

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>2.5 Prepare and maintain correct <i>thawing</i> of frozen soups</p> <p>2.6 Ensure correct storage of soups <i>after service</i></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. <p><i>Prepare</i> may be related to:</p> <ul style="list-style-type: none"> • Vegetables, bones, herbs, spices, flavouring

<p>Element 3: Reconstitute soups for service</p> <p>3.1 Follow correct <i>heating</i> of soups to enterprise standards</p> <p>3.2 Ensure quality of <i>hot holding</i> of soups is to enterprise standards</p>	<ul style="list-style-type: none"> • Cleaning, peeling, cutting, blanching, browning of ingredients • Portioning, measuring • Usable and non usable wastage • Use of standard recipes. <p><i>Produce</i> should relate to:</p> <ul style="list-style-type: none"> • Minimising wastage • Methods of cookery • Use of convenience products • Clarifying • Quantity, quality and clarity • Various cooking times • Thickening agents, including roux, <i>beurre manié</i>, egg yolk, starch, bread • Use of standard and/or cultural recipes. <p><i>Cooling</i> should relate to:</p> <ul style="list-style-type: none"> • Enterprise and/or local authority's standards • Time and temperature • Clean, sanitised equipment • Chilling equipment, if available in enterprise. <p><i>Store</i> in containers may include:</p> <ul style="list-style-type: none"> • Size to enable safe handling • Type to suite product, such as stainless steel, plastic, glass • Long storage, including Cryovac, buckets
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- 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
- Service and presentation equipment
- Demonstration of skills on more than one occasion.

Resource Implications

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.

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 dishes 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	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