

# COOK

## CBT Curriculum

### National Vocational Certificate Level 2

Version 1 - July 2013

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National Vocational  
Certificate Level 2

Version 1 - July 2013

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**Authors**

Dr. Jeremy Curtis (International Short Term Expert)  
Mr. Babar Sheikh (Director Operations College of Tourism and Hotel Management, Lahore)  
Mr. Abid Gill (Consultant A&F Group, Islamabad)

**Responsible**

Director General Skills Standard and Curricula, National Vocational and Technical Training Commission  
National Deputy Head, TVET Reform Support Programme, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

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# Curriculum specification for Cook

## 1. Introduction

### The structure of this course

This curriculum comprises 14 modules. The recommended delivery time is 800 hours. Delivery of the course could therefore be full time, 5 days a week, for 6 months. Training providers are at liberty to develop other models of delivery, including part-time and evening delivery. The full structure of the course is as follow:

Module	Theory <sup>1</sup> Days/ hours	Workplace <sup>2</sup> Days/ hours	Total hours
Module 1: Maintaining professional kitchen standards for food preparation and cooking throughout the shift	10	50	60
Module 2: Introduction to food preparation and cooking	20	100	120
Module 3: Prepare and cook vegetables	10	50	60
Module 4: Prepare, cook and finish meat, poultry and fish dishes	22	84	106
Module 5: Prepare and finish simple salad and fruit dishes	10	24	34

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<sup>1</sup> Learning Module hours in training provider premises

<sup>2</sup> Training workshop, laboratory and on-the-job workplace

Module 6: Prepare, cook and finish pasta and rice dishes	12	42	54
Module 7: Prepare, cook and finish eggs and egg dishes	10	32	42
Module 8: Prepare and cook grain and pulse dishes	10	42	52
Module 9: Prepare and cook soups, stocks and sauces	14	60	74
Module 10: Prepare, bake and finish simple bread and dough products	12	40	52
Module 11: Prepare hot and cold sandwiches	10	26	36
Module 12: Prepare and finish simple sweet dishes	10	40	50
Module 13: Completing kitchen shift effectively	10	50	60

The purpose of the Hospitality Cook course is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The course has been developed to address specific issues, such as the national, regional and local cultures, the work force availability within the country, and meeting and exceeding the needs and expectations of their guests.

**Central aim of the training provider, trainer or teacher**

The aim for the team of staff responsible for delivery of the Hospitality Cook curriculum is to develop work related skills through comprehensive action orientation. Action orientation can be understood as the willingness and ability of a student to act in professional, social and private situations appropriate, thoughtfully and in a socially responsible manner.

Teaching staff will support students in developing their willingness and ability, through their technical knowledge and abilities, to solve tasks and problems that are goal-oriented. They will need to use student-centred, practically oriented methods. They will also need to develop a programme of practical assessment that reflects the learning outcomes stated in the curriculum.

Students of the Hospitality Cook curriculum will also develop their willingness and ability as an individual to clarify issues, think through and to assess development opportunities. They will learn to consider requirements and constraints in family, professional and private life and to develop their own talents and future life plans.

Teaching staff will also support students in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty and the willingness and ability to criticize and to accept criticism well and to adapt their future behaviour accordingly.

Teaching also needs to use the Hospitality Cook curriculum to address development of social competence. Students need to acquire a willingness and ability to live and shape their own social relationships.

Method competency, communicative competence and learning competence are inherent part of developing expertise, self-competence and social competence in students through the Hospitality Cook curriculum. Method competence develops in students a willingness and ability to use a targeted, tactical approach during the handling of tasks and problems (for example, in the planning of steps).

Communication competence develops a willingness and ability to understand and to shape communicative situations, including the ability for students to perceive, understand and to represent their own intentions and needs as well as those of their partners. Learning competence develops in students a willingness and ability to understand and evaluate – independently and together with others – information about facts and contexts through the Hospitality Cook curriculum and to classify these in mental structures. As part of learning competencies, students will demonstrate the ability and willingness to develop in his or her professional or private life learning techniques and learning strategies and to use them for lifelong learning.

### **Entry level for trainees**

Matriculation

**ALL ENTRANTS SHOULD HOLD A CURRENT MEDICAL CERTIFICATE**

### **Minimum teaching qualification**

Teaching staff should have at least three years' experience in the role of Chef de Partie. They should also hold or be working towards a formal teaching qualification.

Other formal qualifications in the hospitality industry would be useful in addition to the above. Trainers must be competent at Level 3 in English and numeracy.

### **Medium of instruction**

Instruction will be Urdu and English. For employment in the Middle East, some Arabic expressions will be helpful. It will also be helpful to develop knowledge of French terminology for the hospitality industry.

### **Terminology**

This curriculum is for a Hospitality Cook. Some organisations may use alternative terms to describe this job role. Training providers should examine the Overview of the Curriculum to determine whether this curriculum meets the needs of potential students.

This curriculum specification also uses the term Chef de Partie to indicate the Cook's line manager. Organisations are likely to use a range of different terms and this should be interpreted flexibly.

## **Laws and regulations**

- Training providers must ensure they keep up to date with laws, standards and regulations – at both national and regional levels – relating to health and safety, food safety, guest rights and other relevant issues. These currently include:
  - The Pure Food Ordinance 1960
  - Pakistan Hotels and Restaurant Act 1976
  - Pakistan Standards and Quality Control Authority Act 1996
  - Factories Act 1934
  - Punjab Factories Rules 1978
  - Sindh Factories Rules 1975
  - North-West Frontier Province Factories Rules 1975
  - West Pakistan Hazardous Occupations Rules 1963
  - Mines Act 1923
  - Provincial Employees Social Security (Occupational Diseases) Regulation 1967
  - Workmen Compensation Act 1923 and Rules 1961
  - Dock Labourers Act 1934
  - Hazard Analysis and Critical Control Points (HACCP)
  - Occupational Health and Environmental Safety (OH & ES)
  - Information Management Systems
  - IS14001
  - ISO22000
  - Risk Management

- Provincial Food Authority

The team of staff responsible for delivery of the Hospitality Cook curriculum must familiarise themselves with laws and regulations that relate to their area of teaching and ensure that learners know and understand how to comply with and meet their responsibilities. Learning units will refer to the above list where appropriate.

### **Suggested distribution of modules**

This qualification is made up of 13 modules. Ten modules relate to preparation, cooking and finishing of particular dishes, for example Module 3: Prepare and cook vegetables; or Module 8: Prepare and cook grain and pulse dishes. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

There are three further modules relating to general skills that a cook must have: Module 1: Maintaining professional kitchen standards for food preparation and cooking throughout the shift; Module 2: Introduction to food preparation and cooking; and Module 13: Completing kitchen shift effectively. These are interdependent with the preparation and cooking modules and need to be delivered in parallel. This is illustrated in the distribution table.

Each module covers a range of learning components. These are intended to provide detailed guidance to teachers (for example the Learning Elements component) and give them additional support for preparing their lessons (for example the Materials Required component). The detail provided by each module will contribute to a standardised approach to teaching, ensuring that training providers in different parts of the country have clear information on what should be taught. Each module also incorporates the cultural background of Pakistan, including specialist features and dishes that make this qualification unique to Pakistan's needs.

The distribution table is shown overleaf:

Module 3: Prepare and cook vegetables 60 hours	Module 5: Prepare and finish simple salad and fruit dishes 34 hours	Module 1: Maintaining professional kitchen standards for food preparation and cooking throughout the shift 60 hours	Module 2: Introduction to food preparation and cooking 120 hours	Module 13: Completing kitchen shift effectively 60 hours
Module 4: Prepare, cook and finish meat, poultry and fish dishes 120 hours	Module 9: Prepare and cook soups, stocks and sauces 80 hours			
	Module 6: Prepare, cook and finish pasta and rice dishes 54 hours			
Module 8: Prepare and cook grain and pulse dishes 52 hours	Module 7: Prepare, cook and finish eggs and egg dishes 42 hours			
Module 10: Prepare, bake and finish simple bread and dough products 52 hours	Module 11: Prepare hot and cold sandwiches 36 hours			
Module 12: Prepare and finish simple sweet dishes 50 hours				

## **2. Competency (NVQF – Level 2)**

### **Standard**

–

### **“COOK”**

#### **Definition**

Cooks plan, organize, prepare and cook meals. While specific duties vary depending on the type of establishment, it is the cook's responsibility to prepare and cook simple dishes that are both appealing and nutritious. To present a prepared meal attractively is also a cook's responsibility.

#### **Overall objectives of this course**

- Selecting tools and equipment used to prepare and cook simple dishes
- Weighing and measuring ingredients according to recipes
- Preparing and cooking food as required by guests' orders
- Checking the quality of food before, during and after preparation and cooking
- Working hygienically and safely.

#### **Competencies gained after completion of the course:**

At the end of the course, the student must have attained the following competencies:

- Master basic food preparation and cooking processes and culinary techniques
- Apply food safety and hygiene regulations
- Maintain professional standards throughout shift
- Be aware of nutritional, economic and ecological requirements
- Prepare and cook vegetables
- Prepare, cook and finish meat, poultry and fish dishes
- Prepare and finish simple salad and fruit dishes
- Prepare and cook pasta and rice dishes
- Prepare and cook eggs and egg dishes

- Prepare and cook grain and pulses
- Prepare and cook soups, stocks and sauces
- Prepare, cook and finish simple bread and dough products
- Prepare hot and cold sandwiches
- Prepare and finish simple sweet dishes
- Clean kitchen equipment and cooking utensils
- Complete kitchen shift effectively
- Identify and pursue new business opportunities in the hospitality sector

### **Personal requirements**

Cooks need the following characteristics:

- A genuine interest in preparing and cooking food
- A keen sense of taste and smell
- A desire to learn
- Good health
- Stamina – able to stand for long duty hours in kitchen environment
- Able to work as a member of a team
- Willingness to maintain the standard of cleanliness necessary in any food establishment.

### **Opportunities for employment and advancement**

Cooks are employed in hotels, clubs, restaurants, catering firms, cafeterias, marriage halls, caterers, institutions, homes, specialty food outlets and isolated camps. Self-employment by founding an enterprise in this field of activity is possible as well. Some jobs for cooks are seasonal and/or part-time. Experienced cooks may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

- Chefs
- Chef de Partie
- Sous-Chefs
- Executive Chefs
- Banquet Managers
- Caterers
- Food service administrators and coordinators
- Hotel Managers
- General Managers.

Some experienced cooks achieve a respected level of salaries. There are good prospects for travel both within Pakistan and abroad. The employment outlook in this industry will be influenced by a wide variety of factors including:

- Trends and events affecting overall employment (especially in the Accommodation and Food Services industry)
- Location in Pakistan
- Employment turnover (work opportunities generated by people leaving existing positions)
- Occupational growth (work opportunities resulting from the creation of new positions that never existed before)
- Size of the industry
- Flexibility of the applicant (concerning location and schedule of work).

### 3. Overview of the curriculum for Cook

Module Title and Aim	Learning Units	
<p><b>Module 1:</b> Maintaining professional kitchen standards for food preparation and cooking throughout the shift</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding of professional kitchen standards need to be maintained throughout the shift</p>	<p>LU1: Ensure personal hygiene and chef's uniform for kitchen operations meets organisational requirements</p> <p>LU2: Maintain the health, safety and security of the kitchen working environment</p> <p>LU3: Check quality and quantity of food and maintain kitchen and food safety standards at every level of food handling</p> <p>LU4: Ensure wastage from kitchen operations is minimized</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory3 Days/ hours</b>
		10 hours
		<b>Workplace 4 Days</b>
50 hours		

<sup>3</sup> Learning Module hours in training provider premises

<sup>4</sup> Training workshop, laboratory and on-the-job workplace

Module Title and Aim	Learning Units	
<p><b>Module 2:</b> Introduction to food preparation and cooking</p> <p><b>Aim:</b> The aim of this module is to develop knowledge, skills and understanding to prepare, cook and finish different dishes. This module is intended to be delivered alongside each of the main cooking modules. It contains common elements that students need to implement throughout their practical work.</p>	<p>LU1: Understand how to assemble food and equipment to prepare, and cook simple dishes, with guidance from Chef de Partie and other associates</p> <p>LU2: Understand how to prepare simple dishes for cooking, with guidance from Chef de Partie and other associates</p> <p>LU3: Understand how to cook simple dishes, with guidance from Chef de Partie and other associates</p> <p>LU4: Understand how to present simple dishes for service, with guidance from Chef de Partie and other associates</p>	<p><b>Timeframe of modules</b></p>
		<p>120 hours</p>
		<p><b>Theory Days/ hours</b></p>
		<p>20 hours</p>
		<p><b>Workplace Days/ hours</b></p>
<p>100 hours</p>		

Module Title and Aim	Learning Units	
<p><b>Module 3:</b> Prepare and cook vegetables</p> <p>Aim: The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish vegetables</p>	<p>LU1: Assemble food and equipment to prepare and cook vegetables</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking</p> <p>LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetables</p> <p>LU4: Present vegetables for service following senior guidance</p>	<p><b>Timeframe of modules</b></p>
		<p>60 hours</p>
		<p><b>Theory Days/ hours</b></p>
		<p>10 hours</p>
		<p><b>Workplace Days/ hours</b></p>
<p>50 hours</p>		

Module Title and Aim	Learning Units	
<p><b>Module 4:</b> Prepare, cook and finish meat, poultry and fish dishes</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish meat, poultry and fish dishes</p>	<p>LU1: Assemble food and equipment to prepare and cook meat, poultry and fish dishes</p>	<p><b>Timeframe of modules</b></p>
	<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking</p>	<p>106 hours</p>
	<p>LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish meat, poultry and fish dishes</p>	<p><b>Theory Days/ hours</b></p>
	<p>LU4: Present meat, poultry and fish dishes for service following senior's guidance</p>	<p>22 hours</p>
		<p><b>Workplace Days/ hours</b></p> <p>84 hours</p>

Module Title and Aim	Learning Units	
<p><b>Module 5:</b> Prepare and finish simple salad and fruit dishes</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare, simple salad and fruit dishes</p>	<p>LU1: Assemble food and equipment to prepare and finish simple salad and fruit dishes</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes</p> <p>LU3: Finish and present simple salad and fruit dishes for service following senior's guidance</p>	<p><b>Timeframe of modules</b></p>
		<p>34 hours</p>
		<p><b>Theory Days/ hours</b></p>
		<p>10 hours</p>
		<p><b>Workplace Days/ hours</b></p>
<p>24 hours</p>		

Module Title and Aim	Learning Units	
<p><b>Module 6:</b> Prepare and cook pasta and rice dishes</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare, pasta and rice dishes</p>	LU1: Assemble food and equipment to prepare and cook pasta and rice dishes	<b>Timeframe of modules</b>
	LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook pasta dishes	54 hours
	LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook rice dishes	<b>Theory Days/ hours</b>
	LU4: Present pasta and rice dishes for service following senior's guidance	12 hours
		<b>Workplace Days/ hours</b> 42 hours

Module Title and Aim	Learning Units	
<p><b>Module 7:</b> Prepare and cook eggs and egg dishes</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare and cook eggs and egg dishes</p>	LU1: Assemble food and equipment to prepare and cook eggs and egg dishes	<b>Timeframe of modules</b>
	LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs	42 hours
	LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes	<b>Theory Days/ hours</b>
	LU4: Present eggs and egg dishes for service following senior's guidance	10 hours
		<b>Workplace Days/ hours</b> 32 hours

Module Title and Aim	Learning Units	
<p><b>Module 8:</b> Prepare and cook grain and pulse dishes</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare and cook grain and pulse dishes</p>	LU1: Assemble food and equipment to prepare and cook grains and pulses	<b>Timeframe of modules</b>
	LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grains and pulses for cooking	52 hours
	LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grains and pulses	<b>Theory Days/ hours</b>
	LU4: Present grains and pulses for service following senior guidance	10 hours
		<b>Workplace Days/ hours</b>  42 hours

Module Title and Aim	Learning Units	
<p><b>Module 9:</b> Prepare and cook stocks, soups and sauces</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare and cook stocks, soups, and sauces</p>	LU1: Assemble food and equipment to prepare and cook soups, stocks and sauces	<b>Timeframe of modules</b>
	LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking	74 hours
	LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauce ingredients dishes	<b>Theory Days/ hours</b>
	LU4: Present soups, stocks and sauces for service following senior guidance	14 hours
		<b>Workplace Days/ hours</b>
		60 hours

Module Title and Aim	Learning Units	
<p><b>Module 10:</b> Prepare, bake and finish simple bread and dough products</p> <p><b>Aim:</b> The aim of this module to develop basic knowledge, skills and understanding to prepare, bake and finish simple bread and dough products</p>	LU1: Assemble food and equipment to prepare and cook simple bread and dough products	<b>Timeframe of modules</b>
	LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for cooking	52 hours
	LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish ingredients for simple bread and dough products dishes	<b>Theory Days/ hours</b>
		12 hours
	LU4: Present simple bread and dough products for service following senior guidance	<b>Workplace Days/ hours</b>
		40 hours

Module Title and Aim	Learning Units	
<p><b>Module 11:</b> Prepare hot and cold sandwiches</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare, hot and cold sandwiches</p>	<p>LU1: Assemble food and equipment to prepare hot and cold sandwiches</p>	<p><b>Timeframe of modules</b></p>
	<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches</p>	<p>36 hours</p>
	<p>LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches</p>	<p><b>Theory Days/ hours</b></p>
	<p>LU4: Present hot and cold sandwiches for service following senior guidance</p>	<p>10 hours</p>
		<p><b>Workplace Days/ hours</b></p> <p>26 hours</p>

Module Title and Aim	Learning Units	
<p><b>Module 12:</b> Prepare and finish simple sweet dishes</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to prepare, and finish simple sweet dishes</p>	<p>LU1: Assemble food and equipment to prepare and finish simple sweet dishes</p>	<p><b>Timeframe of modules</b></p>
	<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple sweets and gâteaux</p>	<p>50 hours</p>
	<p>LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries</p>	<p><b>Theory Days/ hours</b></p>
	<p>LU4: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes</p>	<p>10 hours</p>
		<p><b>Workplace Days/ hours</b></p> <p>40 hours</p>

Module Title and Aim	Learning Units	
<p><b>Module 13:</b> Completing kitchen shift effectively</p> <p><b>Aim:</b> The aim of this module is to develop basic knowledge, skills and understanding to completing kitchen shift effectively</p>	<p>LU1: Clear kitchen work area of equipment and food products</p> <p>LU2: Ensure that all kitchen equipment and surfaces are cleaned and sanitized</p> <p>LU3: Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department</p> <p>LU4: Hand over to next kitchen shift if appropriate</p>	<p><b>Timeframe of modules</b></p>
		<p>60 hours</p>
		<p><b>Theory Days/ hours</b></p>
		<p>10 hours</p>
		<p><b>Workplace Days/ hours</b></p>
<p>50 hours</p>		

#### **4. Teaching and Learning Guide for Cook**

The aim of the training is to enable students to work independently as well as in team in commercial/ domestic kitchen operations.

The student will after completion of this programme applies knowledge and demonstrate skills in the practical situation at the workplace.

Different methodologies can therefore contribute to achieving this objective. Theory methodologies should be supported by appropriate resources, as indicated in the „Materials Required“ column of the Learning Unit specifications. Teachers should also illustrate theory sessions with examples of how the learning could be applied in the workplace. Practical methodologies should be set in an appropriate environment and supported by appropriate resources, also indicated in the „Materials Required“ column of the Learning Unit specifications. Methods that directly promote capacity-building for the student are essential and therefore should be included appropriately in the teaching approach.

**4.1. Module 1:** Maintaining professional kitchen standards for food preparation and cooking throughout the shift

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding of professional kitchen standards that need to be maintained throughout the shift.

**Duration** 60 hours      **Theory:** 10 hours      **Practical:** 50 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Ensure personal hygiene.</p> <p>Chef's uniform for kitchen operations meets the organizational requirements</p>	<p><b>The student will be able to:</b></p> <p>Keep hair, skin and nails clean and hygienic</p> <p>Follow the recommended procedures for washing hands at all appropriate times</p> <p>Avoid unsafe practice that could contaminate the food being prepared or cooked</p> <p>Report any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person</p> <p>Select appropriate chef's uniform and headgear in line with manufacturer's instructions and organisational procedures</p> <p>Wear chef's uniform and headgear that is clean, fit for</p>	<p>Understand importance of personal hygiene i.e. clean hair, skin, hands and nails, for hygiene purposes.</p> <p>Understand procedure of preventing contamination of food being prepared or cooked</p> <p>Understand recommended procedures for washing hands at all appropriate times.</p> <p>Wash hands for at least 20 seconds with antibacterial soap, dry in a sanitary manner: clean, unused paper towels or automatic hand dryer.</p> <p>Avoiding unsafe behaviour, including spitting, smoking,</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>13 hours</p>	<p>Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, paper towels and air dryer</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p> <p>Hazard analysis manuals and critical control points (HACCP) standards</p> <p>Organisational guidelines for personal hygiene</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	use and worn correctly	<p>touching own face, nose or mouth, blowing nose, scratching, chewing gum and eating, in order to prevent any contamination of food, equipment or work surfaces.</p> <p>Maintain organizational standards for safe behaviour in the kitchen</p> <p>The importance of reporting cuts, grazes and skin conditions to the appropriate person (including Chef de Partie or other supervisor/manager), to avoid any risk of spreading infection</p> <p>The importance of reporting illnesses and infections, particularly stomach illnesses, to the appropriate person (including Chef de Partie or other supervisor/manager), to avoid the spread of food-borne illnesses to associates and/or guests</p> <p>Types of chef's uniform</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>which are appropriate to the task being carried out, including protects in from spillages. And reflects hygienic values of a kitchen</p> <p>National and organisational requirements for wearing chef's uniform</p> <p>The importance of ensuring that the chef's uniform and headgear being used is clean and fit for use and changed when necessary in line with organisational procedures, to present a professional image and to avoid possible contamination of food through germs carried on dirty clothing</p>			
<p><b>LU2:</b></p> <p>Maintain the health, safety and security of the kitchen working environment</p>	<p><b>The student will be able to:</b></p> <p>Maintain a safe, hygienic and secure kitchen working environment</p> <p>Keep a look out for hazards in the kitchen</p> <p>Identify any hazards or potential hazards in the kitchen</p>	<p>Understand the importance of working in a healthy, safe and hygienic way, including working tidily, following proper procedures and instructions, in order to avoid accidents, ensure food is safely prepared and cooked, and that there is no</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>17 hours</p>	<p>Different types of emergency notices</p> <p>Standard operating procedures for occupational health and safety</p> <p>Fire equipment (See Section 5 for details)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>and deal with these correctly</p> <p>Report any accidents or near accidents quickly and accurately to the proper person</p> <p>Deal with problems and unexpected situations in an appropriate manner</p> <p>Practise emergency procedures correctly</p>	<p>risk to the guest</p> <p>Understand to take personal responsibility, including taking reasonable care of own safety and the safety of others, following Standard Operating Procedures for safe working practice, informing Chef de Partie of anything that might be unsafe or cause an accident</p> <p>Understand sources of information about health, hygiene and safety in the kitchen, including Standard Operating Procedures for kitchen, manuals, data sheet and instructions from manufacturers suppliers, websites, and training materials</p> <p>Understand features of a healthy workplace, including suitable size; adequate lighting, heating and ventilation; safe floors, stairs, doors and windows; appropriate equipment that</p>		<p>First aid equipment (see Section 5 for details)</p> <p>Equipment for contacting security, including telephones and other electronic devices</p> <p>Logbooks for recording accidents and incidents</p> <p>Organisational procedures for dealing with problems, including accidents, fire, evacuations</p> <p>Organisational procedures for dealing with emergencies</p> <p>Contact details for colleagues, supervisors</p> <p>Organisational guidelines for responding to and reporting accidents</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>is regularly maintained; sufficient storage facilities; hygienic disposal facilities, assembly point for evacuations</p> <p>Working with hazardous substances, including cooking oil, gels or spirits, cleaning chemicals</p> <p>Reducing the risk of working with hazardous substances, including proper training using hazardous substances, using appropriate protective equipment (including gloves, goggles, masks), putting warning signs out, using safe working methods</p> <p>Understand types of hazards to be found in the kitchen, including slips; trips and falls; strains and sprains; sharp objects; cuts and lacerations; burns; hot liquids and surfaces; moving heavy items; working fast; fire risks (including hot stoves,</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>electrical equipment); likelihood and potential impact of hazard</p> <p>Application of methods to deal with hazards correctly, including providing and using chef's uniform; non-slip flooring; working tidily, following proper procedures, warning others when necessary, providing additional training to use equipment and machinery correctly; maintaining equipment and machinery; adapting the workflow</p> <p>The importance of warning other people (including verbally, using warning notices) about hazards, to avoid accidents and injuries</p> <p>Types of emergencies that may happen in the kitchen (including fire, flood, accidents, gas leaks), and dealing with these, including supporting associates in taking action</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>within own responsibility, evacuating the area or building.</p> <p>Know the location of first aid equipment and the name of the first-aider in the kitchen</p> <p>Understand the importance of following fire safety laws (following safe working practice, preventing the build-up of rubbish, ensuring that flammable materials are not at risk, not smoking except in designated areas), to avoid risk to the lives of associates / guests and the fabric of the building</p> <p>Understand and perform the organisation's emergency procedures, in particular for illness, fire, security, external emergency, tackling the emergency using relevant equipment (fire, first aid)</p> <p>Following emergency procedures, including alerting others, following</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>instructions, and taking action</p> <p>Application of the importance of reporting all usual/non-routine incidents (including accidents, spillages, arguments, dangerous work practices, theft) to the appropriate person (including Chef de Partie or other supervisor/manager), to alert them to actions they may need to take</p> <p>Application of ensuring relevant information is recorded in logbooks, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p>			
<p><b>LU3:</b></p> <p>Check quality and quantity of food and maintain kitchen and food safety standards at</p>	<p><b>The student will be able to:</b></p> <p>Check the delivery from stores to ensure that the quantity of food delivered is sufficient for the number of covers expected</p> <p>Check that food is delivered at the correct temperature</p>	<p>Ability to check that the food is of the required weight, in order to ensure appropriate quantities of dishes can be prepared</p> <p>Ability to check that food is being kept at an appropriate</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p>	<p>Example notes from daily briefing</p> <p>Recipes and methods of preparation and cooking</p> <p>Organisational guidelines for checking the quality and quantity of food</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical</b></p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
every level of food handling	<p>Ensure that any packaged food does not exceed its „sell-by“ or „use-by“ dates</p> <p>Inform Chef de Partie if there are any problems with the quantity or quality of food</p>	<p>temperature, to avoid potential food spoilage</p> <p>Ability to check that food flavour, texture and aroma is of acceptable quality, to ensure safe preparation and cooking</p> <p>Ability to check that sufficient food and other ingredients to meet the requirements for the number of covers expected are available, to avoid being unable to provide a full service to food outlets</p> <p>Understand basic nutrition, including carbohydrates (to provide energy), proteins (including amino acids, for growing and repairing tissues), fats (for energy), vitamins and minerals for general health), fibre (to aid digestion), water (to aid digestion and most other body processes</p> <p>Understand problems with food quantity (too much or too little) or quality</p>	12 hours	<p>Standard operating procedures for quality control of food and safety</p> <p>HACCP standards</p> <p>Food safety guidelines</p> <p>Chef’s uniform according to job requirements (black trousers, white chef’s jacket, white chef’s cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>learning:</b> <b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>(including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p> <p>Understand risks from causes of food poisoning, including chemicals, viruses, moulds, physical contaminants; micro-organisms</p> <p>Understand and apply steps to avoid food poisoning, including handling food hygienically, preparing and cooking food carefully, storing food in the correct manner, keeping all food preparation areas clean, avoiding cross-contamination (direct, indirect or by drip), cooking all food thoroughly</p> <p>Addressing problems with food quantity or quality, including re-ordering from stores or suppliers</p> <p>Follow standards for ensuring personal hygiene meets organisational</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>requirements</p> <p>Preparing food for storage and putting it in the correct storage area as quickly as necessary to maintain its safety</p> <p>Making sure storage areas are clean, suitable and maintained at the correct temperature for the type of food</p> <p>Using appropriate systems to manage stock (including First In First Out – FIFO; Last In First Out – LIFO; Last In Last Out – LILO) according to organisational policy</p>			
<p><b>LU4:</b></p> <p>Ensure wastage from kitchen operations is minimized</p>	<p>Identify opportunities for reducing waste</p> <p>Follow organisational policies and procedures for managing and reducing waste</p> <p>Dispose of waste in line with organisational procedures</p>	<p>Understand impact of kitchen waste, including financial losses through food being thrown away, cost of waste removal to the organisation, impact on the environment, potential to attract pests</p> <p>Perform disposal of kitchen waste promptly, hygienically</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>8 hours</p>	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of waste, including waste disposal units, recycling bins</p> <p>Standard Operating Procedures for kitchen department and for waste</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>and appropriately, including disposing and recycling as appropriate</p> <p>Understand and apply opportunities for waste reduction in the kitchen, including careful weighing / measuring / portioning, checking and using stock before it deteriorates, storing food and dishes correctly</p> <p>Application of techniques for avoiding and reducing kitchen waste through reuse and recycling, including using unwanted dishes for staff while they are fresh, following direction from Chef de Partie on adapting recipes to use food appropriately, checking refrigerator and freezer temperatures, packaging food for storage carefully</p> <p>To recognized potential barriers that may limit waste avoidance and</p>		<p>handling</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>reduction in the kitchen waste, including lack of training, failure to follow proper procedure, broken or missing waste disposal equipment, inappropriate portion control, inadequate refrigeration</p> <p>Understand roles and responsibilities of kitchen associates to support waste minimization, including taking responsibility for managing waste in kitchen work area</p> <p>To know benefits achieved through kitchen waste reduction measures, including cost reductions for the organisation, improved profitability, tidy work areas, benefits for the environment</p>			

#### 4.2. Module 2: Introduction to food preparation and cooking

**Objective of the module:** The aim of this module is to develop knowledge, skills and understanding to prepare, cook and finish different dishes. This module is intended to be delivered alongside each of the main cooking modules. It contains common elements that students need to implement throughout their practical work.

**Duration** 120 hours      **Theory:** 20 hours      **Practical:** 100 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Understand how to assemble food and equipment to prepare, and cook simple dishes, with guidance from Chef de Partie and other associates</p>	<p><b>The student will be able to:</b></p> <p>Understand how to assemble food, ingredients and equipment required to prepare, cook and finish dishes as required</p> <p>Understand the need to defrost ingredients prior to preparation</p> <p>Know how to select appropriate equipment needed to prepare, cook and finish dishes</p> <p>Understand how to check that ingredients meet type, quality and quantity requirements prior to preparation and cooking</p>	<p>Reading the recipe to determine what food and equipment is needed</p> <p>Developing awareness of the nutritional values of different foods, including calories, carbohydrates, amino acids (for proteins), essential fatty acids, minerals and trace minerals, vitamins, roughage / dietary fibre</p> <p>Storing of food prior to preparation, including dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees)</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 25 hours</p>	<p>Recipes to determine what food, other ingredients and equipment is needed</p> <p>Pre-preparation equipment: including sets of knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scale, refrigerators, freezers, chopping boards (different colours – refer to HACCP regulations)</p> <p><b>Utensils:</b> including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Storing fresh and frozen ingredients correctly before cooking</p> <p>Storing of equipment, including store cupboards, in kitchen preparation areas, on shelves near work area</p> <p>Understand the importance of defrosting ingredients as required before preparation and cooking (including recommended defrosting procedures to ensure safety for use</p> <p>Checking that ingredients are fit for preparation and cooking, using the appropriate quality specification, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p> <p>Weighing and measuring ingredients accurately in order to prepare and cook dishes</p>		<p>cutters, choppers, mincing machine, bone saw cutters, patties maker, beaters, mashers, baking trays</p> <p><b>Cooking equipment:</b> including burners/stoves, each ovens (convection oven, deck oven), microwaves oven, grill, tilting pan, steamer, salamander, Panini machine, blender heavy duty, bread pans, bun pans, baguette pans, juicers, juice extractor, deep fryer, rolling pins, pastry brushes</p> <p><b>Presentation equipment:</b> including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p>organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Determine overcoming determining problems with the ingredients, including physical chemical and biological contamination</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Complaining with relevant regulations and standards (see Introduction)</p>		Nutritional values charts(food composition table)	
<p><b>LU2:</b></p> <p>Understand how to prepare simple dishes for cooking, with guidance from Chef de Partie and other associates</p>	<p><b>The student will be able to:</b></p> <p>Understand the requirements for preparing dishes for cooking</p> <p>Know how to use tools and equipment for preparing different dishes correctly</p> <p>Know the appropriate methods to prepare different dishes for cooking</p> <p>Understand how to check that preparation of ingredients meets quality requirements</p>	<p><b>Preparation requirements:</b> including recipe, quantity required, special ingredients, washing hands, sanitizing work surfaces and equipment as required, washing hands</p> <p>Carrying out the appropriate preparation methods correctly, including beating, blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavouring, grading, greasing, kneading,</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 25 hours</p>	<p>Recipes to determine what food, other ingredients and equipment is needed</p> <p><b>Pre-preparation equipment:</b> including sets of knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scale, refrigerators, freezers, chopping boards (different colours – refer to HACCP regulations)</p> <p><b>Utensils:</b> including pans (large, small, medium),</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>marinating , measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing, sorting, spraying, trimming, washing</p> <p>The importance of using the correct tools and equipment (as directed by the recipe), to prepare different dishes, to ensure preparation is of the correct standard</p> <p>Quality requirements following preparation, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		<p>bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato cutters, choppers, mincing machine, bone saw cutters, patties maker, beaters, mashers, baking trays</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots(Chef clogs), disposable gloves)</p>	<p>example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU3:</b></p> <p>Understand how to cook simple dishes, with guidance from Chef de Partie and other associates</p>	<p><b>The student will be able to:</b></p> <p>Understand the requirements for cooking different dishes</p> <p>Know how to use tools and equipment to cook different dishes correctly</p> <p>Know the appropriate methods to cook different dishes</p> <p>Understand how to combine main ingredients with other ingredients</p> <p>Know how to check that dishes have the correct flavour, consistency and quantity</p> <p>Know how to check that cooking of different dishes meets quality requirements</p>	<p>Understanding the effect of different cooking processes on different ingredients/dishes and their nutritional value</p> <p><b>Cooking requirements:</b> including recipe, quantity required, special requirements</p> <p>Carrying out the appropriate cooking methods correctly, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, blind baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, combination cooking methods (braising, stewing)</p> <p>Understand the importance of using the correct tools and equipment (as directed by the recipe), to cook different dishes, to ensure cooking is of the correct standard</p> <p>Combining other</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 25 hours</p>	<p><b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, top-bottom salamander, pans, deep fryer</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen</p> <p><b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>ingredients, including herbs and spices, sauces, salt, cream, sugar, milk (see Section 6 for full list of ingredients)</p> <p>Know the quality requirements for cooked complex dishes, including appearance, taste, aroma, flavour, consistency, presentation, cooked according to requirements, quantity (as required by daily briefing)</p> <p>Knowing quality requirements for cooked different dishes, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell, taste, colour, appearance, cooked according to requirements, quantity (as required by daily briefing)</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		Compliance with relevant regulations and standards (see Introduction)			
<p><b>LU4:</b></p> <p>Understand how to present simple dishes for service, with guidance from Chef de Partie and other associates</p>	<p><b>The student will be able to:</b></p> <p>Understand the importance of holding and serving different dishes at correct temperature</p> <p>Understand how to safely store cooked dishes and ingredients not for immediate use</p>	<p>Understand the importance of using the correct tools and equipment (as directed by the recipe), to finish dishes, to ensure finishing is of the correct standard</p> <p>Apply correct temperatures for holding and serving different dishes (above 63 degrees), checking with a temperature probe; maximum holding time of 90 minutes</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p><b>Total:</b></p> <p>30 hours</p> <p><b>Theory:</b></p> <p>5 hours</p> <p><b>Practical:</b></p> <p>25 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, boots(chef shoes), disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

### 4.3. Module 3: Prepare and cook vegetables

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish vegetables

**Duration** 60 hours      **Theory:** 10 hours      **Practical:** 50 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing vegetables for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish vegetables</p> <p>Use tools and equipment for preparing vegetables correctly</p> <p>Use appropriate methods to prepare vegetables for cooking</p> <p>Check that preparation of vegetables meet quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Identify vegetables including root vegetables, bulbs, flower heads, fungi, tubers, leaves, stems, vegetable fruits, squashes fresh peas, beans and seeds; Other ingredients including cooking oil, cooking salt, herbs, spices, seasoning</p> <p><b>Pre and preparation methods:</b></p> <p>Understand and carrying out techniques washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing,</p>	<p><b>Total:</b> 18 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 15 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigerator, chopping boards, mandolin (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, peeler, potato cutter, chopper, masher, mandolin</p> <p>Chef's uniform according to job requirements (black</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen</p> <p><b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste		trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	organisations, similar establishments)
<b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetable	<b>The student will be able to:</b> Identify requirements for cooking vegetables Use tools and equipment to cook vegetables correctly Use appropriate methods to cook vegetables Combine vegetable ingredients with other ingredients Check that cooking of vegetables meets quality requirements	<b>Food and ingredients:</b> Cook vegetables including root vegetables, bulbs, flower heads, fungi, tubers, leaves, stems, vegetable fruits, squashes fresh peas, beans and seeds; Other ingredients including cooking oil, cooking salt, herbs, spices, seasoning <b>Dry cooking methods:</b> sautéing, pan frying, deep frying, grilling, roasting, griddling, baking <b>Moist cooking methods:</b> simmering, boiling, steaming <b>Combination cooking methods:</b> braising, stewing	<b>Total:</b> 18 hours <b>Theory:</b> 3 hours <b>Practical:</b> 15 hours	<b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, pans, deep fryer Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> <b>EITHER</b> Training Kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU3:</b></p> <p>Present vegetables for service following guidance</p>	<p><b>The student will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked vegetables and vegetable ingredients not for immediate use</p>	<p>Presenting finishing and seasoning vegetables according to requirements, including butter glaze, cheese topping, browning, herbs and seasonings, garnishes</p> <p>Storing cooked vegetable dishes, avoiding potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p><b>Total:</b></p> <p>12 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

#### 4.4. Module 4: Prepare, cook and finish meat, poultry and fish dishes

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish meat, poultry and fish dishes

**Duration** 106 hours **Theory:** 22 hours **Practical:** 84 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing meat, poultry and fish dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish meat, poultry and fish dishes</p> <p>Use tools and equipment for preparing meat, poultry and fish dishes correctly</p> <p>Use appropriate methods to prepare meat, poultry and fish dishes for cooking</p> <p>Check that preparation of meat, poultry and fish dishes meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare red meat (veal, beef, mutton), including different cuts and joints, (beef steak, beef fillet, mutton qorma (traditional Pakistani), mutton karahi beef jalfrezi beef with vegetables); white meat (chicken, poultry) including whole chicken, thigh, breast, wings; chicken quorma chicken karahi (traditional Pakistani), chicken ginger chicken curry); fish, including white flat fish, white round fish, oily fish, shellfish, (fish steak, fried fish, crumbed fish, Lahori fried fish</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 25 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, filleting knives, deboning knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, chopper, mincing machine, bone saw cutter, patties maker</p> <p>Chef's uniform according</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		(traditional Pakistani dish)) <b>Pre-preparation methods:</b> cleaning, washing, boning, skinning, dicing, trimming, tying, trussing, slicing, portioning, mincing, blending, flavouring, marinating, seasoning, coating (including seasoned flour, breadcrumbs), stuffing; and methods specifically for fish, including shelling, descaling, filleting, wrapping (eg in pastry); particular care with quality points for shellfish; storing prepared ingredients correctly in a refrigerator, disposing of waste		to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	establishments)
<b>LU2:</b> Use basic methods and equipment (under indirect supervision from Chef de Partie and other	<b>The student will be able to:</b> Identify requirements for cooking meat, poultry and fish dishes Use tools and equipment to cook meat, poultry and fish dishes correctly Use appropriate methods to	<b>Food and ingredients:</b> Prepare red meat (veal, beef, mutton), including different cuts and joints, (beef steak, beef fillet, mutton quorma (traditional Pakistani), mutton karahi beef jalfrezi beef with vegetables); white meat	<b>Total:</b> 30 hours <b>Theory:</b> 5 hours <b>Practical:</b> 25 hours	<b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, heavy duty, pans, juicer, juice extractor, deep fryer	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>associates) to cook and finish meat, poultry and fish dishes</p>	<p>cook meat, poultry and fish dishes</p> <p>Combine meat, poultry and fish with other ingredients</p> <p>Check that cooking of meat, poultry and fish dishes meets quality requirements</p>	<p>(chicken, poultry) including whole chicken, thigh, breast, wings; chicken qorma chicken karahi (traditional Pakistani), chicken ginger chicken curry); fish, including white flat fish, white round fish, oily fish, shellfish, (fish steak, fried fish, crumbed fish, Lahori fried fish (traditional Pakistani dish))</p> <p><b>Dry cooking methods:</b> sautéing, pan frying, deep frying, roasting, grilling, griddling, baking</p> <p><b>Moist cooking methods:</b> poaching (including shallow and deep poaching for fish), simmering, boiling, steaming</p> <p><b>Combination cooking methods:</b> braising, stewing</p>		<p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Present meat, poultry and fish dishes for service following</p>	<p><b>The student will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at</p>	<p>Finishing and seasoning meat, poultry and fish dishes according to requirements, including carving, portioning, filleting</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>3 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
guidance	<p>correct temperature for holding and serving</p> <p>Safely store cooked meat, poultry and fish dishes and meat, poultry and fish not for immediate use</p>	<p>for service, garnishes, sauces, coating, glazing, herbs and seasonings</p> <p>Storing cooked meat, poultry or fish dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p><b>Practical:</b> 17 hours</p>	<p>including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p>charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

#### 4.5. Module 5: Prepare and finish simple salad and fruit dishes

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare and finish simple salad and fruit dishes

**Duration** 34 hours      **Theory:** 10 hours      **Practical:** 24 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing simple salad and fruit dishes</p> <p>Assemble food, ingredients and equipment required to prepare and finish simple salad and fruit dishes</p> <p>Use tools and equipment for preparing simple salad and fruit dishes correctly</p> <p>Use appropriate methods to prepare simple salad and fruit dishes</p> <p>Check that preparation of simple salad and fruit dishes meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>prepare fruit and salad dishes, Pakistani fresh salad (traditional Pakistani), mayonnaise salad, Russian salad, lettuce, tomatoes, cucumber, green and black olives, beans, parsley, coriander, lemon, oranges, apples, mangoes, bananas, herbs and spices</p> <p><b>Pre and preparation methods:</b></p> <p>Washing, cleaning, sorting, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other types of cutting, mixing, blending, seasoning, storing prepared ingredients</p>	<p><b>Total:</b></p> <p>14 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p><b>Pre-preparation equipment:</b></p> <p>knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, mandolin, parisian spoon, birds beak knives refrigerator, chopping boards (different colours – refer to HACCP regulations), utensils including, pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, peeler, potato cutter, beater, masher, baking trays</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		correctly in a refrigerator, disposing of waste		Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	establishments)
<p><b>LU2:</b></p> <p>Finish and present simple salad and fruit dishes for service following guidance</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements to finish simple salad and fruit dishes</p> <p>Use tools and equipment to finish simple salad and fruit dishes correctly</p> <p>Use appropriate methods to finish simple salad and fruit dishes</p> <p>Combine simple salad and fruit dishes with other ingredients</p> <p>Check that finishing of simple salad and fruit dishes meet quality requirements</p>	<p>To finishing and seasoning simple salad and fruit dishes according to requirements, including dressings, sauces, decorating, dusting, herbs and seasonings, garnishes</p> <p>Storing cooked fruit and salad dishes, avoiding potential cross-contamination, labelling, correct temperature (room temperature, or 1 – 5 degrees for refrigerator)</p>	<p><b>Total:</b></p> <p>14 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

#### 4.6. Module 6: Prepare, cook and finish pasta and rice dishes

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish pasta and rice dishes

**Duration** 54 hours **Theory:** 12 hours **Practical:** 42 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare pasta and rice dishes</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing pasta and rice dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish pasta and rice dishes</p> <p>Use tools and equipment for preparing pasta and rice dishes correctly</p> <p>Use appropriate methods to prepare pasta and rice dishes for cooking</p> <p>Check that preparation of pasta and rice dishes meet quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare pasta (including fresh, dried, spaghetti, cannelloni, macaroni, tortellini, farfalle, ravioli); rice (including long grain, short grain, round, brown, basmati, risotto); other ingredients including cooking oil, olive oil, vegetables, meat, poultry, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p><b>Pre-preparation methods:</b></p> <p>Measuring, dipping, moistening, cleaning, slicing, sautéing, seasoning, trimming, storing, blending, flavouring, marinating, seasoning, storing prepared</p>	<p><b>Total:</b> 18 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 15 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, noodle machine, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, tin opener, peeler, colander, chopper, mincing machine, beater, masher</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		ingredients correctly in a refrigerator, disposing of waste		white neckerchief, white apron, chef shoes or boots, disposable gloves)	establishments)
<p><b>LU2:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook pasta and rice dishes</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for cooking pasta and rice dishes</p> <p>Use tools and equipment to cook pasta and rice dishes correctly</p> <p>Use appropriate methods to cook pasta and rice dishes</p> <p>Combine pasta and rice ingredients with other ingredients</p> <p>Check that cooking of pasta and rice dishes meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare pasta (including fresh, dried, spaghetti, cannelloni, macaroni, tortellini, farfalle, ravioli); rice (including long grain, short grain, round, brown, basmati, risotto); other ingredients including cooking oil, olive oil, vegetables, meat, poultry, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p><b>Dry cooking methods:</b> frying, baking</p> <p><b>Moist cooking methods:</b> boiling, steaming</p> <p><b>Combination methods:</b> stewing, braising</p> <p>Testing rice and pasta to see when cooking is complete</p>	<p><b>Total:</b> 18 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 15 hours</p>	<p><b>Cooking equipment:</b> burners, stoves, microwaves, tilting pan, steamers, pans</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen</p> <p><b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		The importance of re-heating rice only once to a core temperature of 75 degrees			
<p><b>LU3:</b></p> <p>Present pasta and rice dishes for service following guidance</p>	<p><b>The student will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked pasta and rice dishes and pasta and rice ingredients not for immediate use</p>	<p>Finishing and seasoning pasta and rice dishes according to requirements, including herbs and seasonings, toppings (including cheese, tomato), sauces, garnishes</p> <p>Storing cooked pasta and rice dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p><b>Total:</b></p> <p>12 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats, ramekin</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety (chef boots), disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

#### 4.7. Module 7: Prepare, cook and finish eggs and egg dishes

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish eggs and egg dishes

**Duration** 42 hours      **Theory:** 10 hours      **Practical:** 32 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing eggs and egg dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish eggs and egg dishes</p> <p>Use tools and equipment for preparing eggs and egg dishes correctly</p> <p>Use appropriate methods to prepare eggs and egg dishes for cooking</p> <p>Check that preparation of eggs and egg dishes meet quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare including egg, omelette poached egg, mushroom omelette, cheese omelette), cooking oil, olive oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p><b>Pre-preparation methods:</b> washing, cleaning, grating, sorting, measuring, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p><b>Total:</b> 12 hours</p> <p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 10 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, yoke separator chef knives, etc, measuring scales, refrigerator, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, whisk, yolk separator, beater</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				white neckerchief, white apron, chef shoes or boots, disposable gloves)	establishments)
<p><b>LU2:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for cooking eggs and egg dishes</p> <p>Use tools and equipment to cook eggs and egg dishes correctly</p> <p>Use appropriate methods to cook eggs and egg dishes</p> <p>Combine ingredients for egg dishes with other ingredients</p> <p>Check that cooking of eggs and egg dishes meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Cook egg including(fried egg, poached egg, (mushroom, Spanish, cheese, Pakistani omelette), cooking oil, olive oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p><b>Dry cooking methods:</b> pan frying, baking, scrambling</p> <p><b>Moist cooking methods:</b> poaching, boiling</p>	<p><b>Total:</b></p> <p>12 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p><b>Cooking equipment:</b></p> <p>burners, stoves, microwaves, pans(fried, omelette), pans</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU3:</b> Present eggs and egg dishes for service following senior guidance</p>	<p><b>The student will be able to:</b> Finish, garnish and present the dish to meet organisational specifications Make sure dishes are at correct temperature for holding and serving</p>	<p>Finishing and seasoning eggs and egg dishes according to requirements, including toppings (cheese, tomato), garnishes, herbs and seasonings</p>	<p><b>Total:</b> 8 hours <b>Theory</b> : 2 hours <b>Practical:</b> 6 hours</p>	<p><b>Presentation equipment:</b> plates, platters, silver salvers, serving dishes, sauceboats  Details of requirements, including food check from food outlet  Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts  <b>For practical learning:</b> <b>EITHER</b> Training Kitchen  <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

#### 4.8. Module 8: Prepare and cook grain and pulse dishes

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish grain and pulse dishes

**Duration** 52 hours **Theory:** 10 hours **Practical:** 42 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grain and pulse dishes for cooking</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing grain and pulse dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish grain and pulse dishes</p> <p>Use tools and equipment for preparing grain and pulse dishes correctly</p> <p>Use appropriate methods to prepare grain and pulse dishes for cooking</p> <p>Check that preparation of grain and pulse dishes meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare pulses, including peas, beans, lentils; grains, including barley, corn/maize, oats, millet, wheat; other ingredients including cooking oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p><b>Pre and preparation methods:</b></p> <p>Washing, cleaning, peeling, measuring, soaking, dipping, cutting, portioning, grating, cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p><b>Total:</b> 18 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 15 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), chef knives, measuring scales, refrigerator, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, blender, tin opener, peeler</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen</p> <p><b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

<p><b>LU2:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grain and pulse dishes</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for cooking grain and pulse dishes</p> <p>Use tools and equipment to cook grain and pulse dishes correctly</p> <p>Use appropriate methods to cook grain and pulse dishes</p> <p>Combine ingredients for grain and pulse dishes with other ingredients</p> <p>Check that cooking of grain and pulse dishes meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Cook pulses, including peas, beans, lentils; grains, including barley, corn/maize, oats, millet, wheat; other ingredients including cooking oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p><b>Dry cooking methods:</b> sautéing, pan frying</p> <p><b>Moist cooking methods:</b> poaching, boiling, steaming, simmering, pressure cooking</p>	<p><b>Total:</b></p> <p>18 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>15 hours</p>	<p><b>Cooking equipment:</b></p> <p>burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, pressure cooker</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Present grain and pulse dishes for service following guidance</p>	<p><b>The student will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p>	<p>Finishing and seasoning grain and pulse dishes according to requirements, including herbs and seasonings</p> <p>Storing cooked grain and pulse dishes, avoiding contamination, labelling,</p>	<p><b>Total:</b></p> <p>12 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p>

	Safely store cooked grain and pulse dishes and ingredients for grain and pulse dishes not for immediate use	correct temperature (1 – 5 degrees for refrigeration)		to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	<p><b>EITHER</b>  Training Kitchen</p> <p><b>OR</b>  Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
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#### 4.9. Module 9: Prepare and cook soups, stocks and sauces

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish soups, stocks and sauces

**Duration** 74 hours      **Theory:** 14 hours      **Practical:** 60 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing stocks soups, and sauces for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish stocks soups, and sauces</p> <p>Use tools and equipment for preparing soups, stocks and sauces correctly</p> <p>Use appropriate methods to prepare soups, stocks and sauces for cooking</p> <p>Check that preparation of soups, stocks and sauces meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare types of soup, including un-passed, clear, purées, cream soups, cold soups; stocks, including vegetable, chicken, beef, fish, brown, white; sauces, including stock-based brown sauces, veloutés, milk-based béchamels, hollandaise sauces; bouquet garni</p> <p><b>Pre-preparation:</b> washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, cutting, mixing, blending, clarification, flavouring, boiling, cooling, seasoning, storing prepared</p>	<p><b>Total:</b> 25 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 22 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigerator, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, peeler, potato cutter, chopper, mincing machine, muslin cloth, beater</p> <p>Chef's uniform according to job requirements (black</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		ingredients correctly in a refrigerator, disposing of waste		trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	establishments)
<p><b>LU2:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauce ingredients dishes</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for cooking soups, stocks and sauces</p> <p>Use tools and equipment to cook soups, stocks and sauces correctly</p> <p>Use appropriate methods to cook soups, stocks and sauces</p> <p>Combine soup, stock and sauce ingredients with other ingredients</p> <p>Check that cooking of soups, stocks and sauces meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Cook types of soup, including un-passed, clear, purées, cream soups, cold soups; stocks, including vegetable, chicken, beef, fish, brown, white; sauces, including stock-based brown sauces, veloutés, milk-based béchamels, hollandaise sauces; bouquet garni, and strutted onion with cloves</p> <p><b>Moist cooking methods:</b> simmering, boiling, pressure cooking</p> <p>Minimum cooking time for stock, including vegetable stock – 30 minutes; chicken stock – 2 hours; fish stock – 20 minutes; beef stock – 4-6 hours</p>	<p><b>Total:</b></p> <p>25 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>22 hours</p>	<p><b>Cooking equipment:</b></p> <p>burners, stoves, ovens, (convection oven, deck oven), microwaves, tilting pan, blender heavy duty, pans, juicer, juice extractor, pressure cooker, muslin cloth</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU3:</b></p> <p>Present soups, stocks and sauces for service following guidance</p>	<p><b>The student will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked soups, stocks and sauces and soup, stock and sauce ingredients not for immediate use</p>	<p>Finishing and seasoning soups, stocks and sauces according to requirements, including garnishes and accompaniments, finishing with butter or cream, adjusting consistency and seasoning</p> <p>Storing soups and stocks, including cooling process, covering, labelling, care with potential cross-contamination, reducing stock to a glaze to prolong storage life; straining sauces, correct storage temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p><b>Total:</b></p> <p>18 hours</p> <p><b>Theory:</b></p> <p>5 hours</p> <p><b>Practical:</b></p> <p>13 hours</p>	<p><b>Presentation equipment:</b></p> <p>serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

#### 4.10. Module 10: Prepare, bake and finish simple bread and dough products

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare, bake and finish simple bread and dough products

**Duration** 52 hours **Theory:** 12 hours **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for baking</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing simple bread and dough products for baking</p> <p>Assemble food, ingredients and equipment required to prepare, bake and finish simple bread and dough products</p> <p>Use tools and equipment for preparing simple bread and dough products correctly</p> <p>Use appropriate methods to prepare simple bread and dough products for baking</p> <p>Check that preparation of simple bread and dough products meet quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare flour (including white, brown, wholemeal), water, yeast, sugar, salt; special Pakistani breads including Chapati, Naan, Roghani Naan, Kandahari Naan, Tandoori roti, Paratha, Kulcha, Sheer-maal, Taftan, Puri</p> <p><b>Pre and preparation methods:</b></p> <p>Cleaning, measuring, sifting, beating, kneading, knocking back, panning, proofing, shaping, moistening, spraying, polishing, greasing, sheeting, cooling, pan greasing, oven pre-heating, cutting, mixing, blending</p>	<p><b>Total:</b> 18 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 15 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, dough mixer, rolling pin, scraper, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, toaster, tin opener, peeler, beater, baking trays</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

				white neckerchief, white apron, chef shoes or boots, disposable gloves)	
<p><b>LU2:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to bake and finish ingredients for simple bread and dough products dishes</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for baking simple bread and dough products</p> <p>Use tools and equipment to bake simple bread and dough products correctly</p> <p>Use appropriate methods to bake simple bread and dough products</p> <p>Combine ingredients for simple bread and dough products with other ingredients</p> <p>Check that baking of simple bread and dough products meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Baking dough (including white, brown, wholemeal), water, yeast, sugar, salt; special Pakistani breads including Chapati, Naan, Roghani Naan, Kandahari Naan, Tandoori roti, Paratha, Kulcha, Sheer-maal, Taftan, Puri</p> <p><b>Dry cooking methods:</b> baking, frying (wok)</p>	<p><b>Total:</b> 18 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 15 hours</p>	<p><b>Cooking equipment:</b></p> <p>ovens, (convection oven, deck oven, tandoori oven), steamers, salamander, wok, dough mixing machine, dough sheeter, egg beater, egg mixing machine, measuring scales, baking pans,</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Present simple bread and dough</p>	<p><b>The student will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational</p>	<p>Finishing and seasoning simple bread and dough products according to requirements, including</p>	<p><b>Total:</b> 12 hours</p>	<p><b>Presentation equipment:</b> plates, platters, silver salvers, serving dishes,</p>	<p><b>For theoretical learning:</b> Class room with multimedia aid, audio-</p>

<p>products for service following guidance</p>	<p>specifications</p> <p>Safely store baked bread and dough products and ingredients for simple bread and dough products not for immediate use</p>	<p>cooling, glazing, adding toppings, icing, coating, portioning, cutting</p> <p>Storing cooked bread and dough products, at 63 degrees for hot products (including chapattis and naan breads)at room temperatures, covered to prevent contamination and stop them from drying out,</p> <p>Refrigeration for high-risk ingredients (eg fresh cream – maximum storage 24 hours),</p> <p>Labelling of finished products</p>	<p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 10 hours</p>	<p>sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p>visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
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#### 4.11. Module 11: Prepare hot and cold sandwiches

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare hot and cold sandwiches

**Duration** 36 hours      **Theory:** 10 hours      **Practical:** 26 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing hot sandwiches</p> <p>Assemble food, ingredients and equipment required to prepare hot and cold sandwiches</p> <p>Use tools and equipment for preparing hot sandwiches correctly</p> <p>Use appropriate methods to prepare hot sandwiches</p> <p>Check that the sandwich has the correct flavour, consistency and quantity</p> <p>Check that preparation of hot sandwiches meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare bread, cooking oil, olive oil, vegetables, fruits, beans, meat, fish, poultry, cheese, cooking salt, tomatoes, onions, herbs, spices, seasoning for sandwiches</p> <p><b>Pre-preparation:</b></p> <p>Washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p><b>Cooking methods:</b></p>	<p><b>Total:</b> 12 hours</p> <p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 10 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigerator, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, tin opener, peeler,</p> <p><b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), grills, pans, deep</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		toasting, grilling, Panini grill		fryer, slice turner  Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	establishments)
<p><b>LU2:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing cold sandwiches</p> <p>Use tools and equipment for preparing cold sandwiches correctly</p> <p>Use appropriate methods to prepare cold sandwiches</p> <p>Check that the sandwich has the correct flavour, consistency and quantity</p> <p>Check that preparation of cold sandwiches meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare vegetable / cheese / meat / egg, cooking oil, olive oil, vegetables, fruits, beans, meat, fish, poultry cooking salt, tomatoes, onions, herbs, spices, seasoning for sandwiches</p> <p><b>Pre-preparation methods:</b></p> <p>washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing, blending</p>	<p><b>Total:</b></p> <p>12 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p><b>Pre-preparation equipment:</b></p> <p>knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), white for ready to eat and salads, blue for seafood, red for meat, yellow for poultry, utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, tin opener, peeler, potato cutter</p> <p>Chef's uniform according</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	establishments)
<p><b>LU3:</b></p> <p>Present hot and cold sandwiches for service following seniors guidance</p>	<p><b>The student will be able to:</b></p> <p>Garnish and present the sandwich to meet organisational specifications</p> <p>Make sure hot and cold sandwiches are at correct temperature for holding and serving</p> <p>Safely store hot and cold sandwiches not for immediate use</p>	<p>Finishing hot and cold sandwiches, including cutting, trimming, portioning, garnishing</p> <p>Storing hot and cold sandwiches for service, including at service above 63 degree for hot sandwiches.</p> <p>At room temperature, covered to prevent contamination and stop them drying out,</p> <p>Refrigerated for high-risk ingredients (eg meat, fish, egg mixtures – maximum storage 24 hours)</p>	<p><b>Total:</b></p> <p>8 hours</p> <p><b>Theory</b></p> <p>: 2 hours</p> <p><b>Practical:</b></p> <p>6 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

#### 4.12. Module 12: Prepare and finish simple sweet dishes

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to prepare and finish simple sweet dishes

**Duration** 50 hours      **Theory:** 10 hours      **Practical:** 40 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes and gâteaux</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing and cooking simple gâteaux</p> <p>Assemble food, ingredients and equipment required to prepare and finish simple sweet dishes</p> <p>Use tools and equipment for preparing and cooking simple cakes and gâteaux correctly</p> <p>Use appropriate methods to prepare simple cakes and gâteaux for cooking</p> <p>Check that preparation for simple cakes and gâteaux meets quality requirements</p> <p>Use appropriate methods to cook simple cakes and</p>	<p><b>Food and ingredients:</b></p> <p>Prepare cooking oil, eggs, milk, butter, sugar, cooking salt, flavourings including chocolate and jam</p> <p><b>Pre-preparation:</b></p> <p>measuring, weighing, grating, beating, folding, rubbing-in, creaming, mixing, blending, seasoning, whisking, spraying, greasing, sheeting, oven pre-heating, spreading mixture evenly into prepared tins, checking shelving position, cutting, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p><b>Total:</b></p> <p>18 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>15 hours</p>	<p><b>Pre-preparation equipment:</b></p> <p>knives (different types), peeling knives, carving knives, cake knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including baking pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking pans, baking parchment/ greaseproof paper</p> <p><b>Cooking equipment,</b></p> <p>burners, stoves, ovens, (convection oven, deck</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>gâteaux</p> <p>Check that the cakes and gateau has the correct flavour, consistency and quantity</p> <p>Check that cooking of simple cakes and gâteaux meets quality requirements</p>	<p><b>Dry cooking methods:</b></p> <p>Baking</p> <p><b>Finishing:</b> cooling, removing baking parchment/greaseproof paper, spreading fillings, glazing, decorating, icing, piping, dusting, trimming, portioning</p> <p>Storing simple cakes and gâteaux for service, storage at room temperature, covered to prevent contamination and stop them from drying out, refrigerated for high-risk ingredients (eg fresh cream, butter cream – maximum storage 24 hours)</p>		<p>oven), microwaves, steamers, pans, juicer, cooling racks</p> <p><b>Presentation equipment:</b> plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	establishments)
<p><b>LU2:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing and cooking simple pastries</p> <p>Use tools and equipment for preparing and cooking simple pastries correctly</p> <p>Use appropriate methods to</p>	<p><b>Food and ingredients:</b></p> <p>Prepare different types of pastry, including short crust, flaky, choux pastry, hot water crust, suet; ingredients including flour (self-raising or plain, wholemeal), fats (including margarine, butter, lard),</p>	<p><b>Total:</b></p> <p>18 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>15 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, shape cutter, scraper, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours –</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
prepare and finish simple pastries	<p>prepare simple pastries for cooking</p> <p>Check that preparation for simple pastries meets quality requirements</p> <p>Use appropriate methods to cook simple pastries</p> <p>Check that the pastries have the correct flavour, consistency and quantity</p> <p>Check that cooking of simple pastries meets quality requirements</p>	<p>cooking salt, cold water, caster sugar, eggs (for choux pastry and hot water crust)</p> <p><b>Pre-preparation:</b> measuring, weighing, trimming, cutting, grating, mixing, blending, rubbing in, creaming, folding, beating, rolling, shaping, piping, lining, spooning, stirring, moistening, spraying, polishing, seasoning, greasing, sheeting, oven pre-heating, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p><b>Dry cooking methods:</b> baking, blind baking</p> <p><b>Finishing:</b> cooling, filling, glazing, dusting, decorating (including with seeds, nuts, sugars), portioning</p> <p>Storing simple pastries for service, at room temperature, covered to prevent contamination and stop them from drying out,</p>		<p>refer to HACCP regulations), white for ready to eat, utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/greaseproof paper, rolling pin, pastry brushes, scraper, shape cutter</p> <p><b>Cooking equipment,</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer</p> <p><b>Presentation equipment:</b> plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap,</p>	<p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		refrigeration for high-risk ingredients (eg. meat, fish, egg ingredients – maximum storage 24 hours)		white neckerchief, white apron, chef shoes or boots, disposable gloves)	
<p><b>LU3:</b></p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple sweets</p>	<p><b>The student will be able to:</b></p> <p>Identify requirements for preparing and cooking simple sweets</p> <p>Use tools and equipment for preparing and cooking simple sweets correctly</p> <p>Use appropriate methods to prepare simple sweets for cooking</p> <p>Check that preparation for simple sweets meets quality requirements</p> <p>Use appropriate methods to cook simple sweets</p> <p>Check that the sweets have the correct flavour, consistency and quantity</p> <p>Check that cooking of simple sweets meets quality requirements</p>	<p><b>Food and ingredients:</b></p> <p>Prepare of food and ingredients for different types sweets, including ice creams, mousses, egg-based desserts, batter-based desserts, milk puddings, sponge-based desserts, fruit-based desserts; dishes including Pakistani sweets, gulab jamun, crème brulée chocolate mousse, rice dishes, cooking oil, eggs, milk, butter, sugar, rice, cooking salt, essence, food colours, flavours.</p> <p><b>Pre-preparation:</b> cleaning, measuring, trimming, slicing, dicing, portioning, grating, beating, moistening, spraying, polishing, greasing, kneading, sheeting, cooling,</p>	<p><b>Total:</b></p> <p>12 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, scraper, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), white for ready to eat, utensils including pans, bowls, spoons and forks, piping bags, nozzles, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/greaseproof paper</p> <p><b>Cooking equipment,</b> burners, stoves, ovens, (convection oven, deck oven), microwaves,</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning: EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>oven pre-heating, cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p><b>Dry cooking methods:</b> baking</p> <p><b>Moist cooking methods:</b> steaming, poaching</p> <p><b>Finishing:</b> cooling, filling, glazing, dusting, decorating, piping, portioning</p> <p>Storing simple sweets for service, hot dishes (above 63 degrees),</p> <p>Storage at room temperature, covered where necessary to prevent contamination and stop them from drying out, refrigeration for high-risk ingredients (eg egg ingredients, cream – maximum storage 24 hours), frozen (including ice cream)</p>		<p>steamers, pans, juicer</p> <p><b>Presentation equipment:</b> plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	

#### 4.13. Module 13: Completing kitchen shift effectively

**Objective of the module:** The aim of this module is to develop basic knowledge, skills and understanding to complete the shift effectively

**Duration** 60 hours      **Theory:** 10 hours      **Practical:** 50 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Clear kitchen work area of equipment and food products following guidance from Chef de Partie and other associates</p>	<p><b>The student will be able to:</b></p> <p>Select and use appropriate tools, special equipment and method for cleaning the kitchen work area</p> <p>Restore the kitchen work area to a safe and tidy condition</p> <p>Make sure that any food, tools and equipment needed for the next shift are set up ready for use</p> <p>Store all food, tools and equipment in line with organisational requirements</p> <p>Handle and dispose of waste materials appropriately according to organisational and legal requirements</p> <p>Report any problems associated with cleaning, storing or disposing of materials and equipment to the</p>	<p>Understands and applying principles of sanitation, including disinfection, action of chemicals on surfaces, implications for working practice</p> <p>Follow the standards of cleanliness and tidiness that are expected when clearing the kitchen work area</p> <p>Using different tools and cleaning equipment, including cloths, dusters, mops, brushes, buckets</p> <p>Using cleaning materials, including sanitizer, vinegar, lemon, degreaser</p> <p>Following methods and procedures for safe storage of food, tools and equipment</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 hours</p>	<p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets</p> <p>Cleaning materials, including sanitizer, vinegar, lemon, degreaser</p> <p>HACCP standards and procedures</p> <p>Organisation's waste disposal guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

	relevant person	<p>Adopting organisation's procedures for dealing with and disposing of waste material</p> <p>Handling types of waste material generated in the work area, including disposable and recyclable waste</p> <p>Understand problems associated with cleaning, storing or disposing of materials, including appropriate equipment, insufficient or inappropriate storage facilities, incorrect disposal of materials (eg cooking oils)</p> <p>Wearing personal chef's uniform</p> <p>Understand National and organisational requirements for personal chef's uniform</p>			
<p><b>LU2:</b></p> <p>Ensure that all kitchen equipment and surfaces are cleared, cleaned</p>	<p><b>The student will be able to:</b></p> <p>Select appropriate equipment and products for cleaning and sanitizing equipment and surfaces</p> <p>Pre-soak any equipment, tools</p>	<p>Practicing methods and procedures for safe storage of food, tools and equipment, including making sure that any food, tools and equipment needed for the next shift</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p>	<p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners, double/</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical</b></p>

<p>and sanitized</p>	<p>and utensils as required to free food particles and grease</p> <p>Use appropriate equipment, products and methods to clean and sanitize equipment and surfaces</p> <p>Ensure that equipment and products used for cleaning are in good condition and changed when required</p> <p>Store equipment and products for cleaning and sanitizing equipment and surfaces after use according to organisational requirements</p> <p>Report to supervisor any problems with cleaning, equipment or products</p>	<p>are set up ready for use, storing all food, tools and equipment in line with organisational requirements, including dry stores, refrigerator, freezer, returning food and equipment to stores (including documenting returns), storing in cupboards or other storage areas</p> <p>Understand and follow standards of cleanliness and tidiness expected when clearing the kitchen work area</p> <p>Understand the purpose of cleaning, avoiding contamination of food, creating a good impression for guests, staff and inspectors, and reducing the risk of accidents and equipment breakdown</p> <p>Understand and adopting principles of sanitisation, including disinfection, action of chemicals on surfaces, and its implications for working</p>	<p>17 hours</p>	<p>triple bowl sink ); large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>HACCP standards and procedures</p> <p>Organisation's waste disposal guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>learning:</b> <b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
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		<p>practice</p> <p>Cleaning equipment to use for different tools and equipment, including small equipment (cloths, dusters, mops, brushes, buckets), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners)</p> <p>Using cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Understand problems with cleaning equipment or products, eg incorrect equipment, equipment not working properly, cleaning product not appropriate to the task, cleaning product out of dated (eg congealed, split)</p> <p>Follow organisation's procedures for dealing with and disposing of waste material, including types of waste material generated in the kitchen work area, disposable or recyclable waste</p>			
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		<p>Wear personal chef's uniform required according to the job requirements</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p><b>LU3:</b></p> <p>Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department/ store</p>	<p><b>The student will be able to:</b></p> <p>Identify and return unused food items to the kitchen or to the concerned department</p> <p>Identify and return equipment and materials to the appropriate store</p> <p>Maintain proper log books or records of returned items</p> <p>Advise supervisor of any problems with returning surplus food, equipment and material to the appropriate department</p>	<p>Understand and Practicing organisational procedures for returning surplus food, equipment and material to the appropriate department</p> <p>Practicing the process for recording returns of surplus food, equipment and material to the appropriate department</p> <p>Take disciplinary actions against any violation of the rule</p> <p>Follow organisation's policy and procedures for returning surplus items</p> <p>Understand problems with returning surplus food, equipment and material to the appropriate department, including not accepted by department. Materials to be disposed of, not returned, equipment out of order</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>8 hours</p>	<p>Log Books</p> <p>Pen</p> <p>Folders</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)</p>	<p><b>For theoretical learning:</b></p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

		when checked Using appropriate systems to manage stock (including First In First Out – FIFO; Last In First Out – LIFO; Last In Last Out – LILO) according to organisational policy			
<b>LU4:</b> Hand over to next kitchen shift in an appropriate manner.	<b>The student will be able to:</b> Ensure that kitchen work area is fully maintained ready for next shift Ensure that next shift is prepared and ready for takeover Notify next shift of any relevant issues or problems Complete any logbook entries as required by organisation Leave kitchen promptly and courteously	Follow and apply procedures for handing over to next kitchen shift, including cleaning and sanitising the kitchen work area and equipment, ensuring any relevant information is recorded in the log Notifying next kitchen shift of any special requirements, events, requests or comments relating to guests, verbally or in writing (including kitchen log and written notes), in order to maintain guest service. Notifying next kitchen shift of any Checking for and resolving problems with the service, equipment or products, including written	<b>Total:</b> 15 hours <b>Theory:</b> 2 hours <b>Practical:</b> 13 hours	Log Books Pen Folders Standard Operating Procedures manuals, checklist for filling logbooks Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, chef shoes or boots, disposable gloves)	<b>For theoretical learning:</b> Class room with multimedia aid, audio-visual facilities and flip charts <b>For practical learning:</b> <b>EITHER</b> Training Kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

		<p>record, personal briefing to other associates</p> <p>Making appropriate entries in kitchen logbooks, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p> <p>Follow "organisation"s policies and procedures for handing over a shift</p>			
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## 5. General assessment guidance for the Hospitality Cook Curriculum

Good practice in Pakistan makes use of sessional and final assessments, the basis of which is described below. Good practice by vocational training providers in Pakistan is to use a combination of these sessional and final assessments, combined to produce the final qualification result.

Sessional assessment is going on all the time. Its purpose is to provide feedback on what students are learning:

- to the student: to identify achievement and areas for further work
- to the teacher: to evaluate the effectiveness of teaching to date, and to focus future plans.

Assessors need to devise sessional assessments for both theoretical and practical work. Guidance is provided in the assessment strategy

Final assessment is the assessment, usually on completion of a course or module, which says whether the student has "passed" or not. It is – or should be – undertaken with reference to all the objectives or outcomes of the course, and is usually fairly formal. Considerations of security – ensuring that the student who gets the credit is the person who did the work – assume considerable importance in final assessment.

### **Methods of assessment**

For lessons with a high quantity of theory, written or oral tests related to learning outcomes and/ or learning content can be conducted. For workplace lessons, assessment can focus on the quality of planning the related process, the quality of executing the process, the quality of the product and/or evaluation of the process.

Methods include direct assessment, which is the most desirable form of assessment. For this method, evidence is obtained by direct observation of the student's performance.

Examples for direct assessment of a cook include:

- Work performances, for example preparing and cooking a meat dish, or preparing and presenting a salad
- Demonstrations, for example demonstrating cutting techniques, such as slicing, dicing, cubing
- Direct questioning, where the assessor would ask the student why he is preparing ingredients in a certain way, or how the student will present the dish when it is ready for service
- Paper-based tests, such as multiple choice or short answer questions on health and safety issues, or working with others.

Indirect assessment is the method used where the performance could not be watched and evidence is gained indirectly.

Examples for indirect assessment of a cook include:

- Work products, such as a completed dish
- Workplace documents, such as the plan the student used to prepare a dish.

Indirect assessment should only be a second choice. (In some cases, it may not even be guaranteed that the work products were produced by the person being assessed.)

## Principles of assessment

All assessments should be valid, reliable, fair and flexible:

**Fairness** means that there should be no advantages or disadvantages for any assessed person. For example, it should not happen that one student gets prior information about the type of work performance that will be assessed, while another candidate does not get any prior information.

**Validity** means that a valid assessment assesses what it claims to assess. For example, if the cooking ability is to be assessed and certificated, the assessment should involve performance criteria that are directly related to that cooking activity. An interview about different nutrients would not meet the performance criteria.

**Reliability** means that the assessment is consistent and reproducible. For example, if the work performance of preparing fish for cooking has been assessed, another assessor (eg the future employer) should be able to see the same work performance and witness the same level of achievement.

**Flexibility** means that the assessor has to be flexible concerning the assessment approach. For example, if there is a power failure during the assessment, the assessor should modify the arrangements to accommodate the students' needs.

## **Assessment strategy for the Hospitality Cook Curriculum**

This curriculum comprises 13 modules:

- Module 1: Maintaining professional kitchen standards for food preparation and cooking throughout the shift
- Module 2: Introduction to food preparation and cooking
- Module 3: Prepare and cook vegetables
- Module 4: Prepare, cook and finish meat, poultry and fish dishes
- Module 5: Prepare and finish simple salad and fruit dishes
- Module 6: Prepare, cook and finish pasta and rice dishes
- Module 7: Prepare, cook and finish eggs and egg dishes
- Module 8: Prepare and cook grain and pulse dishes
- Module 9: Prepare and cook soups, stocks and sauces
- Module 10: Prepare, bake and finish simple bread and dough products
- Module 11: Prepare hot and cold sandwiches
- Module 12: Prepare and finish simple sweet dishes
- Module 13: Completing kitchen shift effectively

### **Sessional assessment**

The sessional assessment for all 13 modules shall be in two parts: theoretical assessment and practical assessment. The sessional marks shall contribute to the final qualification.

Theoretical assessment for all learning modules must consist of a written paper lasting at least one hour per module. This can be a combination of multiple choice and short answer questions.

For practical assessment, all procedures and methods for the modules must be assessed on a sessional basis. Guidance is provided below under Planning for assessment.

## **Final assessment**

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification.

The final theoretical assessment shall consist of one 3-hour paper, consisting of multiple choice and short answer questions, covering all modules. This must include at least two short answer questions for Module 14: Identify and pursue new business opportunities in the hospitality sector

For the final practical assessment, each student shall be assessed over a period of two days, with two 3-hour sessions on each day. This represents a total of four sessions totalling 12 hours of practical assessment for each student. During this period, each student must be assessed on his/her ability to produce one dish for each of the 10 cooking modules. The student shall therefore produce 10 dishes. The cooking modules are:

- Module 3: Prepare and cook vegetables
- Module 4: Prepare, cook and finish meat, poultry and fish dishes
- Module 5: Prepare and finish simple salad and fruit dishes
- Module 6: Prepare, cook and finish pasta and rice dishes
- Module 7: Prepare, cook and finish eggs and egg dishes
- Module 8: Prepare and cook grain and pulse dishes
- Module 9: Prepare and cook soups, stocks and sauces
- Module 10: Prepare, bake and finish simple bread and dough products
- Module 11: Prepare hot and cold sandwiches
- Module 12: Prepare and finish simple sweet dishes

Module 1: Maintaining professional kitchen standards for food preparation and cooking throughout the shift, Module 2: Introduction to food preparation and cooking and Module 13: Completing kitchen shift effectively shall not be assessed separately, but must be assessed during each of the four practical sessions.

## **The assessment team**

The number of assessors must meet the needs of the students and the training provider. For example, where two assessors are conducting the assessment, there must be a maximum of five students per assessor. In this example, a group of 20 students shall therefore require assessments to be carried out over a four-day period.

## **Planning for assessment**

Sessional assessment: assessors need to plan in advance how they will conduct sessional assessments for each module. The tables on the following pages are for assessors to use to insert how many hours of theoretical and practical assessment will be conducted and what the scheduled dates are.

Final assessment: Training providers need to decide ways to combine modules into a cohesive two-day final assessment programme for each group of five students. Training providers must agree the dishes for practical assessments in advance.

## Planning aid for sessional assessments

<b>Module 1: Maintaining professional kitchen standards for food preparation and cooking throughout the shift</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Ensure personal hygiene and chef's uniform for kitchen operations meets company requirements			
LU2: Maintain the health, safety and security of the kitchen working environment			
LU3: Check quality and quantity of food and maintain kitchen and food safety standards at every level of food handling			
LU4: Ensure wastage from kitchen operations is minimized			

**Module 2: Introduction to food preparation and cooking**

<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU1: Understand how to assemble food and equipment to prepare, and cook simple dishes			
LU2: Understand how to prepare different dishes for cooking			
LU3: Understand how to cook different dishes			
LU4: Understand how to present different dishes for service			

**Module 3: Prepare and cook vegetables**

<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and cook vegetables			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetables			
LU4: Present vegetables for service			

**Module 4: Prepare, cook and finish meat, poultry and fish dishes**

<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and cook meat, poultry and fish dishes			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish meat, poultry and fish dishes			

LU4: Present meat, poultry and fish dishes for service			
<b>Module 5: Prepare and finish simple salad and fruit dishes</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and finish simple salad and fruit dishes			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes			
LU3: Finish and present simple salad and fruit dishes for service			
<b>Module 6: Prepare and cook pasta and rice dishes</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and cook pasta and rice dishes			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook pasta dishes			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook rice dishes			
LU4: Present pasta and rice dishes for service			

**Module 7: Prepare and cook eggs and egg dishes**

<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and cook eggs and egg dishes			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes			
LU4: Present eggs and egg dishes for service			

**Module 8: Prepare and cook grain and pulse dishes**

<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and cook grains and pulses			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grains and pulses for cooking			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grains and pulses			

LU4: Present grains and pulses for service			
<b>Module 9: Prepare and cook soups, stocks and sauces</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and cook soups, stocks and sauces			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauce ingredients dishes			
LU4: Present soups, stocks and sauces for service			
<b>Module 10: Prepare, bake and finish simple bread and dough products</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and cook simple bread and dough products			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for cooking			

LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish ingredients for simple bread and dough products dishes			
LU4: Present simple bread and dough products for service			
<b>Module 11: Prepare hot and cold sandwiches</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare hot and cold sandwiches			
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches			
LU4: Present hot and cold sandwiches for service			
<b>Module 12: Prepare and finish simple sweet dishes</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Assemble food and equipment to prepare and finish simple sweet dishes			

LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple gateaux			
LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries			
LU4: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes			

<b>Module 13: Completing kitchen shift effectively</b>			
<b>Learning Units</b>	<b>Hours of theoretical assessment</b>	<b>Hours of practical assessment</b>	<b>Scheduled Dates</b>
LU 1: Clear kitchen work area of equipment and food products			
LU2: Ensure that all kitchen equipment and surfaces are cleaned and sanitized			
LU3: Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department			
LU4: Hand over to next kitchen shift if appropriate			

## **6. Tools and equipment**

### **Preparation equipment**

20 sets of knives (different types), peeling knives, carving knives, chef knives, sharpening steel etc

1 Sharpening stone

3 graters

5 measuring scale

2 refrigerators (maintain temperature from 3 to 5 degrees)

2 freezers (maintain temperature from -18 to -20 degrees)

12 (3 each), chopping boards (different colours – refer to HACCP regulations)

### **Utensils including**

15 (5 each), pans (large, small, medium)

15 (5 each), bowls

5 sets measuring spoons

5 measuring cups

5 measuring jugs/ cylinder

10 forks

1 bread slicer

2 (1 each), mixers (large, small)

2 blenders

2 toasters

5 tin openers

5 peelers

1 potato cutter

3 choppers

1 mincing machine

1 bone saw cutters

1 patties maker

2 beaters

2 mashers

20 baking trays

5 yolk separator

### **Cooking equipment**

8 burners/stoves

1 each ovens (convection oven, deck oven, tandoori oven)

1 microwaves oven

1 grill

1 tilting pan

1 steamer

1 salamander

1 Panini machine

1 Wok

1 blender heavy duty

20 bread pans

20 bun pans

20 baguette pans

2 juicers

1 juice extractor

1 deep fryer

5 rolling pins

5 pastry brushes

5 temperature probe

5 Manual Pasta machine

5 broacher scissors

5 set of shape cutter

5 set of pizza pans

5 lemon quizzer

5 caramel modules

5 pastry modules

5 tarts modules

5 sets ladles

5 conical sieves

5 sifters (different size)

4 colanders

5 lemon zester

5 parisen spoon (melon scooper)

5 Slice turners

**Presentation equipment**

20 plates (different shape)

20 platters (different shape)

20 silver salvers

20 serving dishes

20 sauceboats

Details of requirements, including food check from food outlet

### **Other general equipment and materials**

1 example copy of organisational guidelines for all operations

1 example copy of Standard Operating Procedures for all procedures

1 example copy of Communication Manual

20 copies of example notes from daily briefing

20 copies of recipes and methods of preparation and cooking

20 nutritional values charts

1 set of tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included.

4 Beef portion and cutting charts

4 Veal portion and cutting charts

4 Mutton portion cutting charts

5 Nozzle sets

20 Ramekin

### **Fire, first aid and safety equipment**

1 example copy of food safety guidelines

1 example copy of HACCP standards

5 sets of equipment and materials for washing hands, including sanitizing soap, suitable wash basin, hand towels, hand dryer.

Illustrative range of emergency notices

1 set of fire equipment, including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs

1 set of first aid equipment: Food safety plasters, in a variety of different sizes and shapes; small, medium and large sterile gauze dressings; sterile eye dressings; triangular bandages; crêpe rolled bandages; safety pins; disposable sterile gloves; scissors; alcohol-free cleansing wipes; tape; distilled water, for cleaning wounds and as an eye bath

1 example copy of logbooks for recording accidents and incidents

### **Cleaning equipment**

5 sets of small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets

1 set large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner

### **Specific materials for Module 11**

Directories of existing businesses

Examples of business plans

Examples of financial plans

Advertising materials for potential business premises

Copies of job advertisements for hospitality jobs

Information on sources of finance

Business planner templates

Start-up-costs estimator

Business information, including company annual reports, journals, magazines, company websites and newspapers

1 class set details of potential competitors, including brochures, websites and promotional materials

1 class set case studies of examples of communication methods and how they are used to promote a business

1 completed class copy as example plus 20 blank copies guest research tools, including questionnaires and surveys

1 class set case studies of arrangements agreed between business owners and other people or organisations

**Uniform (may be purchased by students)**

Black trousers

White Chef's jacket

White Chef's cap

White neckerchief

White apron

Chef shoes or boots

Disposable gloves

## 7. List of consumable supplies

Appropriate quantities of:

Perishable commodities

- Vegetables, including carrot, zucchini, green beans lady finger, mushrooms, potatoes
- Meat, poultry and fish, including beef, lamb, mutton, sausages, fish
- Fruit and salad ingredients, including lettuce (all types), tomatoes, cucumber, green and black olives, parsley, coriander, lemon, oranges, apples, mangos, bananas
- Bread ingredients, including sandwich bread, Paninis, sandwich fillings
- Eggs, butter, milk, cheese, fresh cream

Non –perishable commodities

- Pasta and rice, including pasta (farfalle, fettuccini alfredo), rice (plain rice, biryani, basmati, pilau)
- Grains, pulses, white lentils, chick peas
- Bread ingredients, including flour, dry yeast, cooking salt, water, sugar, raisins, walnut, cinnamon, baking powder, brown sugar, icing sugar, vegetable ghee for pan greasing, sesame seed
- Sweet dish ingredients, including pastry, flour, chocolate, vanilla
- Herbs, spices, seasonings and other sundry ingredients, including aniseed, baking powder, balsamic vinegar, Barbecue sauce, basil, bay leaf (taz patta), beans, black pepper powder, black pepper whole, brown flour, brown sauce, brown sugar, chicken powder, chili sauce, chocolate different in colour, cinnamon, cooking salt, coriander powder, corn flour, dry herbs, dry nuts, dry oregano, dry yeast, extra virgin olive oil, fine flour, flour, food colour, gram masala, hot sauce, icing sugar, mace, nutmeg, lemon juice,), lentils, light olive oils, mayonnaise, meat tenderizer, mustard sauce, mustard powder, olive oil, olive oil extra virgin, olives different colours, onion powder,

oyster sauce, pickle, raisins, red chili crush, rice flour, sesame oil, sesame seed, soya sauce, sugar, tabasco sauce, tahini sauce, tomato ketchup, tomato paste, tomato sauce, turmeric powder, vegetable ghee, vegetable oil, vinegar, walnut, white pepper powder, Worcestershire sauce, mace, nutmeg

Aluminium foils

Baking parchment

Greaseproof paper

Cling film

Gloves

Markers

Date and time stickers

Note Pads

Materials for cleaning and sanitizing equipment and work surfaces, including sanitizer, vinegar, lemon, degreaser

## National Vocational and Technical Training Commission (NAVTTTC)

 5th Floor Evacuee Trust Complex Sector F-5/1, Islamabad.

 +92 51 9044 04

 +92 51 9044 04

 info@navttc.org

 www.navttc.org