

## U14102: Prepare and cook basic soups

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic soups.

**The unit describes the essential abilities of:**

- Knowing what type, quality and quantity of soup ingredients are required
- Knowing what basic preparation methods are suitable for different types of basic soup
- Knowing what quality points to look for in cooked soups
- Knowing what safe working practices should be followed when preparing and cooking basic soups
- Operating within organizational procedures

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

#### 1. Prepare basic soups

- 1.1 Preparation areas and suitable equipment satisfy health, safety and hygienic requirements and are ready for use.
- 1.2 Soup **ingredients** are of the type, **quality** and quantity required.
- 1.3 Any **problems** identified with the quality of ingredients are reported promptly to the appropriate person.
- 1.4 Soup ingredients are prepared using appropriate **basic preparation methods**.
- 1.5 Prepared soup not for immediate consumption is stored correctly.

## 2. Cook basic soups

- 1.6 Waste is handled correctly ready for appropriate dispatch methods.
- 1.7 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
- 1.8 All work is prioritised and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
- 2.2 Soup is cooked using the appropriate **finishing methods** to meet **quality** requirements.
- 2.3 Prepared soup not for immediate consumption is stored correctly.
- 2.4 Cooking areas and equipment are cleaned correctly after use.
- 2.5 Waste is handled correctly ready for appropriate dispatch methods.
- 2.6 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare basic soups****A. Ingredients: (Also applies to element 2)**

- (i) soup (cream, broth, puree)
- (ii) herbs
- (iii) seasonings
- (iv) meat/poultry/fish
- (v) vegetables
- (vi) salt

**B. Problems:**

- (i) in terms of freshness
- (ii) in terms of quantity

**C. Basic preparation methods:**

- (i) chopping
- (ii) slicing
- (iii) mixing
- (iv) serving
- (v) blending
- (vi) straining

**D. Quality: (Applies to element 2)**

- (i) texture
- (ii) flavour
- (iii) aroma
- (iv) consistency
- (v) appearance

**Element 2: Cook basic soups****E. Finishing methods:**

- (i) adding cream/butter
- (ii) garnishing
- (iii) seasoning
- (iv) adjusting consistency

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic soups.
2. What safe working practices should be followed when cooking basic soups.

**Food hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing basic soups.
4. What the main contamination threats are when preparing basic soups
5. Why it is important to keep preparation areas and equipment hygienic when cooking basic soups.
6. What the main contamination threats are when cooking basic soups.
7. Why time and temperature are important when cooking basic soups
8. Why soup not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

9. What quality points to look for in basic soups.
10. What basic preparation methods are suitable for different types of basic soups.
11. What basic cooking methods are suitable for different types of basic soups.
12. What quality points to look for in cooked basic soups.
13. How to identify when basic soup is cooked to dish requirements.

### Healthy Catering Practices

14. Which products could be used to substitute high fat ingredients when preparing basic soups.
15. Which fats/oils can contribute to healthier catering practices when preparing basic soups.
16. Why increasing the fibre content of basic soup can contribute to healthy catering practices.
17. Why reducing the amount of salt added to basic soup can contribute to healthy catering practices.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4 and 1.5** and a minimum of:
  - **4 from the range of A**
  - **2 from the range of B**
  - **4 from the range of C**
  - **All from the range of D**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2 and 2.4**, and a minimum of:
  - **3 from the range of A**
  - **All from the range of D**
  - **All from the range of E**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and all the range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Method of Assessment**

- Observation reports by your assessor of how you:
  - prepare basic soups
  - cook basic soups
  
- Answers to oral or written question from your assessor.
  
- Witness statement from colleagues, line managers that provide evidence of how you:
  - prepare basic soups
  - cook basic soups

A personal statement describing how:

- prepare basic soups
- cook basic soups

**(3) Context of Assessment**

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.