



# Prepare stock and sauces

D1.HCC.CL2.17

Assessor Manual





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**Assessor Manual**



**William  
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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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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.		
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE:</b> PREPARE STOCK AND SAUCES		<b>NOMINAL HOURS:</b> 30
<b>UNIT NUMBER:</b> D1.HCC.CL2.17		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks and chefs to prepare a range of high quality stocks and sauces for various cuisines for use in a commercial environment. Note: The application of this unit is critical to all other food production units		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare stocks as required for dishes on enterprises menus</b></p> <p>1.1 Identify <i>ingredients</i> required to make stock type from standard recipes</p> <p>1.2 <i>Prepare</i> ingredients appropriate to stock type</p> <p>1.3 <i>Produce</i> and <i>strain</i> stocks</p> <p><b>Element 2: Prepare glazes and essences</b></p> <p>2.1 <i>Prepare</i> glaze and essences</p> <p><b>Element 3: Prepare sauces as required for dishes on enterprises menus</b></p> <p>3.1 Identify ingredients required to make <i>sauces</i> from standard recipes</p> <p>3.2 <i>Prepare ingredients</i> appropriate to sauce type</p> <p>3.3 Produce hot and cold sauces</p>	<p><b>Unit Variables</b></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 prepare and produce stocks and sauces within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Ingredients</i> should include:</p> <ul style="list-style-type: none"> <li>• Meat</li> <li>• Fish</li> <li>• Poultry</li> <li>• Vegetable</li> <li>• Herbs, spices and flavourings</li> <li>• Sugars</li> <li>• Cultural ingredients</li> </ul>	

**Element 4: Store stocks and sauces to enterprise requirements**

- 4.1 Follow enterprise *cooling* procedures for stocks and sauces
- 4.2 *Store* stocks and sauces appropriately in correct containers
- 4.3 *Label* stocks and sauces correctly
- 4.4 Ensure appropriate *storage* equipment conditions are maintained
- 4.5 Prepare and maintain correct *thawing* of frozen stocks and sauces
- 4.6 Ensure correct storage of stocks and sauces *after service*

**Element 5: Reconstitute stocks and sauces for service**

- 5.1 Follow correct *heating* of stocks and sauce to enterprise standards
- 5.2 Ensure quality of *hot holding* of stocks and sauces is to enterprise standards

- Roux and other thickening agents
- Use of standard recipes.

*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 include:

- Quantity required
- Quality points of colour, aroma, clarity, fat free
- Relevant cooking times
- Ensuring distinct flavour, colour and consistency as required by various cuisines
- Methods of cookery
- Use of standard recipes.

*Strain* should include

- Straining
- Disposal of wastage.

*Prepare* should include:

- Methods of cookery
- Ensuring distinct flavour, colour, clarity and consistency.

*Produce* sauces will include:

- Ingredients and ratio to sauce type
- Using convenience products
- Classical, contemporary and cultural hot and cold sauces
- Derivatives of base sauces
- Thickening agents, including roux, beurre manié, egg yolk, starch, cream, bread, sabayon
- Various cooking times.

*Cooling* should relate to:

- Enterprise and/or local authorities 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 suit product, including stainless steel, plastic, glass
- Long storage, such as vacuum packing, in buckets
- Position in cool storage
- Enterprise and local authorities' 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* may include:

- Cool room temperature
- Cool room placement
- Length of time in cool storage
- Freezer temperature
- Length of time in freezer storage.

*Thawing* may relate to:

- Enterprise and local authority requirements
- Handling and cool room placement
- Changing containers.

*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
- Consistency, temperature, flavour, colour.

*Hot holding* of stocks and sauces 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 correct cookery method is demonstrated for each stock and sauce
- 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.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Knowledge of the classifications and characteristics of stocks and sauces and the terminology used
- Ability to demonstrate safe and hygienic handling of products
- Ability to demonstrate appropriate portion control
- Ability to demonstrate complementary presentation using garnishes and techniques
- Ability to prepare a variety of stocks, sauces, essences and glazes from different recipes, inclusive of various different cultural cuisines and using various cooking methods, within realistic timeframes and constraints
- Ability to 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 and use to a fully equipped commercial kitchen, use of real ingredients and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

<p><b>Assessment Methods</b></p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work</li> <li>• Sampling of dishes prepared by the student.</li> </ul> <p><b>Key Competencies in this Unit</b></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 stock and sauces; 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 stock and sauces
	Using technology	1	Use mechanical kitchen equipment

## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare stock and sauces D1.HCC.CL2.17
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Name two stocks and identify the ingredients for each.	<input type="checkbox"/>	<input type="checkbox"/>
2. For the two stocks identified in the previous answer, describe how to prepare the ingredients in readiness for producing the stock.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. For the two stocks identified in the previous answer, describe how to produce each of the stocks.	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe how to prepare one glaze and one essence.	<input type="checkbox"/>	<input type="checkbox"/>
5. Name one hot sauce and one cold sauce and identify the ingredients for each.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. For the two sauces identified in the previous question explain how to prepare the ingredients ready to produce each sauce.	<input type="checkbox"/>	<input type="checkbox"/>
7. For the two sauces identified in the previous question describe how to make each sauce.	<input type="checkbox"/>	<input type="checkbox"/>
8. Give me two examples of enterprise cooling procedures for stocks and sauces.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Give one example of the containers you would use to safely store stocks and sauces.	<input type="checkbox"/>	<input type="checkbox"/>
10. When labelling stocks and sauces for storage what information should be written on the labels?	<input type="checkbox"/>	<input type="checkbox"/>
11. What action can you take to ensure correct storage conditions for stocks and sauces are maintained?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Describe how you would defrost frozen stock and frozen hot sauce.	<input type="checkbox"/>	<input type="checkbox"/>
13. How would you store left-over cold sauce at the end of a service session?	<input type="checkbox"/>	<input type="checkbox"/>
14. How you would re-heat a pre-prepared hot sauce in readiness for a service session?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. How would you hold a hot sauce during service so it is ready for immediate use and retains optimum quality characteristics?	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Prepare stock and sauces – D1.HCC.CL2.17

**Student Name:** \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. Define a stock  
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\_\_\_\_\_
  
2. What makes a good stock?  
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\_\_\_\_\_  
\_\_\_\_\_
  
3. Name 6 stocks that may be used in the kitchen  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. What is required of a good stock?  
\_\_\_\_\_  
\_\_\_\_\_
  
5. What is the average ratio of water to bones in making a stock?  
\_\_\_\_\_  
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6. Give the cooking times to the following:

- Fish Stock
- Chicken Stock
- Beef Stock.

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7. List ingredients that appear in most stocks

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8. Name 2 aromatics that may be found in game stocks

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9. Why would these be in a game stock?

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10. Name 6 aromatics that may be found in Master stock

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11. Define stock syrup

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12. Name 3 aromatics that may be used in stock syrups

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13. What needs to be done to ingredient to achieve a dark coloured beef stock?

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14. What is the result if fish stock is cooked to long?

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15. What can cause a stock to become cloudy during the cooking process?

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16. Define a glaze

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17. Define an essence

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18. Name 3 red meat sauces

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19. Name 2 sauces for fish

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20. What is the thickening ingredient in most sauces?

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21. Name 3 accepted colours for roux

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22. What is a liaison?

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23. When is a liaison added to a dish?

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24. What is the thickening agent in a veloute?

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25. Define mayonnaise

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26. Define a Hollandaise sauce

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27. What are the basics of a good sauce?

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28. What is the name of the rule for cooling foods for sale to the public?

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29. Define the rule

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30. What type of container should be used to store stocks and sauces?

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31. What information must be on label when stored 'in house'?

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32. Define storage equipment

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33. Where is the best place to thaw frozen foods?

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34. What is recommended procedure for stocks and sauces left over after service?

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35. What precautions need to be followed when re-heating starch thickened sauces?

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36. To what temperature must a sauce be re-heated?

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# Answers to Written Questions

## Prepare stock and sauces – D1.HCC.CL2.17

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 stock**

A flavoured and aromatic liquid.

**2. What makes a good stock?**

- Good quality ingredients
- Time
- Expertise of staff.

**3. Name 6 stocks that may be used in the kitchen**

Chicken, beef, game, fish, stock syrup, convenience, master stock, vegetable.

**4. What is required of a good stock?**

- Flavour
- Clarity.

**5. What is the average ratio of water to bones?**

2 water to 1 bones.

**6. Give the cooking times to the following:**

- **Fish Stock**
- **Chicken Stock**
- **Beef Stock.**
- Fish Stock 20 minutes
- Chicken stock 2-4 hours
- Beef stock 8-12 hours

**7. List ingredients that appear in most stocks**

Mirepoix (onions carrots and celery) aromatics.

**8. Name 2 aromatics that may be found in game stocks**

- Juniper berries
- Cloves
- Mushrooms.

**9. Why would these be in a game stock?**

Stronger flavour meats require stronger more astringent stocks.

**10. Name 6 aromatics that may be found in Master stock**

Ginger, garlic, star anise, onion, Citrus peel, wine cassia bark, dried mushrooms.

**11. Define stock syrup**

Equal portions of sugar and water boiled.

**12. Name 3 aromatics that may be used in stock syrups**

Lemon, orange, cassia bark, cloves.

**13. What needs to be done to ingredient to achieve a dark coloured beef stock?**

- Bones have to be browned in the oven
- Vegetables have to be roasted
- Tomato paste can be added and browned.

**14. What is the result if fish stock is cooked to long?**

Stock can go cloudy and become bitter.

**15. What can cause a stock to become cloudy during the cooking process?**

If it is boiled too rapidly for too long.

**16. Define a glaze**

Concentrated clarified stock.

**17. Define an essence**

Flavour of product with no or little colour.

**18. Name 3 red meat sauces**

- Demi-glace
- Jus
- Jus lie
- Bordelaise.

**19. Name 2 sauces for fish**

- White wine sauce
- Beurre blanc.

**20. What is the thickening ingredient in most sauces?**

Starch

**21. Name 3 accepted colours for roux**

- Blanc, fawn, brown
- Blond, fawn, brown.

**22. What is a liaison?**

Mixture of egg and cream.

**23. When is a liaison added to a dish?**

When the dish has come off the boil.

**24. What is the thickening agent in a veloute?**

Roux.

**25. Define mayonnaise**

Cold emulsion of egg yolk vinegar and oil.

**26. Define a Hollandaise sauce**

A warm emulsion of egg yolk, an acidic reduction and melted butter.

**27. What are the basics of a good sauce?**

A good sauce will:

- Be well flavoured
- Bond thinly to the dish
- Impart moisture to the dish
- Have a pleasant mouth feel
- Be pleasing to the eye
- Have good viscosity properties.

**28. What is the name of the rule for cooling foods for sale to the public?**

The 2 hour 4 hour rule.

**29. Define the rule**

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

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

**30. What type of container should be used to store stocks and sauces?**

A Food grade container that is not chipped, cracked, split or damaged.

**31. What information must be on label when stored ‘in house’?**

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

**32. Define storage equipment**

- Storage containers
- Cool room for cold storage
- Freezer for hot storage
- Bain Marie for hot holding.

**33. Where is the best place to thaw frozen foods?**

Cool room

**34. What is recommended procedure for stocks and sauces left over after service?**

Discard leftover.

**35. What precautions need to be followed when re-heating starch thickened sauces?**

Stir constantly to avoid sticking or re-heat over Bain Marie.

**36. To what temperature must a sauce be re-heated?**

75° C.

# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare stock and sauces D1.HCC.CL2.17
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Prepare stocks as required for dishes on enterprises menus</li> <li>b) Prepare glazes and essences</li> <li>c) Prepare sauces as required for dishes on enterprises menus</li> <li>d) Store stocks and sauces to enterprise requirements</li> <li>e) Reconstitute stocks and sauces for service</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Prepare stocks as required for dishes on enterprises menus</b>		
Identify ingredients required to make stock type from standard recipes	<input type="checkbox"/>	<input type="checkbox"/>
Prepare ingredients appropriate to stock type	<input type="checkbox"/>	<input type="checkbox"/>
Produce and strain stocks	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Prepare glazes and essences</b>		
Prepare glaze and essences	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 3: Prepare sauces as required for dishes on enterprises menus</b>		
Identify ingredients required to make sauces from standard recipes	<input type="checkbox"/>	<input type="checkbox"/>
Prepare ingredients appropriate to sauce type	<input type="checkbox"/>	<input type="checkbox"/>
Produce hot and cold sauces	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Store stocks and sauces to enterprise requirements</b>		
Follow enterprise cooling procedures for stocks and sauces	<input type="checkbox"/>	<input type="checkbox"/>
Store stocks and sauces appropriately in correct containers	<input type="checkbox"/>	<input type="checkbox"/>
Label stocks and sauces correctly	<input type="checkbox"/>	<input type="checkbox"/>
Ensure appropriate storage equipment conditions are maintained	<input type="checkbox"/>	<input type="checkbox"/>
Prepare and maintain correct thawing of frozen stocks and sauces	<input type="checkbox"/>	<input type="checkbox"/>
Ensure correct storage of stocks and sauces after service	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Reconstitute stocks and sauces for service</b>		
Follow correct heating of stocks and sauce to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>
Ensure quality of hot holding of stocks and sauces is to enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<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

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<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>		
<b>Unit of competency:</b>	Prepare stock and sauces D1.HCC.CL2.17		
<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>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Identifies, selects ingredients and prepares ingredients to prepare required stock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces and strains required stock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares glazes and essences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies, selects ingredients and prepares ingredients to prepare required hot and cold sauces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares a range of hot and cold sauces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cools stocks and sauces correctly prior to storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores pre-prepared and left-over stocks and sauces under the correct conditions, in appropriate containers with required labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures required storage conditions are maintained during storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thaws stocks and sauces safely	<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

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Prepare stock and sauces	D1.HCC.CL2.17
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Prepare stocks as required for dishes on enterprises menus</b>						
Identify ingredients required to make stock type from standard recipes						
Prepare ingredients appropriate to stock type						
Produce and strain stocks						
<b>Element 2: Prepare glazes and essences</b>						
Prepare glaze and essences						
<b>Element 3: Prepare sauces as required for dishes on enterprises menus</b>						
Identify ingredients required to make sauces from standard recipes						
Prepare ingredients appropriate to sauce type						
Produce hot and cold sauces						

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
<b>Element 4: Store stocks and sauces to enterprise requirements</b>						
Follow enterprise cooling procedures for stocks and sauces						
Store stocks and sauces appropriately in correct containers						
Label stocks and sauces correctly						
Ensure appropriate storage equipment conditions are maintained						
Prepare and maintain correct thawing of frozen stocks and sauces						
Ensure correct storage of stocks and sauces after service						
<b>Element 5: Reconstitute stocks and sauces for service</b>						
Follow correct heating of stocks and sauce to enterprise standards						
Ensure quality of hot holding of stocks and sauces is to enterprise standards						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			





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