

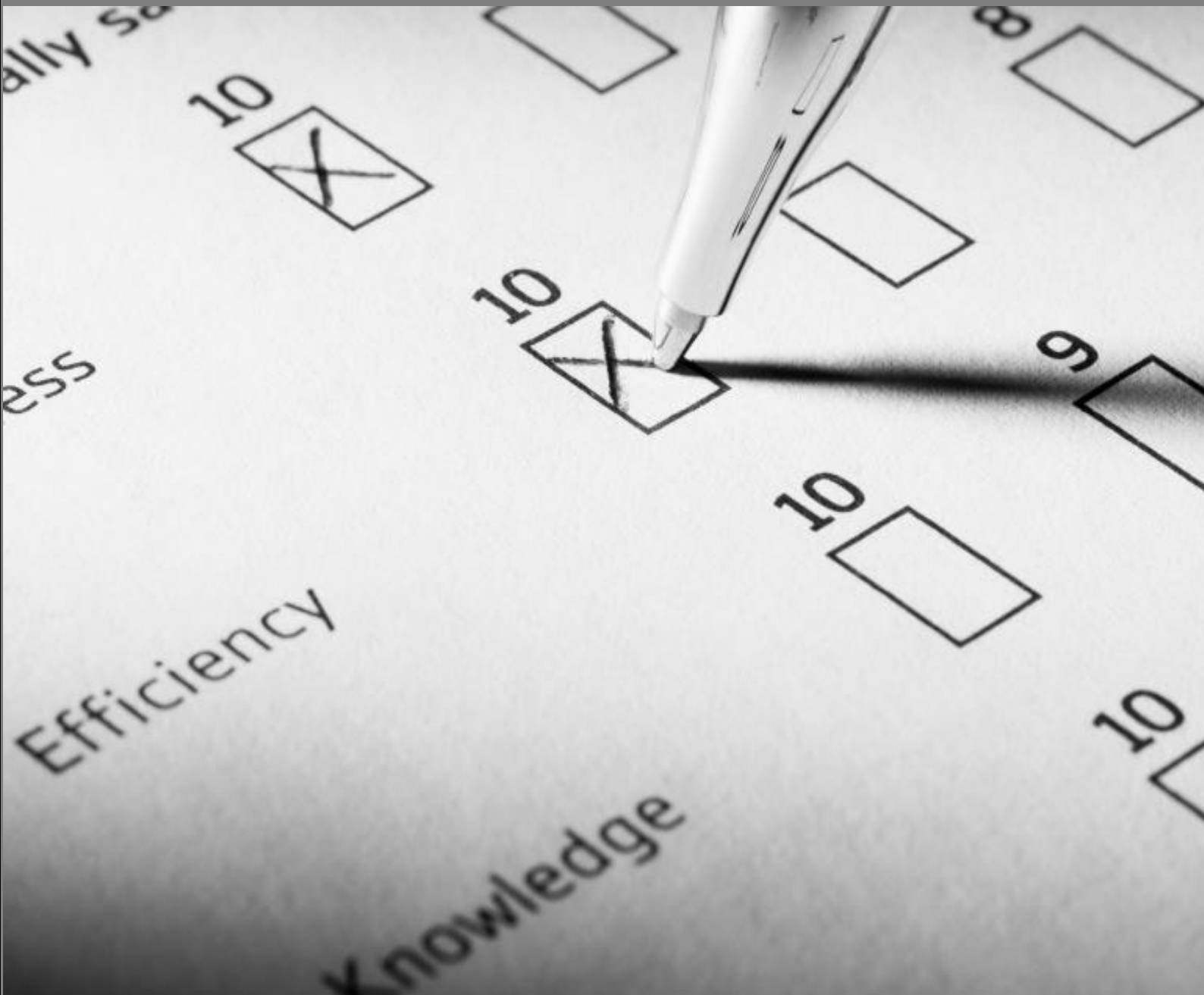


Prepare chocolate and produce chocolate products

D1.HCC.CL2.13

D1.HPA.CL4.05

Assessor Manual



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Assessor Manual



**William
Angliss
Institute**

Specialist centre
for foods, tourism
& hospitality

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Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: PREPARE CHOCOLATE AND PRODUCE CHOCOLATE PRODUCTS		NOMINAL HOURS: 65
UNIT NUMBER: D1.HCC.CL2.13 D1.HPA.CL4.05		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks, chefs and patissiers to prepare, produce, display and store a range of high quality chocolate products in commercial food production environments		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Temper couverture</p> <p>1.1 <i>Melt and temper</i> couverture using correct techniques and temperatures</p> <p>1.2 <i>Maintain tempered couverture</i> for use</p> <p>Element 2: Prepare chocolate based fillings, coatings and decorations</p> <p>2.1 Select required <i>commodities</i> according to recipe and production requirements</p> <p>2.2 Use appropriate <i>equipment</i> to prepare chocolate based fillings, coatings and decorations</p> <p>2.3 Use correct <i>techniques</i> to produce chocolate based fillings, coatings and decorations to enterprise standards</p> <p>2.4 Produce chocolate based <i>fillings/centres, coatings and decorations</i> to enterprise requirements and standards</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that are responsible for preparing, producing, displaying and storing chocolate and chocolate products within the labour divisions of the hotel and travel industries and may include:</p> <p>1 Food Production.</p> <p><i>Melt and temper</i> should relate to:</p> <ul style="list-style-type: none"> • Type of couverture, such as dark, milk, or white • Temperature control • Avoiding contact with moisture • Vaccination/addition method • Tabling method • Heated water method • Microwaving 	

<p>Element 3: Prepare chocolate moulds</p> <p>3.1 Ensure moulds are <i>clean</i></p> <p>3.2 <i>Polish moulds</i> ready for use</p> <p>3.3 Keep moulds at <i>correct temperature</i> for production</p> <p>Element 4: Make moulded chocolates</p> <p>4.1 Select and prepare <i>combinations</i> to be produced</p> <p>4.2 Use tempered couverture and <i>set in moulds</i> correctly</p> <p>4.3 <i>Fill moulded chocolates</i> correctly</p> <p>4.4 Set, release and <i>handle</i> moulded chocolates appropriately</p> <p>Element 5: Coat and decorate with chocolate</p> <p>5.1 Prepare a variety of chocolate <i>coating, icing, glazes and decorations</i></p> <p>5.2 Decorate using coating, icing, glazes and decorations according to standard recipes and/or enterprise standards and/or customer requests</p> <p>Element 6: Store chocolate and chocolate products</p> <p>6.1 <i>Store at correct temperature and conditions</i></p> <p>6.2 Maintain maximum eating quality, appearance and freshness</p>	<p>Maintain tempered couverture may relate to:</p> <ul style="list-style-type: none"> • Temperature control • Holding time of tempered couverture. <p><i>Commodities</i> may include:</p> <ul style="list-style-type: none"> • Dried fruits or nuts • Flavourings or essences • Alcohol-based products • Cream. <p><i>Equipment</i> may include:</p> <ul style="list-style-type: none"> • Trays • Racks • Bowls • Mixing machine • Scales • Rolling pins • Moulds • Rings • Tins • Dipping tools and racks. <p><i>Techniques</i> may relate to:</p> <ul style="list-style-type: none"> • Rubbing • Beating
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- Whisking
- Folding
- Piping
- Flooding
- Stencilling.

Fillings/centres, coatings and decorations may relate to:

- Nougat
- Ganache
- Flavoured fondants
- Nuts
- Fruits
- Caramels
- Liqueurs
- Marzipan
- Croquant
- Jellies.

Enterprise requirements and standards may relate to:

- Scale to correct weight
- Colour
- Consistency
- Texture
- Moisture
- Mouth feel

	<ul style="list-style-type: none">• Appearance• Sale ability• Shape. <p><i>Clean</i> should include:</p> <ul style="list-style-type: none">• Free of grease• Free of water• Free of chocolate• Free of other ingredients. <p><i>Polish moulds</i> should include</p> <ul style="list-style-type: none">• Free of finger prints• Free of scratches. <p>Correct temperature relates to:</p> <ul style="list-style-type: none">• Cool• Moisture free. <p><i>Combinations</i> relates to:</p> <ul style="list-style-type: none">• Type of couverture• Flavour of filling• Size• Shape.
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Set in moulds should include:

- Thickness
- Free of bubbles
- Free of marks
- Free of blemishes.

Fill moulded chocolates relates to:

- Quantity of filling
- Level of filling
- Sealing in filling.

Handle relates to:

- Free from finger marks
- Free from bloom
- Free from scratches.

Coating, icing, glazes and decorations may relate to:

- Jams
- Creams
- Chocolate
- Fondant
- Ganache
- Food lacquer
- Cocoa butter
- Chocolate

- Fondant icing
- Non-parrels
- Glace fruits
- Fresh fruits.

Store must include:

- Storage containers
- Labelled
- Temperature and humidity.

Correct temperature and conditions relates to:

- Cool
- Humidly level
- Moisture free
- Protection from light and odours.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the quality characteristics of chocolate and chocolate products, such as classical, modern/contemporary and culturally specific
- Knowledge of the appropriate quality indicators, such as taste, texture, structure, shape and size made to industry and/or enterprise standards
- Knowledge of the principles of the preparation of chocolate and chocolate products
- Ability to maintain hygiene and food safety requirements
- Knowledge of commodities
- Knowledge of the historical and cultural aspects of chocolate and chocolate products and their role on the menu and in the industry.

Linkages To Other Units

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Prepare and store food
- Work effectively with colleagues and customers
- Maintain strategies for safe food
- Present and display food products
- Apply basic techniques of commercial cookery
- Other food units as appropriate, such as pastry, cakes, yeast goods, desserts, buffet, food service operation.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the varieties and characteristics of chocolate and chocolate product classifications, such as classical and modern, size, shape, structure and assembly according to industry and enterprise standards
- Demonstration of commodity knowledge, including quality aspects
- Demonstrated ability to safely and hygienically handle products
- Knowledge of specific terminology related to chocolate and chocolate products
- Demonstrated ability to prepare a variety of chocolate and chocolate products from five different recipes and cultural backgrounds
- Demonstration of creative and artistic skills in preparation, decoration and display of chocolate and chocolate products
- Demonstrated ability to store a range of chocolate and chocolate products to industry and enterprises standards.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Demonstration of skills on more than one occasion
- Preparation, decoration and display of chocolate and chocolate products within typical workplace conditions and timeframes.

Resource Implications

Training and assessment must include access and use to a fully equipped commercial kitchen, use of real ingredients, storage and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work
- Sampling of products prepared by the student.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

	Key Competencies	Level	Examples
	Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; select and obtain commodities, organise ingredients and task sheets
	Communicating ideas and information	1	Share information with other kitchen and floor service staff; read recipes, menus, instructions and orders
	Planning and organising activities	2	Complete preparation (mise-en-place) and organise for the production of chocolate products; work within time constraints in a logical sequence
	Working with others and in teams	2	Work cooperatively with other team members
	Using mathematical ideas and techniques	1	Calculate quantities and portions against standard recipes and/or menu requirements
	Solving problems	1	Identify and correct problems in the preparation, production of chocolate and chocolate products, such as ingredient quality
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare chocolate and produce chocolate products D1.HCC.CL2.13 D1.HPA.CL4.05
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What techniques and temperatures do you use to melt and temper chocolate?	<input type="checkbox"/>	<input type="checkbox"/>
2. How do you maintain tempered couverture for use?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Name a chocolate based filling, coating or decoration, and the food commodities do you need to prepare that item.	<input type="checkbox"/>	<input type="checkbox"/>
4. For the item you identified in your answer to the previous question, what equipment would you require to make that item?	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe how you would make the item identified in answer to the two previous questions.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What enterprise standard or requirements might apply to the preparation of chocolate based fillings, coatings or decorations?	<input type="checkbox"/>	<input type="checkbox"/>
7. When cleaning chocolate moulds what do you need to ensure they are clean of?	<input type="checkbox"/>	<input type="checkbox"/>
8. When a chocolate mould has been polished what should it be free of?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. How should a chocolate mould be kept after it has been cleaned and polished so it ready for use?	<input type="checkbox"/>	<input type="checkbox"/>
10. Name a moulded chocolate combination and identify the commodities required to make it and the preparation required for those ingredients prior to setting in the mould.	<input type="checkbox"/>	<input type="checkbox"/>
11. What factors must you ensure when setting chocolates in moulds?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What considerations are involved in filling a chocolate mould correctly?	<input type="checkbox"/>	<input type="checkbox"/>
13. Explain how you would release and handle moulded chocolates to optimise their appearance.	<input type="checkbox"/>	<input type="checkbox"/>
14. Name one chocolate icing or glaze and describe how to prepare it.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. For the icing or glaze identified in your answer to the previous question give an example of how you would use that product, providing one example of a customer request you may have to meet.	<input type="checkbox"/>	<input type="checkbox"/>
16. Describe the optimum storage temperature and conditions for storing chocolate and chocolate products.	<input type="checkbox"/>	<input type="checkbox"/>
17. What practices would you apply to maintain maximum eating quality, appearance and freshness of chocolate and chocolate products?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Prepare chocolate and produce chocolate products D1.HCC.CL2.13 & D1.HPA.CL4.05

Student Name: _____

Answer all the following questions and submit to your Trainer.

- 1. What is the recommended temperature range to melt dark chocolate couverture?

- 2. What are 4 criteria to meet to achieve a good temper with couverture chocolate?

- 3. In your own words, what does tempering achieve?

- 4. What is the preferred food product to use to thin couverture chocolate?

5. What is the cause of fat bloom?

6. What can be the cause of sugar bloom?

7. What does water in chocolate do?

8. How do we maintain temperature of tempered chocolate?

9. What commodities can be used to make good quality chocolates?

10. What is compound chocolate?

11. What equipment might be required to make chocolates?

12. Name four techniques that may be required in chocolate making

13. What is used to control the standard of fillings?

14. What is praline?

15. What is ganache?

16. What determines the thickness of ganache?

17. What flavours can be used in ganache?

18. What is the best method for cleaning moulds?

19. What substance is used to polish moulds?

20. What is the best temperature for moulds made of polycarbonate to be heated to in preparation for use?

21. What cannot be used as an ingredient in chocolate making?

22. What can be used to flavour chocolate?

23. How full can you fill a chocolate mould?

24. How should chocolate be handled after de-moulding?

25. What toppings may be used for chocolate?

26. What design can be used to decorate chocolate pieces?

27. What is the ideal condition for storing Chocolate products?

28. What temperature defines cool?

29. How is freshness maintained?



Answers to Written Questions

Prepare chocolate and produce chocolate products D1.HCC.CL2.13 & D1.HPA.CL4.05

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What is the recommended temperature range to melt dark chocolate Couverture?

45°C to 50°C.

2. What are 4 criteria to meet to achieve a good temper with couverture chocolate?

- Snappy
- Hard bite of the coat
- Shiny gloss
- Soft melting in the mouth
- Shelf life.

3. In your own words, what does tempering achieve?

Tempering allows for the fats within chocolate to all harden at the same rate to achieve the main criteria listed below.

- Snap when broken
- Hard bite of the coat
- Shiny gloss
- Soft melting in the mouth.

4. What is the preferred food product to use to couverture chocolate?

Cocoa butter.

5. What is the cause of fat bloom?

- Bad tempering
- Incorrect cooling
- Presence of fat incompatible with chocolate
- Warm storage conditions cold centres.

6. What can be the cause of sugar bloom?

- Damp conditions
- Dew (moisture in cool air)
- Hygroscopic (water absorbing) ingredients
- Condensation caused by cool storage.

7. What does water in chocolate do?

Causes it to thicken.

8. How do we maintain temperature of tempered chocolate?

Keep in static Bain Marie or insulate bowl against heat loss.

9. What commodities can be used to make good quality chocolates?

- Couverture
- Marzipan
- Ganache
- Nougats
- Croquants
- Fondants
- Glace fruit
- Pralines.

10. What is compound chocolate?

Chocolate made with lauric or vegetable fats.

11. What equipment might be required to make chocolates?

- Trays
- Bowls
- Scales
- Moulds
- Pots
- Spoons
- Piping bags
- Rings.

12. Name four techniques that may be required in chocolate making

Blend, enrobe, whisk, deposit, flooding, stencilling, folding.

13. What is used to control the standard of fillings?

Standard recipe.

14. What is praline?

Mixture of nuts and cooked sugar.

15. What is ganache?

Mixture of cream and chocolate.

16. What determines the thickness of ganache?

The percentage of cream to chocolate.

17. What flavours can be used in ganache?

Any intense flavour that works well with chocolate.

18. What is the best method for cleaning moulds?

Hot water and mild detergent.

19. What substance is used to polish moulds?

Soft lint free cloth.

20. What is the best temperature for moulds made of polycarbonate to be heated to in preparation for use?

20°C.

21. What cannot be used as an ingredient in chocolate making?

Water.

22. What can be used to flavour chocolate?

Any intensely flavour ingredients that work well with chocolate flavour compounds:

- Salt
- Volatile citrus oils
- Chilli
- Coffee bean nibs
- Lavender flowers.

23. How full can you fill a chocolate mould?

It can be filled to the top of the bottom.

24. How should chocolate be handled after de-moulding?

With covered fingers.

25. What toppings may be used for chocolate?

Anything that add eye appeal.

26. What design can be used to decorate chocolate pieces?

Any design.

27. What is the ideal condition for storing Chocolate products?

Cool dry environment.

28. What temperature defines cool?

15°C to 18°C.

29. How is freshness maintained?

By producing in small batches and by selling as quickly as possible.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare chocolate and produce chocolate products D1.HCC.CL2.13 & D1.HPA.CL4.05
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Temper couverture b) Prepare chocolate based fillings, coatings and decorations c) Prepare chocolate moulds d) Make moulded chocolates e) Coat and decorate with chocolate f) Store chocolate and chocolate products 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Temper couverture		
Melt and temper couverture using correct techniques and temperatures	<input type="checkbox"/>	<input type="checkbox"/>
Maintain tempered couverture for use	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Prepare chocolate based fillings, coatings and decorations		
Select required commodities according to recipe and production requirements	<input type="checkbox"/>	<input type="checkbox"/>
Use appropriate equipment to prepare chocolate based fillings, coatings and decorations	<input type="checkbox"/>	<input type="checkbox"/>
Use correct techniques to produce chocolate based fillings, coatings and decorations to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>
Produce chocolate based fillings/centres, coatings and decorations to enterprise requirements and standards	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 3: Prepare chocolate moulds		
Ensure moulds are clean	<input type="checkbox"/>	<input type="checkbox"/>
Polish moulds ready for use	<input type="checkbox"/>	<input type="checkbox"/>
Keep moulds at correct temperature for production	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Make moulded chocolates		
Select and prepare combinations to be produced	<input type="checkbox"/>	<input type="checkbox"/>
Use tempered couverture and set in moulds correctly	<input type="checkbox"/>	<input type="checkbox"/>
Fill moulded chocolates correctly	<input type="checkbox"/>	<input type="checkbox"/>
Set, release and handle moulded chocolates appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Element 5: Coat and decorate with chocolate		
Prepare a variety of chocolate coating	<input type="checkbox"/>	<input type="checkbox"/>
Decorate using coating	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Store chocolate and chocolate products		
Store at correct temperature and conditions	<input type="checkbox"/>	<input type="checkbox"/>
Maintain maximum eating quality, appearance and freshness	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor

Strengths:

Improvements needed:

General comments:

Candidate signature

Date

Assessor signature

Date

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Prepare chocolate and produce chocolate products D1.HCC.CL2.13 & D1.HPA.CL4.05		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Melts and tempers couverture using correct techniques and temperatures and maintains tempered couverture for use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects required commodities according to recipe and production requirements and uses appropriate equipment to prepare chocolate based fillings, coatings and decorations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct techniques to produce chocolate based fillings, coatings and decorations to enterprise requirements and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans and polishes chocolate moulds for use and keeps them at correct temperature for production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects and prepares combinations to be produced for moulded chocolates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses tempered couverture and fills/sets in moulds correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets, releases and handles moulded chocolates appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares and decorates items using coating, icing, glazes and decorations according to standard recipes and/or enterprise standards and/or customer requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores chocolate and chocolate products at correct temperature and conditions maximising eating quality, appearance and freshness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare chocolate and produce chocolate products	D1.HCC.CL2.13 & D1.HPA.CL4.05
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Temper couverture						
Melt and temper couverture using correct techniques and temperatures						
Maintain tempered couverture for use						
Element 2: Prepare chocolate based fillings, coatings and decorations						
Select required commodities according to recipe and production requirements						
Use appropriate equipment to prepare chocolate based fillings, coatings and decorations						
Use correct techniques to produce chocolate based fillings, coatings and decorations to enterprise standards						
Produce chocolate based fillings/centres, coatings and decorations to enterprise requirements and standards						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Prepare chocolate moulds						
Ensure moulds are clean						
Polish moulds ready for use						
Keep moulds at correct temperature for production						
Element 4: Make moulded chocolates						
Select and prepare combinations to be produced						
Use tempered couverture and set in moulds correctly						
Fill moulded chocolates correctly						
Set, release and handle moulded chocolates appropriately						
Element 5: Coat and decorate with chocolate						
Prepare a variety of chocolate coating, icing, glazes and decorations						
Decorate using coating, icing, glazes and decorations according to standard recipes and/or enterprise standards and/or customer requests						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 6: Store chocolate and chocolate products						
Store at correct temperature and conditions						
Maintain maximum eating quality, appearance and freshness						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



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Aid** 