

Australian Seafood Apprentice Chef and Commercial Cookery Online Training Series

**Dr Janet Howieson, Rachelle Etienne-Breidenbach,
Nathan McMurdo, Jason Smith, Patrick O'Brien,
Peter Horvat and Emily Mantilla.**

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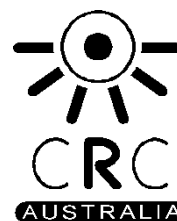
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Office Mark Oliphant Building, Laffer Drive, Bedford Park SA 5042
Postal Box 26, Mark Oliphant Building, Laffer Drive, Bedford Park SA 5042
Tollfree 1300 732 213 Phone 08 8201 7650 Facsimile 08 8201 7659
Website www.seafoodcrc.com ABN 51 126 074 048

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Non-Technical Summary

2010/770: Australian Seafood Apprentice Chef and Commercial Cookery Online Training Series

PRINCIPAL INVESTIGATOR: Dr Janet Howieson

ADDRESS: Centre of Excellence of Science, Seafood and Health
Curtin University
7 Parker Place
Bentley WA 6102
Telephone: 08 9266 2034 Fax: 08 9266 2508

PROJECT OBJECTIVE

Apprentice chefs, qualified chefs, commercial cookery and front of house staff have increased knowledge of Australian seafood production, supply chains and best practice handling which will be translated into better representation on menus.

PROJECT SUMMARY

A series of apprentice chef training videos were produced focusing on eight Australian seafood sectors: farmed Barramundi, Snapper, Australian Sardines, oysters, rock lobster, prawns, crabs and cephalopods. The seafood videos cover the supply chain, and hints on receiving at the restaurant (presented by Pete Manifis), preparation (presented by Josh Catalano) and cooking styles (presented by Don Hancey). The videos also cover nutritional aspects, species and seasonality and waste minimisation.

The videos were developed in line with the training requirements for:

SITHCCC302: Produce Seafood Dishes.

Competency Field: Commercial Cookery and Catering

Training Qualifications including this unit: SIT 60313/12: Advanced Diploma of Hospitality; SIT 50313/12: Diploma of Hospitality; SIT40613/12: Cert 1V in Catering Operations; SIT40413/12 Cert 1V in Commercial Cookery; SIT3103/12: Cert 111 in Catering Operations; SIT30813/12: Cert 111 in Commercial Cookery

Assessment questions against the information in the videos were also developed.

The first five videos were trialled with 45 commercial cookery and apprentice chef students at West Coast Institute of Training in February 2014. Evaluation data from both lecturing staff and students were collated and the videos edited based on the feedback. These videos were successfully launched to the wider training community on May 12th 2014. Subsequently two further videos were produced on cephalopods and crabs. All the videos have been made available for download on the internet and publicised through a number of different channels.

OUTCOMES ACHIEVED

- a. Increased awareness and knowledge of local seafood production, product optimisation, reduction in waste, health benefits, storage, handling and shelf-life preparation through an on line training resource.
- b. A tool to facilitate increased confidence in the use of seafood by apprentice chefs, qualified chefs and front of house staff.
- c. Web-based videos to deliver interactive training and education demonstrations.
- d. Training and assessment resource for unit SITHCCC302: Prepare Seafood Dishes.
- e. Roll out to national RTO's, VET institutions and schools

LIST OF OUTPUTS PRODUCED

- a. Summary/library of all existing relevant seafood training material/information
- b. Five videos developed and made available to WCIT students for Semester 1 2014,

with another two developed for use in late 2015.

- c. WCIT assessments against the training videos developed
- d. Evaluation forms (students and staff) developed, completed and analysed.
- e. Videos launched nationally to RTO's and other networks.
- f. Further video combining descriptions of the seven target supply chains for use in school education programs.

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1. Introduction

Interviews with around 80 seafood chefs in Brisbane, Sydney and Perth as part of a CRC 2008/793.10 demonstrated that chefs are seeking more knowledge about seafood products, and in an easy to assess platform. In particular more information about production and harvesting techniques, provenance, seasonality, reducing wastage, food safety, storage, shelf-life, health benefits, sustainability and best practice handling was requested. This increasing need by chefs for more information on seafood in a format that was easily accessible in a busy commercial environment was also an outcome of the 2012 CRC SIPP retreat activities.

The accredited course SITHCCC302: Produce Seafood Dishes, is mandatory for a range of commercial cookery and hospitality courses both for full time vocational students and as part of a chef apprenticeship. This project was designed to provide easy access web based training to support SITHCCC302 and also to increase background knowledge of seafood and therefore fill the gap identified in the chef interviews.

The advantage was that, following the four days of formal seafood training that makes up SITHCCC302, apprentices/students (and indeed other staff as a refresher) could complete modules in their own time, accessing interactive information and then completing assignments for assessment.

Further consultation during the project development also indicated that development of such a resource may have wider applications, including for schools, front of house staff, home based chefs and as an information tool for specific industry sectors.

1.1 Need

This pilot project aimed to increase the proportion of local seafood on a selection of fine dining restaurant menus by educating apprentice chefs, qualified chefs, commercial cookery students and front-of-house restaurant staff using an on line video training and assessment platform. The platform was planned to be tested with Vocational Education and Training (VET) lecturers, apprentice chefs and front-of-house hospitality students. Seven interactive videos were produced for each of eight different, local seafood products. These videos were developed to provide a definitive, locally relevant resource through a single portal that satisfies a current identified lack of information regarding local seafood.

Precious CRC studies had shown that chefs need targeted education about a range of benefits (seasonality, health, sustainability, economic value, links with tourism, provenance, full utility of all parts of the animal etc.) and training in preparing, cooking and serving local seafood. The local seafood story is attractive to consumers and chefs, and front-of-house staff needed a mechanism and resource base to access this information. VET Institutions need a relevant and flexible syllabus. The development of web-based, interactive videos offers the opportunity to meet that need through an innovative eLearning platform, incorporating edited vignettes linked to specific benefits. The videos were also tailored to allow for imparting knowledge and assessment against relevant VET skill sets and assessment.

1.2 Objective

Apprentice chefs, qualified chefs, commercial cookery and front of house staff have increased knowledge of Australian seafood production, supply chains and best practice handling which will be translated into better representation on menus.

2 Methods

2.1 Scoping, Target Species Selection, Development of Generic Script and Audit of Existing Material.

In the preliminary stages of the project the following activities were undertaken:

- Investigation of existing similar training programs (if any) in other primary production sectors (e.g. MLA, Pork).

- Selection of target seafood sectors based on consultation with CRC industry partners and chefs. These sectors were initially considered to be from crustacea (prawns and rocklobster), oily fish (Atlantic Salmon and Australian Sardines), white fleshed fish (snapper and Barramundi) and molluscs (oysters). Two further sectors (crabs and cephalopods) were added later.
- Consultation with stakeholders (chefs and seafood trainers) to understand what information needs to be collated as well as most commonly asked questions by food service customers.
- Development of a framework/generic script for the videos. This incorporated harvest/fishing methods (including sustainability issues), describing the supply chain to a food service outlet, and best practice use of the product (thawing, filleting, shucking, peeling, storage, use of waste products, basic cooking methods etc.).
- An audit of existing video material was conducted: All CRC industry participants were contacted to scope all existing video material, especially in regards to fishing/aquaculture practices, interviews with producers etc.) and identified gaps that required filming.

2.2 Training Video Development

In this section of the methods the following activities were undertaken:

- Pending consultation with FRDC, CRC, West Coast Institute of Training (WCIT) and Curtin University agreement on script, content and personnel for each sector was achieved. This scoping also identified where existing material already existed and where new material was required to be developed.
- Recruited participants for demonstrations and created filming schedule.
- Created and filmed each (of 8) videos for each local seafood sector.
- Created and edited videos for YouTube® and other mobile extension devices. Training materials were to be iPad and iPhone compatible
- Arranged for distribution platform so videos could be downloaded or viewed

2.3 Pilot Implementation at West Coast Training Institute

In this section of the methods the following activities were undertaken:

- In association with key WCIT lecturing staff, videos were integrated into training and assessments for the course SITHCCC302 Produce Seafood Dishes which is a mandatory unit in the following qualifications: Certificate III in Hospitality (Commercial Cookery) - Apprentice Program, Certificate III in Hospitality (Commercial Cookery) - Full Time Program, Certificate IV in Hospitality (Commercial Cookery) - Full Time Program and Certificate IV in Hospitality - Full Time Program
- Worked with WCIT to conduct pre-implementation audits to enable the course and training materials to become recognised.
- With WCIT staff developed assessment tools and delivered training to students. Undertook evaluation with staff and students.
- Evaluated the training program and made final changes to the videos based on evaluation.

2.4 Launch and Extension

In this section of the methods the following activities were undertaken:

- Launched the videos and provided information to relevant training providers such as:
 - All relevant VET institutions who were certified to deliver SITHCCC302: Produce Seafood Dishes
 - Apprentice employers and associated Group Training Schemes (eg MEGT)
 - Home Economics Institute of Australia
 - Industry training councils (eg FutureNow, Secure Skills organisation)
 - Relevant industry sector bodies (eg SRL, WAFIC, ACPF, WRLC)
 - Other potential end users as identified by the Australian Seafood CRC

- Developed strategies to record the extension/uptake of the videos post the launch
- Finish project reporting.

3 Results

3.1 Scoping, Target Species Selection, Development of Generic Script and Audit of Existing Material

An informal working group was formed for the project. This working group comprised Janet Howieson (Curtin University), Emily Mantilla (Seafood CRC), Peter Horvat, Rachelle Etienne-Breidenbach (FRDC), Patrick O'Brien, Nathan McCurdo and Jason Smith (WCIT). FRDC took an active and significant contributory role in the project (particularly taking advantage of the skills of Rachelle Etienne-Breidenbach) due to alignment with the outcomes/expectations associated with the FRDC FishFiles initiative. It was recognised that the material produced for this project had possibilities for modification and subsequent extension to other stakeholder groups.

An audit of existing video and other electronic material and any other material/information was completed and circulated to the working group (Appendix 1). This included Australian seafood industry material, but also a scoping of overseas websites and other primary production sectors. A request to CRC participants for any other video material was circulated. The collated information was divided into supply chain material (from point of harvest to back door of restaurant) and material associated with selection, inspection, receipt, preparation and cooking.

Following discussions with WCIT/CRC and FRDC staff, the target species were selected: white fish (Barramundi and Snapper), oily fish (Australian Sardines), prawns, rocklobster and oysters. A generic table comprising all the proposed video(s) content was developed. This contents table was checked against WCIT training documents by WCIT staff and modified to ensure relevant training requirements for SITHCCC302 were incorporated.

There was remaining budget after the completion of the first six videos so it was decided in late 2014 to produce another two videos focussing on cephalopods (squid, octopus and cuttlefish) and crabs.

3.2 Training Video Development

Don Hancey (cooking), Josh Catalano (preparation) and Pete Manifis (receipt at restaurant) were recruited to be part of the videos. Rachelle Breidenbach and Peter Horvat from FRDC visited Perth from 23-25 October 2013 to meet with stakeholders and check filming arrangements (including equipment hire and locations). Scott Bowerman who has completed similar work for FRDC, was recruited to do the filming.

For the first five videos scripts were developed by Rachelle Etienne-Breidenbach in consultation with the working group and final content decided (incorporating video sequences, voice overs, text/graphic overlays and incorporation of existing footage/photography). Filming was conducted in the week of 3-7 November 2013. Editing commenced early December 2013 with the objective for completion of videos and subsequent incorporation into the WCIT delivery of SITHCCC302 scheduled for first semester 2014.

For the final two videos a number of providers were asked to tender via an expression of interest and following assessment of the tender documents with the CRC Program Manager, Karl Miethe was selected to produce the videos. These were completed in May 2014.

3.3 Pilot Implementation at West Coast Training Institute

In January 2014, the videos were finalised and incorporated into the "Blackboard" training tool at WCIT, in conjunction with the course Code SITHCC302 Prepare Seafood Dishes. WCIT staff

developed on-line student assessment questions based on the video content (Appendix 2) and also developed evaluation forms for the students to complete (Appendix 3). Relevant staff was also asked to comment on the videos.

The videos were used in the first eight weeks of teaching in Semester 1. The tools were viewed (and on line assessments and evaluations completed) by 45 students in three different classes: domestic commercial cooking class; international commercial cooking class and apprentice chef class (see Figure 1).



Figure 1: WCIT students complete evaluation of the videos in April 2014.

The summary results of the student evaluations are shown in Table 1.

Table 1: Result of the evaluation of the videos by WCIT students. (n=31).

n= 31

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Non Applicable
1. The videos were interesting (n=31)	29%	65%	6%	0%	0%
2. The videos met my needs (n=31)	29%	61%	6%	0%	3%
3. The videos met my expectations (n=31)	19%	65%	16%	0%	0%
4. What I learnt in the video will help me get a job (n=30)	10%	73%	7%	3%	7%
5. The activities after the video were useful (n=31)	29%	61%	6%	0%	3%
6. The training video used were appropriate (n=31)	26%	74%	0%	0%	0%
7. The accessibility of the videos were appropriate (n=31)	35%	55%	10%	0%	0%
8. The video helped me understand the knowledge (n=30)	37%	57%	7%	0%	0%

9. The videos helped the support the delivery of the unit (n=31)	32%	58%	10%	0%	0%
10. I was able to access the video anytime (n=31)	48%	35%	13%	3%	0%
11. The lecturer had good knowledge of the unit (n=31)	52%	48%	0%	0%	0%
12. Adequate resources were supplied to me (n=31)	26%	68%	3%	0%	3%

Comments on the videos

What did you like about the videos?

- Good demonstrations, good information to back up the unit, very good for background knowledge
- Two of the videos oysters, mussels? No audio, just music tracks
- They gave me info I needed to help with my seafood course the more I knew the easier the lessons got for me. The more knowledge you have the more you can achieve a higher skill in being a chef
- They were very interesting/extra knowledge
- I learnt more knowledge about what I was learning at TAFE
- Straight to the point and delivered a substantial amount of knowledge in short space of time
- They were very informative, the questions were very well done as some allowed research to answer. Because the questions were done, I know more about the respective items including process and handling
- When I missed classes relating to content on the videos, I was able to watch them and understand what I watched
- That they discussed fully what the subject was on and I like that they were recorded locally
- Wide range of information spread out through the video, a lot of useful tips and hints
- They had all the information I needed to complete the questions. I gained knowledge about different types of seafood
- The knowledge I didn't get in the classroom
- I can improve my knowledge about Australian seafood like oyster, prawn. I can replay many times for enhance my English skills
- The videos delivered the knowledge
- I'm pleased with the videos because it shows me a lot useful information about how handle those seafood
- I could get information about seafood
- It was interesting and great in valuable information
- External knowledge out of class content
- Videos were all very well explained
- It's interesting to watch videos instead of reading it from blackboard on didasco. We don't get bored and learn in short time
- Good delivery of information. Accessible anytime. Very useful, clear information
- More about variety of fish and how to identify fish. Modern cooking and techniques
- The videos were very informative and it helped me to complete the unit
- They were informative, educational
- I like almost everything
- Give knowledge of the unit understanding well
- It is brief
- Very informative. Not too long and to the point
- Good resources and it's very useful for anytime in life

How could the videos be improved?

- Have audio
- More videos on more of the lesson
- I don't think they need to be improved or changed as they delivered the knowledge very simply and quickly

- Maybe include more tutorials, more trivia, seasonality and be a little more specific to the subject for storage. But generally they were awesome videos
- The questions relating to the videos weren't all answered in the videos. Some videos need more details
- A little more exciting
- More detailed on certain matters different perspectives or ways to eg. Fillet
- Mine
- A lot more movies
- I can watch the videos many times I want
- More video is better
- I'm pleased on this video

The comments from the students and staff were evaluated and a series of changes to the videos made, the videos were then finalised.

3.4 Launch and Extension

The videos were launched at a cocktail event held on May 12th 2014. The event was attended by around 45 people including representatives from the Seafood CRC, FRDC, Curtin University, WCIT staff, the WA Minister of Fisheries, WAFIC and WA seafood industry representatives, school and vocational training institutions etc. Attendees were given a sheet on how to view or download the videos as described below.

HOW TO ACCESS THE SEAFOOD TRAINING VIDEOS

The HD quality videos can be downloaded from the following link.

<https://vimeo.com/fishfilescheftutorials>

Alternatively the videos can be viewed at

<https://www.youtube.com/user/FRDCFishfiles>

For more information contact

Dr Janet Howieson, Curtin University j.howieson@curtin.edu.au.



Figure 2: Emily Mantilla (Seafood CRC) launches the chef videos.



Figure 3: Launch of the chef videos at the WCIT restaurant.

As a result of the launch the following extension activities can be reported for the videos.

- FRDC and CRC websites and Facebook pages.
- FishFiles
- CRC YouTube channel
- FISH magazine and SeaFOOD Magazine
- WAFIC newsletter and fish-e-news
- CRC Seafood Retailers Network
- Janet Howieson gave an invited presentation on videos at National Home Economics Institute of Australia (HEIA) conference, Perth October 2014 (see Figure 4). This ensured many Home Economic teachers were given access to the videos (and their students).



Figure 4: Janet Howieson presenting on videos to HEIA conference.

- Videos advertised and available for download on "Future Now" website (WA Industry Training Skills Council).

- Videos advertised and available for download on WA Food, Fibre and Timber Industry Training Skills Council website.
- Videos advertised in 5000 Meals Newsletter
- Communicated to CEO of Primary Industries Education Foundation (PIEF) for inclusion on PIEF's resource generator.
- Videos advertised through MEGT who communicated the resources to 250 RTO's Australia wide.
- Individual emails to 161 RTOS that currently deliver SITHCCC302.
- Information email sent to Skills Australia
- Video combining descriptions of seven target supply chains developed and piloted with 180 primary school science students and their teachers for potential use in school education programs.

4 Discussion

The project successfully delivered a new seafood training resource, aligned with and therefore able to be incorporated into existing training. The project also demonstrated the benefits of collaboration between vocational training institutions, seafood industry (including chefs), universities and FRDC/Seafood CRC initiatives in delivering unique training resources.

Interestingly the videos have been embraced by industry skills councils and the Home Economics Institute (with one school reporting that students have already been exposed to the videos and "loved them").

5 Benefits and Adoption

Early indications are that the videos have been adopted as a resource by a wide range of stakeholders (see Section 3.4).

6. Further Development

The video resources could be extended to include other seafood sectors for example mussels, abalone, other finfish etc.

7 Planned Outcomes

Public Benefit Outcomes

- a. Increased awareness and knowledge of local seafood production, product optimisation, reduction in waste, health benefits, storage, handling and shelf-life preparation through training using the online platform by West Coast Training Institute student chefs, front-of-house staff and lecturers.
- b. Increased knowledge/confidence in the use of seafood by apprentice chefs, qualified chefs and front of house staff
- c. Web-based videos to deliver interactive training and education demonstrations.
- d. Training and assessment resource aligned with SITHCCC302 for RTOs.

Linkages with CRC Milestone Outcomes

Output

3.3 - Postgraduate qualifications available

Milestone

3.3.2 - Vocation and education training level skill sets and new competencies relating to the outputs of Research Program 1 identified and submitted for inclusion in the National Seafood Industry Training Package

Output

3.7 - Knowledge from Research Program 2 converted into education and training tools

Milestone

3.7.1 - Outputs from Research Program 2 customised to develop education and training tools and processes, training conducted and suitability of tools and processes evaluated

Output

3.8 - Postgraduate qualifications available

Milestone

3.8.2 - Vocation and education training level skill sets and new competencies relating to the outputs of Research Program 2 identified and submitted for inclusion in the National Seafood Industry Training Package

8 Conclusion

A set of seven training videos have been developed, evaluated and included as a resource for commercial cookery students and apprentice chefs. The resource has also been made available to home economics teachers and home cooks via the FishFiles website.

Appendix 1: Summary of Existing Seafood training videos

The videos available are through the website Youtube. Most of the videos demonstrate how to prepare seafood using different cooking methods, how to fillet fish and qualities to look for when purchasing fresh seafood. There are limited video resources on the processing and supply chain of seafood in Australia and world wide. Most of the available resources on the seafood supply chain are in pdf documents. A good example of capturing the processing and supply chain for industry is through the Australian Chicken Meat Federation (<http://www.chicken.org.au/page.php?id=155&issue=10>). This video captures the processing and supply chain of chicken in Australia. Below is a list of the videos and resources currently available.

Alaskan Seafood Marketing Institute has videos on the preparation on Alaskan Seafood. Videos on the website <http://www.alaskaseafood.org/chef-cooking-techniques-videos/> include:

- Tips for Storing and Thawing
- Tips for purchasing and receiving
- How to fillet, pan-sear & roast, grill & broil, deep-fry & pan fry, sauté and poach.

Sydney Fish Market

Videos by Sydney Fish Markets are on YouTube and demonstrate how to prepare seafood and what to look for when buying seafood.

- How to shuck an Oyster <http://www.youtube.com/watch?v=NTkB3Mc3oqk>
- How to prepare Australian Rock Lobsters <http://www.youtube.com/watch?v=wNxqXY8uUos>
- How to peel a raw prawn <http://www.youtube.com/watch?v=JyXHm5f7dng>
- How to prepare ocean jackets <http://www.youtube.com/watch?v=qwOpeOCfJms>
- How to prepare live mud crabs for cooking <http://www.youtube.com/watch?v=BKw2XyCrOcc>
- How to clean an octopus <http://www.youtube.com/watch?v=TPCj7aIVBk0>
- How to clean and prepare cuttlefish <http://www.youtube.com/watch?v=gsC8aN3yeSc>
- What to look for when buying fish <http://www.youtube.com/watch?v=GZKI66FPD3o>
- How to pick and prepare Molluscs <http://www.youtube.com/watch?v=fk8T966nPdU>
- How to fillet fish <http://www.youtube.com/watch?v=skemCDg-7gE>
- How to prepare a cooked seafood platter <http://www.youtube.com/watch?v=s-kdkh-AqLo>
- How to clean a squid <http://www.youtube.com/watch?v=R0BtBULmhJ4>

SeaNetNT

- Faces of Fishing Part 4- Barramundi Fishing in NT. Only video footage of the fishing <http://www.youtube.com/watch?v=bjQR3oQ4Ub4>

OceanWatch Australia has developed some Where does seafood come from videos. The videos captures footage of the process with typed narration. Videos include:

- Barramundi Netting <http://www.youtube.com/watch?v=zyuTILpweaw>
- Gulf St Vincent Prawn South Australia http://www.youtube.com/watch?v=KQ0_CjoauH4

Seafood First Steps- seafood training

www.seafoodfirststeps.com.au (link on the dept of industry, innovation, climatic change, science, research and tertiary education). Workers undertaking accredited training in Aus Seafood Industry. A powerpoint style presentation developed by Seafood training Tasmania

which covers aquaculture, catching, processing and wholesale/retail of seafood. The presentation also includes a video for processing shellfish (oysters)

Indian Ocean Lobsters

Website has a section on factory, packaging which has photos for each process. In the recipe section it has section on how to cook lobster and how to prepare lobster for cooking .
<http://www.indianoceanlobsters.com.au/processing/factory.html>

Seafood Lovers

Seafood Lovers WA have 17 different videos available on Youtube demonstrating ways to prepare particular seafood and how to determine what is good quality. Below is a list of the videos available.

Video	Views	URL
Selecting Fresh Fish	1181	http://www.youtube.com/watch?v=UkeB7Qhs7RQ
Filleting a Fish	706	http://www.youtube.com/watch?v=V4kRbZ9BPxw
How to cook grilled fish	1218	http://www.youtube.com/watch?v=E3LamrJiDrY
How to knife Sharpen	887	http://www.youtube.com/watch?v=lht9oD-3w6M
How to cook lobster	3269	http://www.youtube.com/watch?v=tpjlrVWSkvk
Microwaving Seafood	330	http://www.youtube.com/watch?v=nmkqUIMY90I
Cooking Mussels	14051	http://www.youtube.com/watch?v=64WftPY5NxE
Pan Frying Seafood	882	http://www.youtube.com/watch?v=7eY5aarpfpo
Poaching Seafood	725	http://www.youtube.com/watch?v=Gy6Kjpuwp7s
Cooking seafood in a shallow fry	1166	http://www.youtube.com/watch?v=4s98zmPINMs
Steam cooking seafood	3540	http://www.youtube.com/watch?v=JjyVjvWCv0
How to BBQ seafood	9094	http://www.youtube.com/watch?v=c0Hc9Yr8e6s includes prawns, lobsters, oysters, Atlantic salmon, mussels
Cooking seafood in a stir fry	2797	http://www.youtube.com/watch?v=fE1DVAeBxgQ

Tassal has short videos on the following aspects for Atlantic Salmon:

- Operations- where they fish, short overview on process
<http://www.youtube.com/watch?v=8G8PUoJSGfo>
- Sustainability- <http://www.youtube.com/watch?v=aQ0-WatHIPY>
- Quality- factors effecting quality, different cuts and processing and end of supply chain- <http://www.youtube.com/watch?v=Fw693VTDZPA>
-

Tasmanian Oyster Industry- video introducing industry in Tasmania

- <http://www.youtube.com/watch?v=zR5ZLOS4G7g>

Guides have been developed for the seafood industry globally including:

- Seafish Seafood Guide-includes sourcing, handling, quality, species specific information, cuts and portions, cooking guide for particular species
- Seafish Basic Fishing Methods
- Seafood Source
- Alaskan Seafood Marketing Institute
 - Basic Seafood Training
 - Menu and marketing guides
 - Buyers Guides
 - Food Service Guide to Seafood Quality

<http://www.alaskaseafood.org/industry/qc/pages/pub-fsgsq.html>

Appendix 2: Assessment questions for students



Instruction to Student: Watch video clips on “Oysters”

Log onto Blackboard and complete the following tasks, submit them to your lecturer.

- List the three species of oysters farmed in Australia?
- List three pieces of protective equipment you need to safely open oysters.
- List two quality points you need to check for when receiving oysters at your place of work.
- List two quality points you need to check for when receiving oysters at your place of work.
- Think sustainable: you have opened and served 20 dozen oysters, investigate and record 5 things that the hospitality or other industries could use the oyster shells for.
- Log onto www.superseafood.com.au and list the three good sources of nutrition “Native Farmed Oyster” are reported to have.
- Log onto www.superseafood.com.au and record the difference in omega 3 for 100g of “Farmed Sydney Rock Oysters” as compared to chicken breast.
- On you menu is “Beer Battered Oysters” what safety equipment do you need to deep fry oyster? List 4 safety points.
- List three methods of cookery suitable for oysters.
- List the ingredient and method of production for “Kilpatrick Oyster”

Instruction to Student: Watch video clips on “Prawns”

Log onto Blackboard and complete the following tasks, submit them to your lecturer.

- List three species of prawns harvested in Australia?
- List three pieces of protective equipment you need to safely handle and prepare prawns.
- List two quality points you need to check for when receiving frozen prawns at your place of work.
- What ordering and storing processes could you employ to ensure your prawns are kept fresh as possible? List 4.
- Once you have defrosted prawns, what do you need to check for (list 3 points)

- Log onto www.superseafood.com.au and list the three good sources of nutrition “Farmed Black Tiger Prawns” are reported to have.
- Log onto www.superseafood.com.au and record the difference in omega 3 for 100g of “Farmed Banana Prawns” as compared to chicken breast.
- Think sustainable: Investigate and record 5 things that the hospitality or other industries could use the prawn heads and shells for.
- List three methods of cookery suitable for Prawns.
- List the tools, equipment and method of preparation to produce and serve “Poached Prawns”
- List 4 suitable accompaniments to serve with the above dish.
- You are receiving frozen prawns from your supplier, you notice the box has a code 16/20, what does this code mean.

Instruction to Student: Watch video clips on “Lobster”

Log onto Blackboard and complete the following tasks, submit them to your lecturer.

- List four species of crayfish harvested in Australia?
- List three pieces of protective equipment you need to safely handle and prepare crayfish.
- List 3 ways you can purchase rock lobster
- List two methods to ensure you kill live lobster humanly.
- What is the weight of an A grade lobster.
- What is the weight of a C grade lobster?
- What should you check for when receiving live rock lobster? List 3 points
- Log onto www.superseafood.com.au and record what role phosphorus in lobster does for your body.
- Log onto www.superseafood.com.au and record the difference in omega 3 for 100g of “Wild Southern Rock lobster” as compared to chicken breast.
- Think sustainable: you have been preparing lobster medallions for a function, list 3 dishes suitable for the trimmings you have left after cutting all the lobster flesh.
- How long would it take to boil a 1kg lobster.
- List the tools, equipment and method of preparation to produce and serve “Boiled lobster”
- List 4 suitable accompaniments to serve with the above dish.
- What months of the year are lobsters in Western Australia at their best.

Instruction to Student: Watch video clips on “Sardines”

Log onto Blackboard and complete the following tasks, submit them to your lecturer.

- List five quality points you should check for when receiving fresh sardines.
- List 3 other species of oily fish mentioned in the video.
- List two quality points you need to check for when receiving frozen prawns at your place of work.
- What ordering and storing processes could you employ to ensure your prawns are kept fresh as possible? List 4.
- Once you have defrosted sardines, what do you need to check for (list 2 points)
- Log onto www.superseafood.com.au and record the health benefits of :”Wild Australian Sardines.
- Log onto www.superseafood.com.au and record how many grams of chicken breast you will need to consume to equal that of 100grams of sardines.
- Think sustainable: Investigate and record 5 things that the hospitality or other industries could use the by-products or trimmings for.
- List three suitable methods of cookery suitable for oily flesh fish like sardines.
- List the tools, equipment and method of preparation to produce and serve “Grilled Sardines”
- List 4 suitable accompaniments to serve with the above dish.
- You are receiving frozen Sardines from your supplier, you notice the box has butterfly fillets written on it , what does this mean?

**Instruction to Student: Watch video clips on “Barramundi and Snapper”
Log onto Blackboard and complete the following tasks, submit them to your lecturer.**

- List five quality points you should check for when receiving fresh fin fish.
- List 3 other species of white fleshed fish mentioned in the video.
- List two quality points you need to check for when receiving frozen prawns at your place of work.
- What ordering and storing processes could you employ to ensure your fish are kept fresh as possible? List 4.
- Once you have defrosted frozen fish, what do you need to check for (list 3 points)
- Log onto www.superseafood.com.au and record the health benefits of:”Barramundi”.
- Log onto www.superseafood.com.au and record how many grams of scotch fillet steak you will need to consume to equal that of 100grams of barramundi.
- Think sustainable: Investigate and record 5 things that the hospitality or other industries could use the by-products or trimmings for.
- List three suitable methods of cookery suitable for white flesh fish like snapper or Barramundi.
- List the tools, equipment and method of preparation to produce and serve “Deep fried coconut crumbed snapper”

- List 4 suitable accompaniments to serve with the above dish.
- You are receiving fresh Snapper fillets from your supplier, you notice the invoice has scaled, skin on, pin bone removed written on it , what does this mean?

Appendix 3: Evaluation forms for students.



GOVERNMENT OF
WESTERN AUSTRALIA

HOSPITALITY DEPARTMENT UNIT EVALUATION SURVEY



WEST COAST INSTITUTE
OF TRAINING

Course Name: Cert III Commercial Cookery

Lecturer: David Smith

Unit: Produce seafood dishes

Room: Skills 1

Name (Optional) _____

Date: 3 May 2014

S/A – Strongly Agree A- Agree D – Disagree S/D – Strongly Disagree N/A – Non Applicable

Please circle the most appropriate response

1	The videos were interesting		S/A	A	D	S/D	N/A
2	The videos met my needs	S/A	A	D	S/D	N/A	
3	The videos met my expectations	S/A	A	D	S/D	N/A	
4	What I learnt in the video will help me get a job		S/A	A	D	S/D	N/A
5	The activities after the video were useful	S/A	A	D	S/D	N/A	
6	The training video used were appropriate	S/A	A	D	S/D	N/A	
7	The accessibility of the videos was appropriate	S/A	A	D	S/D	N/A	
8	The video helped me understand the knowledge	S/A	A	D	S/D	N/A	
9	The videos helped support delivery of the unit	S/A	A	D	S/D	N/A	
10	I was able to access the video anytime	S/A	A	D	S/D	N/A	
11	The lecturer had good knowledge of the unit	S/A	A	D	S/D	N/A	
12	Adequate resources were supplied to me	S/A	A	D	S/D	N/A	
13	The assessments were appropriate for the unit	S/A	A	D	S/D	N/A	
14	The room lighting and ventilation were satisfactory		S/A	A	D	S/D	
	N/A						

Comments on the videos :

What did you like about the videos?

How could the videos be improved?
