



Prepare soups

D1.HCC.CL2.16

Assessor Manual



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**William
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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 SOUPS		NOMINAL HOURS: 30
UNIT NUMBER: D1.HCC.CL2.16		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to prepare a range of high quality soups for various cuisines used in a commercial environment. Note: PREPARE STOCK AND SAUCES must be completed prior to undertaking this unit		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare soups as required for dishes on enterprises menus</p> <p>1.1 Identify soup <i>classifications</i> and standard recipes</p> <p>1.2 <i>Prepare</i> ingredients appropriate to soup type</p> <p>1.3 <i>Produce</i> soups to standard enterprise recipes</p> <p>Element 2: Store soups to enterprise requirements</p> <p>2.1 Follow enterprise <i>cooling</i> procedures for soups</p> <p>2.2 <i>Store</i> soups appropriately in correct containers</p> <p>2.3 Label soups correctly</p> <p>2.4 Ensure appropriate <i>storage</i> equipment conditions are maintained</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 produce soups within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production.</p> <p><i>Classifications</i> of soups should include:</p> <ul style="list-style-type: none"> • Clear • Broth • Puree • Cream • Veloutes • Bisque • Culturally specific soups. 	

2.5 Prepare and maintain correct *thawing* of frozen soups

2.6 Ensure correct storage of soups *after service*

Element 3: Reconstitute soups for service

3.1 Follow correct *heating* of soups to enterprise standards

3.2 Ensure quality of *hot holding* of soups is to enterprise standards

Prepare may be related to:

- Vegetables, bones, herbs, spices, flavouring
- Cleaning, peeling, cutting, blanching, browning of ingredients
- Portioning, measuring
- Usable and non usable wastage
- Use of standard recipes.

Produce should relate to:

- Minimising wastage
- Methods of cookery
- Use of convenience products
- Clarifying
- Quantity, quality and clarity
- Various cooking times
- Thickening agents, including roux, *beurre manié*, egg yolk, starch, bread
- Use of standard and/or cultural recipes.

Cooling should relate to:

- Enterprise and/or local authority's standards
- Time and temperature
- Clean, sanitised equipment
- Chilling equipment, if available in enterprise.

Store in containers may include:

- Size to enable safe handling
- Type to suite product, such as stainless steel, plastic, glass
- Long storage, including Cryovac, buckets
- Position in cool storage
- Enterprise and local authority's requirements.

Label should relate to:

- Date of production and/or use by date
- Item being stored
- Date defrosted if applicable
- Reheated, cooled dates
- Date of opening product.

Storage conditions may include:

- Cool room temperature
- Cool room placement
- Time in cool storage
- Freezer temperature
- Time in freezer storage.

Thawing may relate to:

- Defrosting to enterprise and local authority requirements
- Handling and cool room placement
- Reheating to enterprise and local authority requirements.

After service may relate to:

- Cooling time temperature
- Storage containers
- Labelling, including fresh, reheated
- Cross contamination, including old stocks of soups versus freshly made soups.

Heating should relate to:

- Reheating time and temperature.

Hot holding may include:

- Correct temperature control
- Maintaining consistency, temperature, flavour and colour.

Assessment Guide

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

- Knowledge of the correct cooking method is demonstrated for production of soups
- Ability to identify food products by sight, taste and consistency
- Ability to match ingredient quality to intended final product/use
- Ability to clean and maintain food working and storage areas
- General occupational health and safety procedures in the workplace
- Ability to demonstrate practical skills in safe equipment/utensil use
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety.

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
- Prepare stock and sauces.

Critical Aspects of Assessment

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of soups and the terminology used
- Demonstration of safe and hygienic handling of products
- Demonstration of appropriate portion control
- Demonstration of complementary presentation using garnishes and techniques
- Ability to prepare a variety of soups, from different recipes, inclusive of various different cultural cuisines and using various cooking methods, within realistic timeframes and constraints
- Demonstrate correct knife skills, use of equipment and utensils.

Context of Assessment

Assessment must ensure:

- Access to a range of real food ingredients
- Commercial food preparation area with relevant equipment

	<ul style="list-style-type: none"> • Service and presentation equipment • Demonstration of skills on more than one occasion. <p>Resource Implications</p> <p>Training and assessment must include access to and use of a fully equipped commercial kitchen; use of real ingredients and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work • Sampling of dishes prepared by the student. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	1	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients

	Communicating ideas and information	1	Share information with other staff, including kitchen and floor service staff; provide information to customers
	Planning and organising activities	1	Complete preparation <i>mise-en-place</i> and organise for the production of soups; work within time constraints in a logical sequence
	Working with others and in teams	1	Work with others cooperatively, including kitchen and floor service staff
	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 and service of soups
	Using technology	1	Use mechanical kitchen equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare soups D1.HCC.CL2.16
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. Name and describe three classifications of soup, and give a recipe for each.	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain with reference to at least two examples how preparation of ingredients for a soup can vary depending on soup type.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Using examples to illustrate your answer describe how three different thickening agents can be used to thicken soups.	<input type="checkbox"/>	<input type="checkbox"/>
4. What procedures do you apply to cool soup in your workplace? Does this procedure vary between different types of soups, and if so, how?	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe the containers which can be safely used to store soup under refrigeration.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. When labelling soup for storage in the cool room what information should be written on the label?	<input type="checkbox"/>	<input type="checkbox"/>
7. What are the correct conditions for the storage of soups in a cool room?	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe how to safely defrost frozen soup.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. You have left-over clear soup and cream soup after service: tell me how you would handle both of these left-over soups to store them correctly for later use/re-heating.	<input type="checkbox"/>	<input type="checkbox"/>
10. How would you re-heat left-over soup for service?	<input type="checkbox"/>	<input type="checkbox"/>
11. How do you hold hot soups ready for service to optimise quality?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

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Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Define a soup.

2. Name 4 thickening agents found in soups.

3. Name 4 classifications of soups.

4. When is a soup normally served?

5. At what temperature is soup served?

6. Should a soup be thick or thin?

7. At what time of the day can soup be served?

8. What is the basis of good soup?

9. What does a standard recipe give?

10. What is considered a standard entrée serve of soup?

11. Define the 2hour 4 hour rule for cooling soup.

12. What condition should containers for soup storage be when storing soups?

13. What is placed onto a label when storing soup?

14. What equipment needs to be well maintained to be able to store soups safely?

15. What is the process for thawing frozen soup?

16. What is the recommended procedure when a soup that has been re-heated for service?

17. What is the recommended procedure for heating soups that are starch thickened?

18. When holding soups for long periods of time what is the key temperature that the temperature must not fall below?



Answers to Written Questions

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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. Define a soup.

A flavoured liquid eaten with a spoon

2. Name 4 thickening agents found in soups

Roux, rice, pasta, potato, pulses, beans, veg puree

3. Name 4 classification of soup

- Clear, Broth, Puree
- Cream, Bisque, Cold.

4. When is a soup normally served?

As an entrée.

5. At what temperature is soup normally served

Normally hot but can be cold

6. Should soup be thick or thin?

Either way is ok

7. At what time of the day can soup be served?

Anytime

8. What is the basis of a good soup?

The basis of a good soup is the flavour that is imparted by using good quality fresh ingredients.

9. What does a standard recipe give?

A set amount of product

10. What is considered a standard entrée serve of soup in Australia?

200-250ml

11. Define the 2hour 4 hour rule for cooling soups.

“A food business must, when cooling cooked potentially hazardous food, cool the food:

- (a) Within 2 hours – from 60°C to 21°C; and
- (b) Within a further 4 hours – from 21°C to 5°C.”

12. What condition should containers for soup storage be when storing soups?

Clean and undamaged

13. What is placed onto a label when storing soup?

- Name of product
- Date of manufacture
- Name of person responsible for manufacture
- Date of freezing; if frozen
- Recommended ‘use by date’
- Any allergenic ingredients.

14. What equipment needs to be well maintained to be able to store soups safely?

- Refrigerated coolroom storage
- Freezer
- Storage containers.

15. What is the process for thawing frozen soup?

Remove from the freezer and place into coolroom for thawing in controlled atmosphere.

16. What is the recommended procedure when a soup that has been re-heated for service?

Discard the soup if it has been re-heated for service

17. What is the recommended procedure for heating soups that are starch thickened?

Stir on a regular basis to stop the soup burning on the bottom

18. When holding soups for long periods of time what is the key temperature that the temperature must not fall below?

60°C

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare soups D1.HCC.CL2.16
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) Prepare soups as required for dishes on enterprises menus b) Store soups to enterprise requirements c) Reconstitute soups for service 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: Prepare soups as required for dishes on enterprises menus		
Identify soup classifications and standard recipes	<input type="checkbox"/>	<input type="checkbox"/>
Prepare ingredients appropriate to soup type	<input type="checkbox"/>	<input type="checkbox"/>
Produce soups to standard enterprise recipes	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Store soups to enterprise requirements		
Follow enterprise cooling procedures for soups	<input type="checkbox"/>	<input type="checkbox"/>
Store soups appropriately in correct containers	<input type="checkbox"/>	<input type="checkbox"/>
Label soups correctly	<input type="checkbox"/>	<input type="checkbox"/>
Ensure appropriate storage equipment conditions are maintained	<input type="checkbox"/>	<input type="checkbox"/>

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 soups D1.HCC.CL2.16		
<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
Identifies and differentiates between different types of soups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and interprets standard recipes for soups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces soups according to standard recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cools and stores prepared and left-over soups under appropriate conditions, in appropriate containers and with appropriate labels according to house procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thaws frozen soup correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heats, re-heats and holds soup correctly to ensure food safety, optimise quality and meet internal organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

Large empty rectangular box for providing comments or feedback.

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare soups	D1.HCC.CL2.16
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: Prepare soups as required for dishes on enterprises menus						
Identify soup classifications and standard recipes						
Prepare ingredients appropriate to soup type						
Produce soups to standard enterprise recipes						
Element 2: Store soups to enterprise requirements						
Follow enterprise cooling procedures for soups						
Store soups appropriately in correct containers						
Label soups correctly						
Ensure appropriate storage equipment conditions are maintained						
Prepare and maintain correct thawing of frozen soups						
Ensure correct storage of soups after service						

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: Reconstitute soups for service						
Follow correct heating of soups to enterprise standards						
Ensure quality of hot holding of soups is to enterprise standards						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 