



# Receive and store kitchen supplies and food stock

D1.HRS.CL1.16

Assessor Manual





# **Receive and store kitchen supplies and food stock**

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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> RECEIVE AND STORE KITCHEN SUPPLIES AND FOOD STOCK		<b>NOMINAL HOURS:</b> 15
<b>UNIT NUMBER:</b> D1.HRS.CL1.16		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to receive and store food and non-food deliveries into the kitchen area of a food establishment and process the items that have been delivered and stored according to accepted stock handling procedures		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Accept deliveries</b></p> <p>1.1 Identify <i>kitchen supplies and food stock</i> to be delivered into the premises</p> <p>1.2 <i>Inspect and verify</i> deliveries received</p> <p>1.3 Record <i>variations and deficiencies</i> in deliveries received</p> <p>1.4 <i>Follow-up variations and deficiencies</i> in deliveries received</p> <p>1.5 Complete <i>documentation and record-keeping requirements</i> relating to deliveries received</p> <p>1.6 Maintain the security of items delivered to protect against theft and deterioration</p> <p><b>Element 2: Store supplies and food stock</b></p> <p>2.1 Identify and describe <i>storage requirements and conditions</i> for deliveries of food and non-food items received</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 deliveries only into the food production areas of all types of food outlets within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Kitchen supplies and food stock</i> may include:</p> <ul style="list-style-type: none"> <li>• All types of food and beverage products, including raw and fresh goods, processed goods, dry goods, refrigerated foods and frozen foods, liquor and non-liquor beverages for kitchen use only</li> <li>• Utensils and small equipment</li> <li>• Chemicals and cleaning equipment</li> <li>• Linen and uniforms</li> <li>• Stationery requisites</li> <li>• Packaging.</li> </ul>	

2.1 Store dry goods

2.2 Store refrigerated goods

2.3 Store frozen goods

2.4 Store non-food items

**Element 3: Maintain storage areas**

3.1 *Clean and tidy* storage areas

3.2 Identify slow moving items and products approaching their designated 'use by' dates

3.3 *Control stock levels* in accordance with enterprise requirements

*Inspect and verify* activities may include:

- Visual examination of items to ensure freedom from pests, damage and obvious sensory signs of contamination or spoilage
- Temperature testing
- Confirming quantities, brands, types, sizes, grades, weight, counts, freshness, type of packaging and quality factors
- Checking 'use-by' dates, condition of packaging
- Matching goods received/delivered against:
  - Orders placed with suppliers
  - Purchase specifications that apply
  - Items listed on delivery documentation
- Signing delivery documentation.

*Variations and deficiencies* may include:

- Identified differences between orders placed and items supplied, such as over-supply and under-supply
- Identified differences between deliveries supplied and items listed on accompanying documentation, such as over-supply and under-supply
- Identified differences between quality, brands, types, sizes, grades, weight, counts, freshness, packaging and quality factors
- Noting variations in prices charged, and fees and charges levied.

*Follow-up variations and deficiencies* may include:

- Informing nominated internal personnel/department
- Contacting supplier and ordering additional or replacement stock, requesting credit notes and requesting amendments to billing documentation
- Placing alternative orders and securing necessary supplies to meet immediate short-term needs.

*Documentation and record-keeping requirements* may relate to:

- Signing off internal documentation, such as 'Goods Received register' and 'Purchase Orders'
- Completing records, logs and worksheets as required by the enterprise
- Inputting data into internal stock control systems, both manual including bin cards and stock sheets, and computerised systems
- Forwarding delivery documentation to the designated person/department
- Recording stock that has been returned to suppliers, or which has been disposed of otherwise than through normal production methods such as, food that has been thrown out.

*Storage requirements and conditions* may include:

- Dry goods
- Refrigerated foods
- Frozen foods
- Beverages
- Utensils and small equipment
- Chemicals
- Linen and uniforms
- Stationery requisites.

and may include:

- Compliance with the requirements of policies and procedures of the host enterprise and the statutory requirements of the legislation of the host country
- Implementation of food safety plan/program used by the host enterprise
- Storing items in their correct location
- Use of safe manual handling practices

- Stock rotation: first in first out/last in last out (fifo/lilo)
  - Safe and secure transporting of items to storage
  - Labelling of stock
  - Separation of chemicals from foodstuffs
  - Protection of food items from contamination
  - Protection of stock from damage
  - Security of stock while in storage.
- Clean and tidy* storage areas may include:
- Sweeping and cleaning up spills
  - Providing well lit and ventilated stores
  - Maintaining a pest and vermin free environment
  - Maintaining required temperatures and reporting non-compliance with same to the designated person/department or external service provider
  - Regular inspections of stock and facilities
  - Removal of used materials, cardboard, cartons, boxes and wrapping
  - Maintaining the position of stock items in-line with stock sheets
  - Compliance with the requirements of policies and procedures of the host enterprise and the statutory requirements of the legislation of the host country
  - Implementation of food safety plan/program used by the host enterprise.
- Control stock levels* may relate to:
- Identifying slow moving stock
  - Identifying stock that is approaching its 'use-by' date
  - Advising kitchen staff in relation to the need to use/promote nominated items

- Disposing of damaged, out-of-date or unsafe food
- Refusing deliveries of items that are known to be in-store in sufficient quantities
- Participating in stock counts.

#### **Assessment Guide**

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

- The enterprise's policies and procedures in regard to accepting deliveries and storing food and other items
- Principles and practices of safe food handling and storage
- Ability to inspect deliveries and determine their acceptability to a food enterprise
- Ability to complete relevant delivery and stock control documentation
- Ability to clean and maintain food storage areas
- Ability to use safe food handling techniques
- Ability to recognise general food safety hazards in the workplace
- Ability to identify sources of contamination and minimise/eliminate them
- Overview of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety
- Knowledge of cleaning and sanitising chemicals and ability to apply techniques and protocols.

#### **Linkages To Other Units**

- Comply with workplace hygiene procedures
- Implement occupational health and safety procedures
- Clean and maintain kitchen equipment and utensils
- Maintain strategies for safe storage of prepared foods.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of the storing and cleaning requirements for the host enterprise
- Demonstrated ability to clean a range of nominated kitchen supplies and food stock storage areas within the food premises
- Demonstrated ability to complete and update kitchen supplies and food stock delivery documentation
- Demonstrated ability to follow-up and rectify variances and deficiencies in stock that has been delivered
- Demonstrated ability to undertake basic stock control
- Demonstrated ability to monitor stock levels
- Demonstrated ability to maintain kitchen supplies and food stock storage areas in a tidy and hygienic condition
- Demonstrated ability to receive kitchen supplies and food stock.

**Context of Assessment**

Assessment must ensure:

- Actual or simulated workplace application of receiving kitchen supplies and food stock and undertaking storage procedures and processes
- Actual or simulated workplace application of basic stock control procedures.

**Resource Implications**

Training and assessment to include access to a real or simulated workplace and must include the use of a storage area, real foodstuffs, non-food items, including stock documentation, and chemicals; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

	<b>Assessment Methods</b>	
	The following methods may be used to assess competency for this unit:	
	<ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Inspection of storage areas</li> <li>• Examination of stock documentation that has been completed</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work</li> <li>• Role plays</li> <li>• Portfolio evidence.</li> </ul>	
	<b>Key Competencies in this Unit</b>	
	<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>	
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	2	Check and complete delivery documentation; reading labels
Communicating ideas and information	1	Deal with delivery drivers, suppliers and establishment staff to advise of delivery-related issue
Planning and organising activities	1	Prioritise food storage requirements and plan for incoming deliveries

	Working with others and in teams	1	Deal with delivery drivers, suppliers and establishment staff to advise of delivery-related issue
	Using mathematical ideas and techniques	2	Verify delivery against documentation
	Solving problems	1	Participate in stock control activities
	Using technology	2	Input data to stock control systems; use manual handling aids

## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Receive and store kitchen supplies and food stock D1.HRS.CL1.16
<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. Give me examples of kitchen supplies and food stock delivered into your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
2. A delivery of dry goods and refrigerated food has just been delivered to your workplace: explain the checks you would make on this delivery before accepting it.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. A delivery you have checked has shown a carton of frozen food has not been delivered in accordance with the delivery documentation: how will you record this issue?	<input type="checkbox"/>	<input type="checkbox"/>
4. A delivery of chemicals has delivered a detergent that is different to the one ordered: how will you follow up on this error?	<input type="checkbox"/>	<input type="checkbox"/>
5. What documentation and or records do you need to complete in relation to a delivery into the premises? What are the documents called, and why are they completed?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What action do you take to ensure deliveries into the premises are protected against theft and deterioration before being placed into storage?	<input type="checkbox"/>	<input type="checkbox"/>
7. Why is it important to ensure food and goods are stored under the correct conditions according to their type and nature?	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify a range of foods you could safely place into dry goods storage.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Describe the storage conditions required for safe storage of refrigerated foods	<input type="checkbox"/>	<input type="checkbox"/>
10. What is the recommended temperature range for the safe operation of food freezers?	<input type="checkbox"/>	<input type="checkbox"/>
11. Describe the storage protocols you use for storing non-food items (other than chemicals).	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Describe how you maintain your workplace storage areas in a clean and tidy condition.	<input type="checkbox"/>	<input type="checkbox"/>
13. How can you identify slow moving lines amongst the food items in storage at your workplace?	<input type="checkbox"/>	<input type="checkbox"/>
14. What practices do you use in your workplace to control stock levels and what enterprise requirements apply to stock levels and stock control?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Receive and store kitchen supplies and food stock – D1.HRS.CL1.16

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

Answer all the following questions and submit to your Trainer.

- 1. When receiving stock, what 4 things do you need to check?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2. What could be considered 'stock' for a restaurant? Name 5 categories.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3. When checking deliveries, what do you need to check before accepting delivery of this order?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4. Name 3 terms to describe 'damages and breakages'.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What does a discrepancy mean?

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6. Where could a variation exist in a delivery of stock?

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7. What is a credit note?

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8. Variations at the point of delivery can be related to what?

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9. When receiving deliveries of fresh foods, what document needs to be completed?

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10. When a delivery has been rejected, to whom should you report this rejection?

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11. Name 3 ways of minimising theft form kitchens and storage areas.

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12. Why is it good management to keep storage areas clean?

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13. Name 5 things that need to be looked at when maintain a storage area.

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14. When storing fresh foods for sale to the public, to what statutory or legal requirements need to be adhered to?

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15. Name 3 storage areas related to food.

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16. What is the recommended storage temperature for each of these storage areas?

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17. Name 3 requirements of a good dry store.

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18. Where is the best place to store slow moving items?

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19. What temperature should cooked food be when it is placed in coolroom?

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20. What food is stored above cooked food?

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21. What must you not do with thawed food?

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22. What must be done before freezing food?

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23. Where is best place to thaw frozen food?

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24. Name 2 storage areas that do not need refrigeration.

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25. Generally, what are the main criteria for storage areas?

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26. Where do you apply the principles of stock rotation?

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27. What problems can arise from carrying too much stock?

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# Answers to Written Questions

## Receive and store kitchen supplies and food stock – D1.HRS.CL1.16

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. When receiving stock, what 4 things do you need to check?**
  - The delivery being received was intended for your establishment
  - The goods being delivered were in fact ordered by your establishment
  - The order is complete and intact
  - The goods are in good condition
  - Food safety has been maintained.
  
- 2. What could be considered 'stock' for a restaurant? Name 5 categories.**
  - Food, fresh, frozen, dry goods of any sort
  - Beverages
  - Utensils and equipment
  - Cleaning equipment and materials
  - Linen
  - Stationary items.
  
- 3. When checking deliveries, what do you need to check before accepting delivery of this order?**
  - Damages and breakages
  - Quality
  - Use-by-dates
  - Discrepancies
  - Sign of pests.
  
- 4. Name 3 terms to describe 'damages and breakages'.**
  - Tins not dented
  - Packaging not ripped or torn
  - Product has not been crushed
  - Product is not leaking
  - Outers are not torn
  - Fragile items have not been broken.

**5. What does a discrepancy mean?**

Discrepancies are a variation of fact.

**6. Where could a variation exist in a delivery of stock?**

- Type, quantity and quality of products ordered and products delivered
- Type, quantity and quality of products delivered and products listed on the delivery documentation
- A difference between prices charged in the delivery documentation and prices listed on-line or in the catalogue.

**7. What is a credit note?**

A credit note identifies the quantity, quality and number of the stock involved together with a corresponding dollar amount that is involved in a discrepancy.

**8. Variations at the point of delivery can be related to what?**

- Quantity – be it over or under
- Quality
- Price.

**9. When receiving deliveries of fresh foods, what document needs to be completed?**

- Temperature recording sheets, fresh chilled or hot, frozen
- Record of all items delivered, name of item, received from whom
- Record of any product refused and why it was refused, who rejected, i.e.: chef.

**10. When a delivery has been rejected, to whom should you report this rejection?**

- Head chef
- Duty manager
- Owner
- Department manager
- Purchasing officer.

**11. Name 3 ways of minimising theft form kitchens and storage areas.**

- Locking storage areas
- Prohibiting carry bags in the kitchen
- Proper receiving and storage procedures
- Spot checks on rubbish bins for hidden items
- Efficient staff monitoring.

**12. Why is it good management to keep storage areas clean?**

Helps prevent the spread of vermin and disease.

**13. Name 5 things that need to be looked at when maintain a storage area**

- Lighting
- Cleanliness
- Detecting vermin
- Free from defects, storage areas must be in good condition
- Stocktake sheets
- Stock rotation.

**14. When storing fresh foods for sale to the public, to what statutory or legal requirements need to be adhered?**

Laws of the country and local council area pertaining to food safety standards.

**15. Name 3 storage area related to food**

Dry, fresh chilled, frozen

**16. What is the recommended storage temperature for each of these storage areas?**

- Fresh chilled, less than  $<4^{\circ}\text{C}$
- Frozen Storage  $<-15^{\circ}\text{C}$ ,  $-18^{\circ}$  best
- Dry store  $10^{\circ}$ - $18^{\circ}\text{C}$ .

**17. Name 3 requirements of a good dry store.**

- The area must be fly and vermin proof
- It must be well ventilated and have good lighting
- No direct sunlight
- No food is to be stored on the floor.

**18. Where is the best place to store slow moving items?**

Towards the back of the storeroom

**19. What temperature should cooked food be when it is placed in coolroom?**

Ambient room Temperature approximately  $21^{\circ}\text{C}$

**20. What food is stored above cooked food?**

No food is stored above cooked food

**21. What must you not do with thawed food?**

It must never be re frozen.

**22. What must be done before freezing food?**

Must be well wrapped and labelled

**23. Where is best place to thaw frozen food?**

In coolroom

**24. Name 2 storage areas that do not need refrigeration.**

- Dry storage
- Chemical storage.

**25. Generally, what are the main criteria for storage areas**

They are clean, free from pest and vermin, free from defects and at the required temperature.

**26. Where do you apply the principles of stock rotation?**

All areas

**27. What problems can arise from carrying too much stock?**

Cashflow or liquidity problems

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# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Receive and store kitchen supplies and food stock D1.HRS.CL1.16
<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) Accept deliveries</li> <li>b) Store supplies and food stock</li> <li>c) Maintain storage areas</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: Accept deliveries</b>		
Identify kitchen supplies and food stock to be delivered into the premises	<input type="checkbox"/>	<input type="checkbox"/>
Inspect and verify deliveries received	<input type="checkbox"/>	<input type="checkbox"/>
Record variations and deficiencies in deliveries received	<input type="checkbox"/>	<input type="checkbox"/>
Follow-up variations and deficiencies in deliveries received	<input type="checkbox"/>	<input type="checkbox"/>
Complete documentation and record-keeping requirements relating to deliveries received	<input type="checkbox"/>	<input type="checkbox"/>
Maintain the security of items delivered to protect against theft and deterioration	<input type="checkbox"/>	<input type="checkbox"/>

<b>Element 2: Store supplies and food stock</b>		
Identify and describe storage requirements and conditions for deliveries of food and non-food items received	<input type="checkbox"/>	<input type="checkbox"/>
Store dry goods	<input type="checkbox"/>	<input type="checkbox"/>
Store refrigerated goods	<input type="checkbox"/>	<input type="checkbox"/>
Store frozen goods	<input type="checkbox"/>	<input type="checkbox"/>
Store non-food items	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Maintain storage areas</b>		
Clean and tidy storage areas	<input type="checkbox"/>	<input type="checkbox"/>
Identify slow moving items and products approaching their designated 'use by' dates	<input type="checkbox"/>	<input type="checkbox"/>
Control stock levels in accordance with enterprise requirements	<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:**

<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



## 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>	Receive and store kitchen supplies and food stock D1.HRS.CL1.16		
<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>			
<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 expected deliveries of stock into the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receives, checks, inspects, verifies and records deliveries into the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows up on delivery issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains security of deliveries into the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies correct storage conditions for non-food items, dry goods, refrigerated food and frozen food and stores such items appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans and tidies storage areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies slow moving items and products approaching their designated 'use by' dates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controls stock levels in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

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**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Receive and store kitchen supplies and food stock	D1.HRS.CL1.16
<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: Accept deliveries</b>						
Identify kitchen supplies and food stock to be delivered into the premises						
Inspect and verify deliveries received						
Record variations and deficiencies in deliveries received						
Follow-up variations and deficiencies in deliveries received						
Complete documentation and record-keeping requirements relating to deliveries received						
Maintain the security of items delivered to protect against theft and deterioration						
<b>Element 2: Store supplies and food stock</b>						
Identify and describe storage requirements and conditions for deliveries of food and non-food items received						
Store dry goods						
Store refrigerated goods						

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
Store frozen goods						
Store non-food items						
<b>Element 3: Maintain storage areas</b>						
Clean and tidy storage areas						
Identify slow moving items and products approaching their designated 'use by' dates						
Control stock levels in accordance with enterprise requirements						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			





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