher, followed by the place of publication. Each of these details needs to be separated using the correct punctuation.

## DETAILS TO INCLUDE WHEN REFERENCING

### BOOKS

Bibliographic details are arranged in the following sequence:

1. Author/s surname, followed by initials
2. Year of publication
3. Edition
4. Title of book (use italics)



5. Publisher
6. Place of publication

**Examples:**

**BOOK WITH A SINGLE AUTHOR**

Smith, P, 1978, *The ANZACS*, Thomas Nelson, Melbourne, Australia.

**BOOK WITH 2 AUTHORS**

Butler, JD & Walbert, DF, 1986, 3rd. edition, *Medicine and the Law*, Facts on File Publications, New York, USA.

**BOOK WITH 3 OR MORE AUTHORS**

Leeder, SR, Dobson, AJ, Gibberd, RW & Patel, NK, 1996, *The Australian Film Industry*, Dominion Press, Adelaide, Australia.

**BOOK WITH NO AUTHOR (NOTE EDITION)**

*The Australian Concise Oxford Dictionary*, 1992, 2nd edition, Oxford University Press, Melbourne, Australia.



## GOVERNMENT AND PARLIAMENTARY PUBLICATIONS

### Examples:

#### Act of Parliament

Copyright Act, 1968, (Cwth), ss.1-3

#### Australian Bureau of Statistics Bulletin

Australian Bureau of Statistics, 1985, *Domestic travel and tourism survey, Australia, 1983*, Cat. no. 9216.0, ABS, Canberra.

#### Government Report

Office of the Status of Women, 1981, *Fair Exposure*, AGPS, Canberra.

## JOURNAL ARTICLES

### BIBLIOGRAPHIC DETAILS ARE ARRANGED IN THE FOLLOWING SEQUENCE:

1. Author of journal article
2. Year of publication
3. Article title 'enclose in single quotation marks'
4. Title of journal - *use italics*
5. Volume of journal
6. Issue number of journal
7. Article pages

### Examples:

#### JOURNAL ARTICLE

Dewhirst, C, 1986, 'Hot air over the Himalayas', *World Geographic*, vol. 1, No. 4, pp. 44-45.

#### JOURNAL ARTICLE (NO AUTHOR)

'Anorexia nervosa', 1969, *British Medical Journal*, vol.1, pp. 529-530.

#### NEWSPAPER ARTICLE

Legge, K, 1987, 'Labor to cost the "Keating Factor"', *Times on Sunday*, 1 Feb., p. 2.

### MORE THAN ONE ITEM BY THE SAME AUTHOR PUBLISHED IN THE SAME YEAR

Dewhirst, C, 1986a, 'Hot air over the Himalayas', *World Geographic*, vol. 1, no. 4, pp. 44-45.

Dewhirst, C, 1986b, 'Cold water around the Antarctic', *World Geographic*, vol. 1, no. 5, pp. 32-39.





## **ELECTRONIC REFERENCES**

This includes articles and information retrieved using the internet.

Electronic bibliographical information and the order of presentation:

1. Author/ editor
2. Year of publication/ full date of last update
3. Article title/ web page 'in single quotation marks'
4. Journal title/ website - use italics
5. The type of medium (e.g. CD-ROM, online, etc.)
6. Pages or length
7. 'Available' statement (e.g. website address, supplier and name of electronic database, email address, etc.)
8. Access date

### **Examples:**

#### **JOURNAL ARTICLE - FULL-TEXT DATABASE**

Gul, FA, 1999, 'Audit prices, product differentiation and economic equilibrium', *Auditing*, full-text [Electronic], vol. 18, no. 1, pp. 90-100, Available: Proquest Direct/ABI/Global Inform [1999, June 28].

Sale, P & Carey, DM, 1995, 'The sociometric status of students with disabilities in a full inclusion school', *Exceptional Children*, [Electronic], vol. 62, no. 1, pp. 6-22, Available: Information Access/Expanded Academic ASAP/A17435391 [1998, June 12].

Cork University, Ireland, 1999, 'Service second to none', *Nation's Restaurant News*, full-text [Electronic], vol. 33, no. 21, p.121, Available: InfoTrac Searchbank/Business ASAP International/Article A54765156 [1999, June 24].

#### **JOURNAL ARTICLE - ELECTRONIC JOURNAL**

Wiseman, N, Rusbridge, C. & Griffin, S. M. 1999, 'The joint NSF/JISC international digital libraries initiative', *D-Lib Magazine* [Electronic], vol. 5, no. 6, Available from <http://www.dlib.org/dlib/june99/06wiseman.html> [1999, June 25].

#### **JOURNAL ABSTRACT - ELECTRONIC DATABASE**

Siddal, R, 1998, 'Pilots on bowel cancer screening', *Health Service Journal*, abstract [Electronic], vol. 108, no. 5632, Spec Rep 2, Available: WebSPIRS/CINAHL/A.N. 1999009583 [1999, June 25].

#### **E-MAIL (PERSONAL)**

Keith, K, 29 June 1999, RE: Internet Guide - Citing Electronic Sources, Email to M. O'Connor [Online], Available: Email: [mary.o'connor@unisa.edu.au](mailto:mary.o'connor@unisa.edu.au)

Corliss, B, 1999, *News from Seattle*, E-mail to X.Li, [Online], 13 Jan., Available: E-mail: [xli@uvmvm.uvm.edu](mailto:xli@uvmvm.uvm.edu) [1999, January 15].

#### **DISCUSSION LIST**



Berkowitz, P, 1995, April 3, 'Sussy's gravestone'. *Mark Twain Forum*  
[Online] Available e-mail: TWAIN-L@yorkvm1.bitnet [1995, April 3].

## WORLDWIDE WEB

'Title of page in single quotation marks', Title of site *in Italics*

### Examples

#### Worldwide Web page

Beckleheimer, J, 1994, *How do you cite URL's in a bibliography?* [Online], Available:  
<http://www.nrlssc.navy.mil/meta/bibliography.html> [1995, December 13].

Keith, K, 1998, 'What is the internet?' [Online], Available:  
<http://www.library.unisa.edu.au/internet/intguide/intintro.htm> [1999, June 23].

#### Worldwide Web page (no author)

Educating America for the 21st century: Developing a strategic plan for educational leadership for Columbia University-1993-2000 (Initial workshop draft), [Online], 1994, Available:  
<http://www.ilt.columbia.edu/CONF/EdPlan.html> [1995, May 16].

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Prizker, TJ, n.d., *An early fragment from central Nepal*, [Online], Available:  
<http://www.ingress.com/~astanart/pritker/pritzker.html> [1996, December 12].

## SAMPLE REFERENCE LIST

*The Australian Concise Oxford Dictionary*, 1992, 2nd edition, Oxford University Press, Melbourne, Australia.

Beasley, V, 1984, *Eureka! or how to be a successful student*, Flinders University, Bedford Park, South Australia.

Beckleheimer, J, 1994, *How do you cite URL's in a bibliography?* [Online]. Available:  
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Clancy, J, and Ballard, 1981, *Essay writing for students*, Longman Cheshire, Melbourne, Australia.

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Marshall, LA, and Rowland, F, 1981, *A guide to learning independently*, Longman Chesire, Melbourne, Australia.

*Mosby's medical and nursing dictionary*, 1986, 2nd edition, C .V. Mosby, St Louise, Melbourne.

Pinter, K, 1983, 'Support systems for health professions students', *Journal of nursing education*, 22, 6, pp 232-236.

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Smith, P, 1978, *The ANZACS*, Thomas Nelson, Melbourne, Australia.

Totaro, P, 1989, 'How prejudice became entertainment', *The Bulletin*, 17 October, pp 23-33.

White, RV, 1979a, *Functional English*, Nelson, Sunbury-on-Thames, UK.

White, RV, 1979b, *English for academic purposes*, Nelson, Sunbury-on-Thames, UK.



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