

Work Placement Guide for Students and Employer / Supervisors

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INTRODUCTION

About this guide

Workplace assessment is an important component of your course. JPIC needs evidence of your practical workplace skills to ensure you fulfil all the requirements of your course.

Work placement is a purposeful, organised, supervised and assessed learning activity that integrates theoretical learning with its applications in the workplace. Work placement will help to immerse you in a range of work-related situations and provides you with a rich range of learning experiences.

This guide has been developed to provide information about the workplace assessment process.

Aims of work placement

The aims of the work placement are:

- To immerse students in the workplace environment
- To help students develop and practice the skills identified in the Units of Competence
- To assess students in a real work environment, working under appropriate supervision over a period of time.
- To help students to develop the capacity to reflect on their own work practices
- To allow students to observe, where possible, skilled workers in action.

Who uses this guide?

This guide has been written for international students who are currently working in the hospitality industry and those who are not currently working in the hospitality industry.

1. If the student ***IS*** currently working in an appropriate workplace, they can undertake their required workplace assessments at their workplace (subject to the workplace being approved by JPIC).
2. If the student ***IS NOT*** currently employed in a relevant workplace, the student will need to arrange or have JPIC arrange a work placement in an appropriate workplace. The work placement involves undertaking specific tasks and roles that relate to the hospitality course being undertaken by the student, under supervision.
3. Details of the workplace assessment requirements for specific courses are set out in detail in the course information and in the individual unit assessment guides.

SECTION 1

WORK PLACEMENT SITE

Work placement steps are very similar for students being assessed in:

1. their current workplace,
2. a workplace organised by themselves, or
3. have requested JPIC to provide a work placement for them

in order to gain experience and be assessed.

Students undertaking a work placement while working in the Hospitality industry

If a student **is** currently working in an appropriate organisation under the guidance of an experienced supervisor, the student can complete their workplace assessments in their current workplace by undertaking the appropriate service period sessions as outlined in their assessment documents.

To complete the work placement component of their assessments, the student will need to ensure that the following steps have been completed:

Step 1: Work place suitability assessment.

The trainer will need to perform an assessment of the suitability of the student's workplace to determine if the workplace meets the requirements of the course in regards to equipment and suitability as per the requirements outlined on Training.gov.au.

For those students who require JPIC to arrange work placement for them, the workplace suitability assessment has been completed as part of the memorandum of understanding process between JPIC and the proposed workplace.

This workplace suitability assessment provides JPIC with important information about the student's workplace, its facilities and resources and details of their proposed workplace supervisor.

Step 2: Approval of workplace suitability

Once you have been notified that your workplace is suitable, your workplace assessment can officially commence.

Step 3: Commencement of work placement

Familiarise yourself with your course work placement assessment requirements before commencing

Summary of documents needed

Here is a list of the documents the student needs to complete for their work placement:

- Workplace suitability assessment
- Service period checklist
- Third-party report

These will be provided by your allocated JPIC trainer/assessor as part of your assessment documents

Students undertaking a work placement while **NOT** working in the Hospitality industry

If the student **is not** currently working in industry and wishes to arrange their own work placement in the hospitality industry, under the guidance of an experienced supervisor. Then the student can complete their workplace assessments in the workplace they have arranged by undertaking the appropriate service period sessions as outlined in their assessment documents.

If the student **is not** currently working in industry and wishes **JPIC to arrange** their work placement in the hospitality industry, under the guidance of an experienced supervisor. The student can then complete the workplace assessments during the work placement JPIC has arranged for them by undertaking the appropriate service period sessions as outlined in their assessment documents.

Step 1: Identify an appropriate host organisation to undertake the work placement. Section 3 provides advice and tips on how to identify and approach potential host organisations.

Step 2: Having secured a work placement with a host organisation, the trainer will need to complete the Workplace Suitability Assessment which is part of your assessment documents. This provides JPIC with important information about your proposed host organisation, its facilities and resources and details of the proposed workplace supervisor.

Step 3: Once the workplace has been assessed as suitable, your work placement can officially commence.

Step 4: Familiarise yourself with your course work placement assessment requirements before commencing.

Summary of documents needed

Here is a list of the documents the student needs to complete for their work placement:

- Workplace suitability assessment
- Service period checklist
- Third-party report

These will be provided by your allocated JPIC trainer/assessor as part of your assessment documents

SECTION 2

ROLES AND RESPONSIBILITIES

Conducting successful workplace assessment requires the collaboration and support of the student, the workplace and the workplace supervisor. This section clarifies the roles and responsibilities of these key groups.

The JPIC student needs to

- Ensure they have met all requirements of the workplace or host organisation.
- Provide the workplace supervisor with a copy of this guide and other relevant supporting documentation.
- Work with their facilitator/teacher and workplace supervisor to develop a workplace training and assessment schedule.
- Commit to complete the tasks and activities outlined in the relevant assessment guide and other related assessment activities.
- Comply with all requirements of the workplace or host organisation, including code of conduct, confidentiality, Work, Health and Safety (WHS), induction and orientation.

The workplace supervisor needs to

- Complete the supervisor section of the Third-Party Report and provide their details as outlined.

- Provide access and opportunity for the student to experience a variety of situations in the workplace where they can develop practical work-based skills and knowledge.
- Provide the student with appropriate orientation and induction to the work environment, including WHS and any other key workplace policies and procedures.
- Verify completion of the students required tasks to a standard considered acceptable within that workplace.
- Provide regular contact and complete documentation as outlined in this Guide.

SECTION 3

FINDING A WORK PLACE

The student has the option to find their own work placement in an appropriate host organisation under the guidance of an experienced and appropriately qualified workplace supervisor. This section provides you with tips and advice on how best to find a work placement. If you already have a work placement, or your work placement is being organised for you as part of your course, go to Section 4.

Note: Depending on the organisation, work placements can either be paid or unpaid work, it is important to confirm this with the organisation during your discussions with them

Steps in finding a work placement

1. The student will need to think about where they would like to undertake their work placement. Remember, the aim for the student is to gain exposure to the range of tasks and activities carried out in an appropriate workplace, in addition to gaining practical experience.
2. Once the location and type of placement has been decided upon, the student will need to find the contact the potential host organisation.
3. Using personal contacts and networks (i.e. friends, family, fellow students, current or former colleagues) is often the best way to find contacts with potential host organisations. Alternatively, The internet or phone book can help to find host organisations.
4. There are four main ways to contact a potential host organisation:
 - a. In person
 - b. By phone
 - c. By email
 - d. By letter

Many host organisations will be relatively small, making email the most effective way to make initial contact. The organisation's website is often the best way to get contact details.

It is best to contact several potential host organisations as there may be delays in receiving a reply from some or others may take weeks to say "no." Don't get disheartened by this - it is nothing personal, they are usually just very busy and may have many requests for placement.

Larger organisations often have someone in charge of work placement, or a specific location on their website to apply. Find out with a simple phone call how they would prefer to be approached or search on their website.

- Once a list of businesses has been drawn up it is a good idea to keep a list of who has been contacted in the manner below.

Table 1 – List of workplaces that have been approached for Work Placement

Date	Workplace	Phone/email	Contact person

To make the job of contacting potential host organisations easier, JPIC has developed a work placement sample letter (Form 95). This letter informs the potential organisation of the requirement for your work placement, the number of shifts and other important information.

This sample letter is available from the JPIC reception or from the student's respective trainer.

- Send all relevant businesses a copy of this letter. **As this is a template**, all that will be required is for the student to do is include their contact details as well as the contact details of the potential host organisation. In addition, the student will need to remove any sections that are not relevant. The sample letter can be modified to reflect any information that may have been discussed in initial conversations with the organisation.

Follow-up phone calls

- Allow a week from the time the letter or email was sent to the prospective host organisation and then follow up with a phone call. Ask to speak to the contact person and concisely discuss your requirements. If they are located nearby, it is possible to drop into their premises to discuss the likelihood of work placement.
- Next, using the table described below, add each workplace's response until a positive response has been received:

Table 2 – List of workplaces approached, with responses

Date	Workplace	Phone/email	Contact person	Responses

Pre-placement preparation

Prior to commencing a work placement, there are a range of requirements that may need to be fulfilled, depending on the individual host organisation's policies. Specifics for the industry work placement are contained in the course material provided to students studying SIT30816 – Certificate III in Commercial Cookery, SIT40516 – Certificate IV in Commercial Cookery or SIT50416 – Diploma of Hospitality Management. However, requirements may include:

First aid certificate

It is generally not a requirement to have a current First Aid Certificate to work in a volunteer role. However, workplaces do have the right to ask for this in some industries.

Vaccination against infectious disease

Depending on the nature of the work, some organisations may require students to have proof of vaccination against a number of diseases. Where current vaccination certificates are mandatory, students cannot commence their placement without the required certificates.

Child protection, police check or working with vulnerable people

In NSW it is a requirement to complete a Working with Children Check or in the ACT a working with vulnerable people check, if your work placement involves direct contact with children, such as in youth work, childcare, education, entertainment, disability services or nursing.

For NSW, <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check> explains requirements and contains information on who needs a check.

For ACT requirements, please check [Access Canberra](#)

Some workplaces also require you to undergo a criminal check as well as a Working with Children or vulnerable people check.

Confidentiality agreements

Any matters of a confidential nature – including information relating to staff, clients and/or the organisation's policies and practices – must NOT, under any circumstances, be divulged or passed on to any unauthorised person.

Before commencing a work placement, it is possible that a legally binding contract regarding confidential matters may be required to be signed by the student. The student should **read this document carefully** to ensure that all rights and obligations are understood. If unsure of anything in the contract, ask your JPIC trainer.

Pre-placement checklist

Knowing the following information about the host organisation and its initial expectations can enable you to feel more comfortable when you start.

Some of the preparation is quite simple – see the checklist below. Be sure that the following information is ready for Day One:

- Where to go on the first day
- What time shifts start and end?
- Who the workplace supervisor is?
- What to wear - are there standards of dress, or a uniform?

During induction into the host organisation, you will need to be prepared to describe the learning you have gained from undertaking your course and to indicate your willingness to follow the guidance and direction of your workplace supervisor.

SECTION 4

HOW YOU ARE ASSESSED

Each JPIC course may have different requirements for workplace assessment. Refer to course material for specific information. Generally, the key elements of workplace assessment include:

- Logbook or diary
 - This is a record of your daily activities in the workplace.
- Evidence portfolio - this may include:
 - Research activities
 - Self-reflection activities
 - Task reports
 - Practical activities
 - Video or photographs of you doing various tasks
- Third party observation report
 - Your supervisor may sign off your completion of various workplace tasks.
- Discussions between assessors, students and workplace supervisors
 - In some courses, a JPIC facilitator/teacher or assessor will conduct phone interviews with the student and the workplace supervisor about student performance on work placement.

SECTION 5

INFORMATION FOR WORKPLACE SUPERVISORS AND SUPPORT WORKERS

Workplace supervisors play a critically important role in the assessment process. This section provides additional advice and tips on your role as a workplace supervisor in this key part of the learning experience.

Getting started

Before commencing their work placement, the student along with the JPIC trainer will need to complete the workplace suitability assessment. This assessment provides important information about the workplace, workplace supervisor and the equipment and resources of the workplace. You may need to assist the student with this form.

Approval process

Once the student workplace suitability assessment has been completed, the course coordinator and/or facilitator/teacher will assess and approve the workplace, or alternatively seek additional information. This may be undertaken in a brief telephone discussion.

Preparation for student arrival

Some of the things you may need to notify the staff in your workplace about include:

- Expected dates and duration of the placement
- Qualification towards which the student is studying
- Any specific projects on which the student will be working

You will need to advise the student of any specific dress or uniform requirements in your workplace, as well as where they should report on their first day and at what time.

Induction to the workplace

An induction folder is a very helpful reference tool when inducting and orientating the student. It sets the workplace scene for the student, and serves as a prompt for you to ensure you cover all the important information.

An induction folder or discussion would typically include the following:

- General introduction to the organisation
- Dress/uniform standards, where appropriate
- Tour of the workplace
- Facilities nearby: i.e. food outlets, banks, post office and amenities
- Staff lists with role/delegation: can include a checklist of staff with whom you would like to schedule times for the student to meet
- Meal times/breaks
- Information on routine procedures: in/out communication board, taking phone messages, use of email/internet/computers, etc.
- WHS and emergency procedures
- Job descriptions, particularly that of the role that the student is learning
- Relevant policy and procedures manuals and how to access them
- Administrative procedures: report-writing protocols and standards, guidelines for recording information/statistics
- Confidentiality policies, codes of practice and any other documentation pertaining to ethical issues
- Relevant acts and legislation with which the student should be knowledgeable
- Information or guidelines relating to providing sensitive and culturally-appropriate communication to specific client groups
- Expectations of professional behaviour
- Other special or specific workplace requirements

Orientation to work placement

Using the induction folder as a guide on day one, you could start with:

1. Orientation to the workplace
2. Introductions to work colleagues/staff, a tour of facilities
3. Orienting the student to the goods or services provided by the workplace

Adult learning principles

JPIC students are adult international students over the age of 18, with life and work experience. Importantly, adults do not fit into neat categories and they don't all learn in the same way, so how can we accommodate how each student learns?

This can be a difficult situation to address in the workplace. There are commonalities across the spectrum of adult learners. Some aspects that can be taken for granted when helping adults learn include the following:

- Adults are usually internally motivated and self-directed. Adult learners resist learning when they feel others are imposing information, ideas or actions on them.
- Adults bring life experiences and knowledge to learning experiences.
- Adults like to be given an opportunity to use their existing knowledge and experience and apply it to their new learning experiences.
- Adults are goal oriented. Adult students become ready to learn when they recognise a need to acquire additional knowledge in order to cope more satisfyingly with real-life tasks or problems.
- Adults are relevancy oriented. Adult learners want to know the relevance of what they are learning as it relates to their goals, aspirations and what they want to achieve.
- Adults are practical. Through practical work experiences, interacting with clients and their real-life situations, students move from knowledge and theory mode to hands-on problem-solving where they can recognise first-hand how what they are learning applies to life and the work context.
- Adult learners like to be respected. Typically, this involves acknowledging the wealth of life experience the student brings to their work placement and encouraging them to contribute their ideas and feedback.

It is important to keep in mind that the student is still developing their skills. However, with the theory and principles of adult learning in mind, the Workplace Supervisor can provide a learning environment that allows the student to experience a range of workplace situations, thereby motivating them to undertake the tasks and activities required for their course.

Supervising student performance

During the period of the work placement the JPIC course coordinator will be in contact with your organisation to discuss:

- The student's progress against their course's practical assessment requirements
- Any problem areas and seek to resolve the issues
- Check that any logbooks, diaries or attendance sheets have been signed, as required.

Providing student feedback

An important method in facilitating student learning is the provision of regular constructive feedback and the opportunity for self-evaluation. Receiving constructive feedback is an essential part of the learning process as it gives the student insight into their strengths and areas for improvement, and this provides a drive for change.

Constructive feedback is:

- Individualised and relevant
- Aligned with the student's learning goals
- Well-timed and expected
- Focused on observed behaviours
- Positive and encouraging
- Factual (not generalised)

- Documented
- Followed up on at a later date

Feedback should pay attention to both the student's demonstration of knowledge and skills and also their attitudes and feelings associated with what they are doing.

Informal feedback — feedback on the go

This type of feedback involves providing the student with concrete, practical suggestions, which are given either immediately during (particularly if safety is a concern) or following an action or interaction. The feedback may be preceded by something like, "Let me show you an easier way to do X" or "Let me give you some feedback". This is feedback on the go.

Formal feedback

Providing the student with formal feedback involves meeting with them at a specified time to discuss their workplace performance and also to provide practical suggestions following a particular learning experience. It is important to ensure that the feedback is given in privacy.

De-briefing after an incident

At times there will be workplace incidents that require a de-brief afterwards. Debriefing is an effective way of providing immediate support to the student through engagement in formal structured reflection of actions and incidents after they have occurred (generally within 12 to 48 hours). Debriefing can occur either as a group or individual process.

Instances when formal debriefing may be helpful, include the student's interaction with a particularly challenging or unusual situation, a safety near-miss incident or an emergency.

Debriefing should be provided in a safe environment that encourages open expression and normalising of reactions (emotional, psychological and physical) to an incident, whilst encouraging positive reactions and discouraging irrational responses or negative thinking. It is a useful forum for planning any further support or actions required by the student to process the incident.

Formal debriefing is an opportunity for the student to process in-depth what has occurred and to examine his/her responses to the situation, to reflect on what could have been done differently and to identify any resources needed, as well as to consolidate knowledge and to link theory and practice.

Section 6

JPIC Work placement Frequently Asked Questions

What is work placement?

Work placement is an opportunity to develop and demonstrate skills and knowledge in a workplace context. Whilst written online assessments enable you to document your knowledge, work placement allows you to apply your skills in a real-life workplace.

Work placement also provides you with the opportunity to train with others and develop your employability skills as well as job-specific skills and knowledge. It also provides insight into particular job roles and responsibilities.

How is work placement assessed?

Workplace assessment involves the assessment of various skills and tasks in a work-based environment over a period of time. Workplace Assessment may include student interviews as well as the completion of various written and practical assessments, which form part of a Workplace Assessment Portfolio.

Those students who are currently employed in an appropriate organisation can undertake the Workplace Assessment at their current workplace (subject to approval by their course coordinator).

All other students are required to undertake work placement at an appropriate Host Organisation under the guidance of a Workplace Supervisor.

What is an appropriate host organisation for a work placement?

The Host Organisation needs to be able to provide you with access to the tasks, equipment and resources necessary to undertake Workplace Assessments.

An appropriate host organisation will also expose you to the relevant level and variety of tasks corresponding to the course level. For example:

- For the diploma level, students need to gain exposure to decision making processes and planning in the workplace.
- A Certificate IV – In Commercial Cookery will need to gain exposure as a supervisor in a commercial kitchen environment and
- a Certificate III – In Commercial Cookery student will need to gain exposure as a cook in a commercial kitchen environment.

Can I do work placement in my own workplace?

Yes, most likely if you can apply your current knowledge and skills and gain new skills and experience. This will need to be negotiated with your course coordinator first.

What if my workplace does not offer the full scope of activities required for assessment?

You may need to split your work placement between two workplaces to ensure you cover all required skill areas. Students also have the option to have JPIC organise a work placement for them in a suitable organisation.

What is required to be an appropriate workplace supervisor?

It is important that your Workplace Supervisor has a level of experience and qualifications to provide you with support and guidance in the workplace.

In general, your Workplace Supervisor will need to have either:

- At least the Certificate or Diploma you are studying
- A minimum of five years' experience working in the Industry

When should I start looking for a work placement?

You will need to start preparing for your work placement well in advance. Preparing for your work placement in advance will enable you to:

- Obtain any necessary approvals
- Complete the hours required; and
- Complete your course within the maximum duration of the course.

We recommend that you:

- commence your work placement when you have started to build a body of knowledge on the area you are studying and your teacher thinks you are ready
- undertake work placement on a regular basis each week or in a concentrated stint (depending on course requirements)
- undertake work placement in one organisation.

How long is the work placement?

You will be required to complete a minimum amount of work placement. Requirements differ for each course. You will find specific details for your course on your course home page in the work placement section.

Depending on your level of skill and experience, you may need additional time to complete all the workplace assessment activities. Your facilitator/teacher or course coordinator will be able to provide you with advice on your progress throughout the workplace assessment process.

What is the workplace assessment checklist?

The workplace assessment checklist is contained in your study material for your work placement unit. It is used to collect important information about your workplace or proposed Host Organisation. This includes:

- Contact details of the organisation
- Nature of the services provided by the organisation
- Details of the proposed Workplace Supervisor
- Equipment and resources available at the organisation

Will my teacher or course coordinator be in contact with my Supervisor?

Your trainer will be in contact with your host organisation, your facilitator/teacher or course coordinator may contact your Workplace Supervisor to introduce themselves and discuss the Workplace Assessment process.

What is workplace insurance? How do I get a copy?

JPIC covers you for your mandatory voluntary work placement. The information for host employers explains to your host employer how this works. A Certificate of Currency of JPIC's insurance, is available and most employers will need to see it.

If you are completing your workplace assessments with your current employer, you will be covered by your employer's Workers Compensation insurance policy.

What if I am going to be late or will be unable to attend work placement?

You will need to telephone your Workplace Supervisor to advise them and make suitable arrangements to complete the missed time. The Workplace Supervisor has been advised to inform JPIC if you fail to attend without providing notification.

What support is available to me during the work placement?

Support is available from your facilitator/teacher or course coordinator. You can contact them directly via the contact details provided in your course or units. Alternatively, phone us on (02) 6286 8328 and we will put you in touch. Often, your facilitator/teacher or assessor will contact you while you are in the workplace, via phone or Skype. This is an opportunity to discuss any problems or concerns you are having.

What if I find the job is too hard and I don't feel confident in what I need to do?

Talk to your Workplace Supervisor and let them know what you are feeling. Everyone finds learning new things difficult at first, but with time and practice, your skillset and confidence will increase. In a workplace, you will generally be part of a team. If appropriate, talk to your team mates about these concerns. They may have had similar concerns when they began in the workplace.

For any ongoing or sensitive concerns, always feel free to contact your facilitator/teacher or coordinator.

What if I am injured?

If you are completing your Workplace Assessments with your current employer, you will need to follow the policies and procedures of your workplace. If you are injured while completing work placement with a host employer, please notify your facilitator/teacher or course coordinator and complete the accident and incident form.

While on work placement organised by JPIC, you are covered by JPIC's insurance. The Certificate of Currency explains JPIC's policy.

If you are undertaking your work placement at an organisation where you currently work or a work place where you have organised to do your work placement, then you will be covered by the insurance of your host organisation.

What happens if I want to withdraw from the course prior to the completion of the Workplace Assessments?

Workplace Assessments may relate to a number of Units of Competency within your course. If you wish to withdraw from the course prior to the completion of the Workplace Assessments, you will need to discuss this with your facilitator/teacher. They will be able to advise you whether the tasks you have completed at the time of withdrawing from the course are sufficient for you to be awarded some of the Units of Competency from the course.

What happens if I have difficulty getting work placement?

Work placement is compulsory for some courses and you will not pass the practical assessment requirements without it.

If the student is not currently working in the hospitality industry, JPIC students are given the option to either organise a work placement for themselves or have JPIC organise a work placement for them.

What happens if I don't have the necessary number of shifts for my qualification?

JPIC will be able to help students fulfill their work placement obligations by organising either additional shifts at an approved organisation or in the JPIC commercial kitchen on campus in a simulated kitchen environment, as per the direction of training.gov.au.