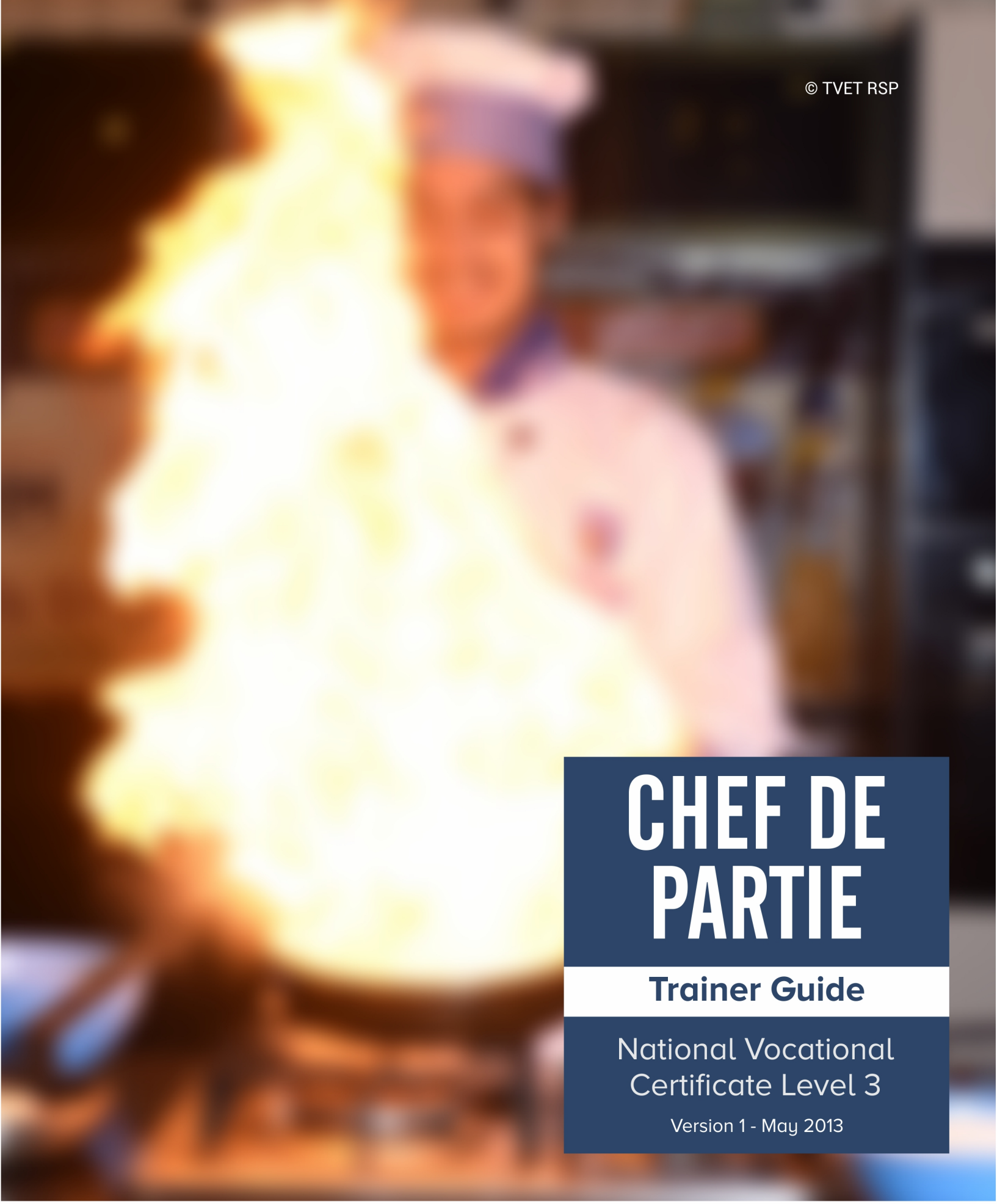

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CHEF DE PARTIE

Trainer Guide

National Vocational Certificate Level 3

Version 1 - May 2013

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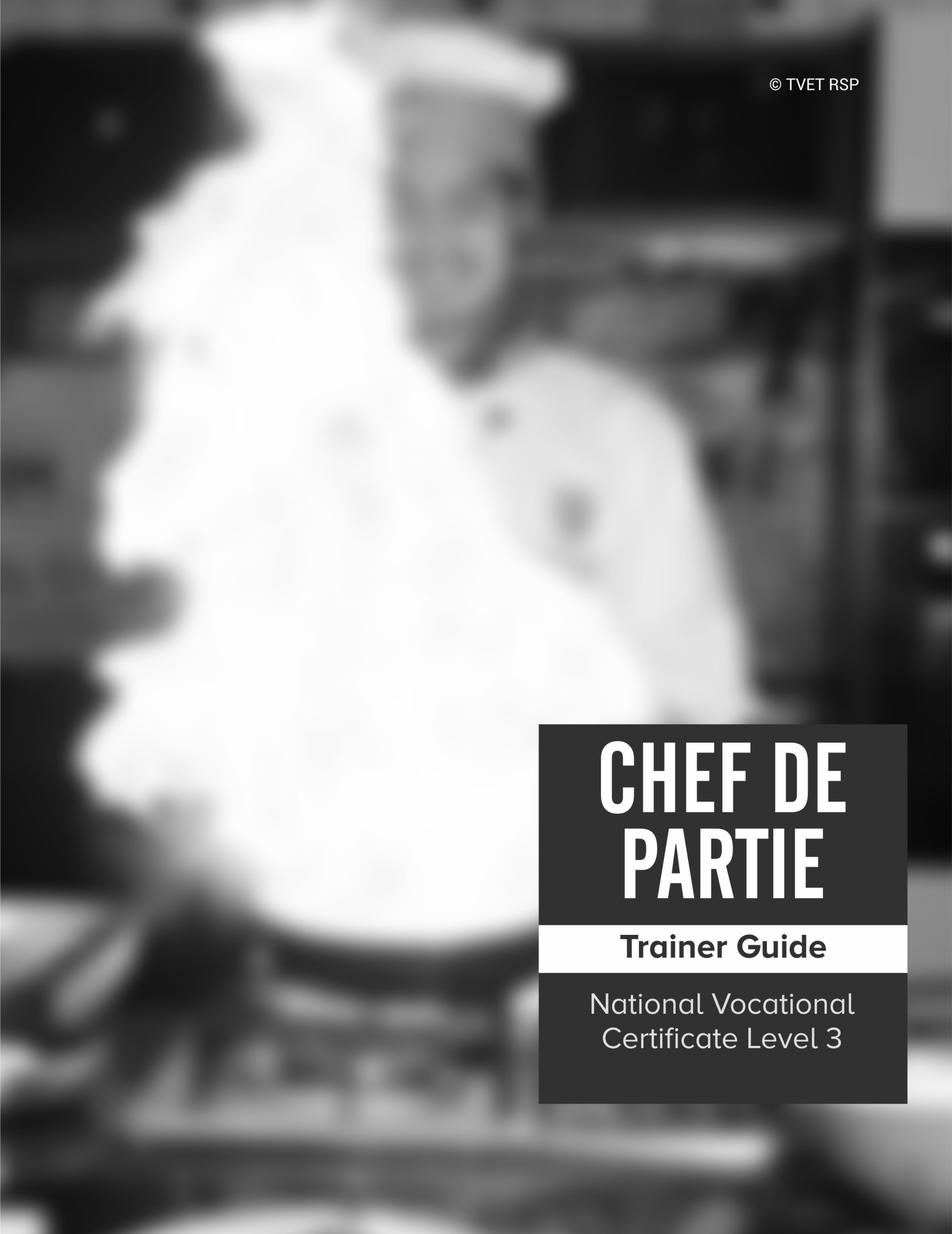

CHEF DE PARTIE

Trainer Guide

National Vocational Certificate Level 3

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INTRODUCTION

This **Chef de partie, Trainer Guide** provides guidelines and instructions to Culinary Arts professional instructors on the approaches that are required on the organization and delivery of this curriculum training program.

This Competency-Based Training Curriculum along with the associated Training Guides and the Assessment Guides are all developed from the skill competency standards established by the Industry.

The process of developing the national vocational qualification package has the following steps:

Step 1: Identification of Occupation
Step 2: Occupational Analysis
Step 3: Development of Competency Standards
Step 4: Designing of Curriculum
Step 5: Developing Teaching & Learning Material
Step 6: Developing Assessment Package

This curriculum is organized as a series of modules. Each module is broken down into a series of Learning Units. Each Learning Unit includes:

- Learning Outcomes
- Learning Elements
- Estimate of the time needed
- List of materials required
- Location for the learning to take place

This **Chef de partie's Trainer Guide** covers information about:

- Structure of the training programme
- Guidance to instructors as how to assign projects to learners in developing lesson plans and in demonstration of skills
- It also guides instructors how to assign projects to learners
- Criteria to evaluate learner

Guidelines and all templates of professional information for the developed 14 Lesson Plans have been provided in this **Trainer Guide.**

For improving the quality of training materials, instructors are welcomed to further improve & custom design this **Trainer Guide** based on their experience of delivering the training.

Competency Based Training (CBT)

In Competency Based Training System, the unit of progression is mastery of specific knowledge, skills and attitudes enumerated in the competency standards and is learner-centered. Generally, two following terms are used in CBT, which are:

Competency: A skill performed to a specific standard under specific conditions.

Skill: A task or group of tasks performed to a specific level of competency or proficiency which often uses Chef de partie soft and professional skills along with smart turn out in uniform and his courteous body language with welcoming gestures.

Competency Based Training

A Competency Based Training or CBT has the following characteristics:

- It is a training delivery system which focuses on competencies not on time
- It is outcome based rather than the learning process within specified time
- It is concerned with the attainment and application of skills, knowledge and attitude to a specific level of competency

Basic Principles of CBT

Some basic principles of CBT are given below. These are guiding principles for implementation of competency based training.

- Training and learning is based on CBT based Curriculum
- Delivery of training is modular based
- Learning is done by learners at quick pace
- Training and learning is done on actual industry practices and procedures
- Assessment is based on collection of evidence through guest's comment cards
- Training programmes are flexible in terms of entry and exit

SETTING LEARNING ENVIRONMENT

Learning environment comprises of learning context and conditions required to carry out training and learning activities. Quality of training and learning depends on the level of arrangements made for learning environment which includes workstations, practice area, data projector and support service area. A good learning environment must ensure the following:

- Safety
- Accessibility
- Completeness of resources
- Relevance with the qualification
- Well organized and sequenced

You can print and use checklist provided below whenever you prepare or organize a training programme to make sure you have not forgotten anything. There is space provided for other items you may need to take into consideration. Use the third column to tick each item once you have completed its preparation.

Pre-session requirements	Training & Learning Materials made available for learners: Learner Guides, Trainer materials available.	
Classroom /workshop requirements	Class rooms or workshop arranged Comfort: temperature, air conditioning, light, acoustics Equipment: Seating arrangements Training equipment checked and working: Tools and equipment Video, screen Flipchart and pens Data projector Computer equipment Alternatively: LCD screen with HDMI cable could be used Consumable materials arranged according to number of trainees. Other:	
Session requirements	Lesson Plan developed and reviewed Assessment materials designed or made available Other:	

SETTING LEARNING ENVIRONMENT

The overview of this training course is given in this section along with some teaching and learning guidelines for the instructors. 44 Lesson Plans and guidelines to practice these lesson plans have also been provided. The instructor will professionally deliver all these 44 developed lesson plans by using the trainer guidance

Overview of Programme	
Course: CHEF DE PARTIE	**Course Duration: 800 hours**
Course Overview	

The purpose of this training program is to create and develop competency required among the persons working in kitchen in terms of knowledge and practical skills, This chef de partie course introduces trainees to the equipment found in professional kitchens and methods for preparing quality food. Trainees learn basic to complex cooking terms and procedures for preparing meals for large numbers of people. In addition to kitchen safety and sanitation procedures, trainees prepare soups, sauces, meats, poultry, seafood and bakery products. Trainees may take this class several times; each term emphasizes a different type of cuisine or ingredient

Module	Learning Unit	Duration
Module 1: Co-ordinate the operation of the kitchen section	Lu1: Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis LU2: Manage requisition requirements for kitchen section Lu3: Manage food availability and prepare the kitchen section for cooking Lu4: Develop productive working relationships with kitchen associates	Time frame of modules 60 hours Theory, Days/hours 12 hours Workplace, Days/hours 48 hours
Module 2: Supervise the kitchen section	Lu1: Ensure the kitchen section prepares, cooks and presents food effectively in the section Lu2: Ensure the kitchen section opens and finalizes the shift effectively Lu3: Ensure that kitchen section team follows health and safety requirements	Time frame of modules 60 hours Theory, Days/hours 12 hours Workplace, Days/hours 48 hours
Module 3: Maintain production of food	LU1: Lead the kitchen team in the preparation and cooking of food Lu2: Support the sous chef Lu3: Supervise cooks/assistants	Time frame of modules 60 hours

	Lu4: Supervise storage of food within	Theory, Days/hours 12 hours
Module 4: Developing advanced skills in food preparation and cooking	LU1: Understand how to independently assemble food and equipment to prepare, and cook complex dishes LU2: Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking Lu3: Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes LU4: Understand how to independently present complex dishes for service	Time frame of modules 60 hours Theory, Days/hours 12 hours Workplace, Days/hours 48 hours
Module 5: Prepare, cook and finish complex soups	LU1: Understand how to independently assemble food and equipment to prepare, and cook complex dishes LU2: Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking Lu3: Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes LU4: Understand how to independently present complex dishes for service	Time frame of modules 60 hours Theory, Days/hours 12 hours Workplace, Days/hours 48 hours
Module 5: Prepare, cook and finish complex soups	LU1: Independently assemble food and equipment to prepare, cook and finish complex soups Lu2: Use equipment and multi-stage methods independently to prepare complex soups for cooking U3: Use equipment and multi-stage methods independently to cook and finish complex soups LU4: Independently present complex soups for service	Time frame of modules 40 hours Theory, 08 hours Workplace, Days/hours 32 hours

Module 6: Prepare, cook and finish complex meat dishes	Lu1: Independently assemble food and equipment to prepare, cook and finish complex meat dishes LU2: Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking LU3: Use equipment and multi-stage methods independently to cook and finish complex meat dishes LU4: Independently present complex meat dishes for service	Time frame of modules 80 hours Theory, 16 hours Workplace, Days/hours 64 hours
Module 7: Prepare, cook and finish complex poultry dishes	Lu1: Independently assemble food and equipment to prepare, cook and finish complex poultry dishes LU2: Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking LU3: Use equipment and multi-stage methods independently to cook and finish complex poultry dishes LU4: Independently present complex poultry dishes for service	Time frame of modules 80 hours Theory, 16 hours Workplace, Days/hours 64 hours
Module 8: Prepare, cook and finish complex fish and shellfish dishes	Lu1: Independently assemble food and equipment to prepare, cook and finish complex fish and shellfish dishes LU2: Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking LU3: Use equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes LU4: Independently present complex fish and shellfish dishes for service	Time frame of modules 80 hours Theory, 16 hours Workplace, Days/hours 64 hours
Module 9: Prepare, cook and finish fresh pasta and rice dishes	Lu1: Independently assemble food and equipment to prepare, cook and finish fresh pasta and rice dishes LU2: Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking LU3: Use equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes LU4: Independently present fresh pasta and rice dishes for service	Time frame of modules 60 hours Theory, Days/hours 12 hours Workplace, Days/hours 48 hours

Module 10: Prepare, cook and finish complex vegetable dishes	Lu1: Independently assemble food and equipment to prepare, cook and finish complex vegetable dishes LU2: Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking LU3: Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes LU4: Independently present complex vegetable dishes for service	Time frame of modules 40 hours Theory, 08 hours Workplace, Days/hours 32 hours
Module 11: Prepare, cook and finish complex hot sauces	LU1: Independently assemble food and equipment to prepare, cook and finish complex hot sauces Lu2: Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking LU3: Use equipment and multi-stage methods independently to cook and finish complex hot sauces LU4: Independently present complex hot sauces for service	Time frame of modules 40 hours Theory, 08 hours Workplace, Days/hours 32 hours
Module 12: Prepare, cook and finish dressings and cold sauces	LU1: Independently assemble food and equipment to prepare, cook and finish dressings and cold sauces LU2: Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking Lu3: Use equipment and multi-stage methods independently to cook and finish dressings and cold sauces LU4: Independently present dressings and cold sauces for service	Time frame of modules 80 hours Theory, 16 hours Workplace, Days/hours 64 hours
Module 13: Prepare, cook and finish complex bread and dough products	LU1: Independently assemble food and equipment to prepare, cook and finish complex bread and dough products Lu2: Use equipment and multi-stage methods independently to prepare complex bread and dough products for cooking LU3: Use equipment and multi-stage methods independently to cook and finish complex bread and dough products LU4: Independently present complex bread and dough products for service	Time frame of modules 60 hours Theory, Days/hours 12 hours Workplace, Days/hours 48 hours

Module 14: Prepare, cook and finish complex sweet dishes	LU1: Independently assemble food and equipment to prepare, cook and finish complex sweet dishes Lu2: Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking LU3: Use equipment and multi-stage methods independently to cook and finish complex sweet dishes LU4: Independently present complex sweet dishes for service	Time frame of modules 40 hours Theory, 08 hours Workplace, Days/hours 32 hours
Total		**800 HRS**

Overview of Programme

Module 1: Co-ordinate the operation of the kitchen section			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1. Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis	The chef be told as how to find the current and future requirements of food and beverage service outlet, manage team, and allocate responsibilities to associates.	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play
LU2. Manage requisition requirements for kitchen section	The chef be told how to prepare requisition sheet, manage inventory & control, find out yield calculations and ensure associate operate stock management system	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3. Manage food availability and prepare the kitchen section for cooking	The chef be told to do check food and other items to meat outlet requirements, ensure associates have checked and obtained food and other ingredients and advice engineering department for problems with equipments	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play
Lu4. Develop productive working relationships with kitchen associates	The chef be told to support associate during shift, share appropriate information and feedback to handle problems	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play

Module 2: Supervise the kitchen section			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1- Ensure the kitchen section prepares, cooks and presents food	The chef be told how to supervise and monitor associates, cooking & preparation methods and handle problems	Classroom	Illustrative talk & Practical demonstration along with

effectively			training video & Role Play
Lu2. Ensure the kitchen section opens and finalizes the shift effectively	The chef should be told as how to manage duty rota, implement grooming standards, and effectively open and closing shifts	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3 Ensure that kitchen section Kitchen team follows health and safety requirements	The chef should be told as how to demonstrate and implement health and safety procedures, deal hazards, report accidents, and execute emergency procedures	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play

Module 3: Maintain production of food			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1- Lead the kitchen team in the preparation and cooking of food	The chef be told as how to communicate effectively, apply methods of motivation, support and advice team to achieve team's objectives	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2- Support the Sous chef	The chef be told as how to support Sous chef for every day food & beverage requirements and apply methods of communication using technical language	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3. Supervise storage of food within kitchen section	The chef be told as how to implement safe storage practices and prevent cross contamination	Classroom	Illustrative talk & Practical demonstration along with training video & Role Play

Module 4: Developing advanced skills in food preparation and cooking			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1 Understand how to independently assemble food and equipment to prepare, and cook complex dishes	The chef be told as how to analyze nutritional values of different food, spoilage, resolve ingredients problems and use equipment for preparing , cooking & finishing complex dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2 Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking	The chef be told as how to apply multistage methods to prepare complex dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3 Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes	The chef be told as how to apply multistage methods to cook complex dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu4 Understand how to independently present complex dishes for service	The chef be told as how to present and store complex cooked dishes and ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Module 5: Prepare, cook and finish complex soups			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Independently assemble food and equipment to prepare, cook and	The chef be told as how to apply methods to prepare quality complex soups	Classroom / Kitchen	Illustrative talk & Practical demonstration along with

finish complex soups			training video & Role Play
Lu2- Use equipment and multi-stage methods independently to prepare complex soups for cooking	The chef be told as how to apply methods to cook quality complex soups	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3- equipment and multi-stage methods independently to cook and finish complex soups	The chef be told as how to present and store complex soups and soup ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Module 6: Prepare, cook and finish complex meat dishes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Independently assemble food and equipment to prepare, cook and finish complex meat dishes	The chef be told as how to apply methods to prepare quality complex meat dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2- Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking	The chef be told as how to apply methods to cook quality complex meat dishes	Classroom Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3- equipment and multi-stage methods independently to cook and finish complex meat dishes	The chef be told as how to present and store complex meat dishes and meat ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Module 7: Prepare, cook and finish complex poultry dishes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Independently assemble food and equipment to prepare, cook and finish complex poultry dishes	The chef be told as how to apply methods to prepare quality complex poultry dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2- Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking	The chef be told as how to apply methods to cook quality complex poultry dishes	Classroom Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3- equipment and multi-stage methods independently to cook and finish complex poultry dishes	The chef be told as how to present and store complex poultry dishes and poultry ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Module 8: Prepare, cook and finish complex fish and shellfish dishes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Independently assemble food and equipment to prepare, cook and finish complex fish and shellfish dishes	The chef be told as how to apply methods to prepare quality complex fish and shellfish dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2- Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking	The chef be told as how to apply methods to cook quality complex fish and shellfish dishes	Classroom Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Lu3- equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes	The chef be told as how to present and store complex fish and shellfish dishes and fish and shellfish ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Module 9: Prepare, cook and finish fresh pasta and rice dishes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Independently assemble food and equipment to prepare, cook and finish fresh pasta and rice dishes	The chef be told as how to apply methods to prepare quality fresh pasta and rice dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2- Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking	The chef be told as how to apply methods to cook quality fresh pasta and rice dishes	Classroom Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3- equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes	The chef be told as how to present and store fresh pasta and rice dishes and fish and fresh pasta and rice ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Module 10: Prepare, cook and finish complex vegetable dishes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Independently assemble food and equipment to prepare, cook and	The chef be told as how to apply methods to prepare quality complex vegetable dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with

finish complex vegetable dishes			training video & Role Play
Lu2- Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking	The chef be told as how to apply methods to cook quality complex vegetable dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3- equipment and multi-stage methods independently to cook and finish complex vegetable dishes	The chef be told as how to present and store complex vegetable dishes and complex vegetable ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

products for cooking			
Lu3- equipment and multi-stage methods independently to cook and finish complex bread and dough products	The chef be told as how to present and store complex bread and dough products and complex bread and dough ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Module 14: Prepare, cook and finish complex sweet dishes			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Lu1: Independently assemble food and equipment to prepare, cook and finish complex sweet dishes	The chef be told as how to apply methods to prepare quality complex sweet dishes	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu2- Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking	The chef be told as how to apply methods to cook quality complex sweet dishes	Classroom Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play
Lu3- equipment and multi-stage methods independently to cook and finish complex sweet dishes	The chef be told as how to present and store complex sweet dishes and complex sweet ingredients	Classroom / Kitchen	Illustrative talk & Practical demonstration along with training video & Role Play

Lesson Plan: 1/44	
Module 1/14	Co-ordinate the operation of the kitchen section
Learning Unit 1/4	Find inventory requirements and allocate responsibilities during briefings to associate cooks

Learning Outcomes

- Determine the current and future levels of bookings for the kitchen's food and beverage service outlet
- Determine the current and future levels of staffing, taking account of the rota, periods of annual leave and permanent changes in the team
- Evaluate the capacity of the kitchen to service the requirements of current and future levels of bookings for the kitchen's food and beverage service outlet

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Kitchen equipment, preparation utensils Daily event sheets Regular and à-lacarte menu Requisitions Cost reports Weekly consumption reports Fire equipment First aid equipment Equipment for contacting security Bookings diary Details of special bookings, special requirements	15 mins

Main Body			
	The learner should be explained:		
Illustrative talk & Practical	• how to take Daily and weekly requirements from function sheet and food outlet bookings		2.5 hrs
Illustrative talk & practical	• how to Maintain Stock of food and other items available in the kitchen		2.5 hrs
illustrative talk & practical	• how to Prepare requisition sheet to obtain appropriate amounts of food and other items from store	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	2.5 hrs
Illustrative talk & practical	• how to Check delivered inventory from store meet type, quality and quantity requirements		1.5 hrs
Illustrative talk & practical	• how to Ensure that associates operate appropriate stock management system according to organization procedures		1.5 hrs
Role play	• how to Ensure that associates meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet		1.5 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	• Complete understanding of Requirements of Restaurant business • Complete understanding of Steps of the Procurement Cycle • Complete understanding of Yield Management • Complete understanding of procedure for testing for yields • After the practical activities the learner will be able to understand as how to prepare requisition	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins

	sheet, manage inventory & control, find out yield calculations and ensure associate operate stock management system. • Conduct formative assessment at the end of the session.		

Lesson Plan: 3/44	
Module 1/14	Co-ordinate the operation of the kitchen section
Learning Unit 3/4	Manage food availability and prepare the kitchen section for cooking

Learning Outcomes

- Ensure that associates have all the required food, other ingredients, tools and equipment for the day's requirements
- Ensure that associates have checked food and other ingredients requirements based upon type, quality and quantity
- Advise the engineering department of any issues or problems with equipment, services or surroundings

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • How to arrange food ingredients, maintenance of equipment, storing food & inventory management • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins

Main Body			
	The learner should be explained how		
Illustrative talk & Practical	• to do Food/ingredients, recipes/menus planning		2 hrs
Illustrative talk & practical	• to do Standardized prep sheet		2 hrs
Illustrative talk & practical	• to check Equipment Maintenance		2 hrs
Illustrative talk & practical	• to make Steps and Method of Receiving Inventory of foods for daily production in kitchen	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	2 hrs
Illustrative talk & practical	• to make Steps and methods of Food Storage Management, Issuing, and different font Inventory Control		2 hrs
Illustrative talk	• to ensure that associates have all the required food, other ingredients, tools and equipment for the day's requirements		1 hr
Illustrative talk	• to ensure that associates have checked food and other ingredients requirements based upon type, quality and quantity		1 hr
Illustrative talk & role play	• to advise the engineering department of any issues or problems with equipment, services or surroundings		1 hr
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • Food/ingredients, recipes/menus planning • Standardized prep sheet • check Equipment Maintenance • make Steps and Method of Receiving Inventory of foods for	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins

	• daily production in kitchen • make Steps and methods of Food Storage Management, Issuing, and different font Inventory Control • After the practical activities the learner will be able to understand as how to do check food and other items to meat outlet requirements, ensure associates have checked and obtained food and other ingredients and advice engineering department for problems with equipments. • Conduct formative assessment at the end of the session.		

Lesson Plan: 4/44	
Module 1/14	Co-ordinate the operation of the kitchen section
Learning Unit 2/4	Develop productive working relationships with kitchen associates

Learning Outcomes

- Support associates and help them adjust to and develop their roles and responsibilities
- Identify, agree and implement with associates ways to provide support each other's roles and responsibilities
- Agree with associates' appropriate methods of communication
- Use agreed methods of communication to share appropriate information and knowledge with associates
- Actively support associates throughout the shift
- Share feedback with associates on the effort of the team and how this can be improved
- Work with associates to deal with conflict constructively
- Important Qualities for Food Preparation Workers

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • Communication, working relationship, conflict and motivation technique • Motivate learners to arouse their interest for the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins

Introduction			
	• State the learning outcomes of the learning unit.		
Main Body			
	The learner should be explained how		
Illustrative talk	• Support associates and help them adjust to and develop their roles and responsibilities		1 hr
Illustrative talk	• Identify, agree and implement with associates ways to provide support each other's roles and responsibilities		1 hr
Illustrative talk	• Agree with associates' appropriate methods of communication		1 hr
Illustrative talk & practical	• Use agreed methods of communication to share appropriate information and knowledge with associates	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	1 hr
Illustrative talk & role play	• Actively support associates throughout the shift		1 hr
Illustrative talk	• Share feedback with associates on the effort of the team and how this can be improved		1 hr
Illustrative talk	• Work with associates to deal with conflict constructively		1 hr
Illustrative talk	• Important Qualities for Food Preparation Workers		1 hr
Illustrative talk & role play	• Importance of good communications		2 hrs
Illustrative talk	• Supporting Work Relationships		1 hr
Illustrative talk & practical	• How to Build Supporting Work Relationships in Kitchen		1 hr

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • Work with associates to deal with conflict constructively • Important Qualities for Food Preparation Workers • Importance of good communications • Supporting Work Relationships • How to Build Supporting Work Relationships in Kitchen • Conflict Management • Steps to develop communication skills • After the practical activities the learner will be able to understand as how to support associate during shift, share appropriate information and feedback to handle problems. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
			Total Time: 15 hrs

Lesson Plan: 5/44	
Module 2/14	Supervise the kitchen section
Learning Unit 1/3	Ensure the kitchen section prepares, cooks and presents food effectively in the section

Learning Outcomes

- Supervise the preparation, cooking and finishing procedures in own specific section of the kitchen
- Ensure that the preparation, cooking and finishing procedures are completed within organizational expectations
- Ensure that dishes are presented for service at the right time
- Monitor the food preparation and cooking processes to ensure that planned yields are met
- Monitor the presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen
- Ensure that associates keep and maintain the work area neat and clean at all times
- Deal with any problems that may arise in own section of kitchen

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • How to prepare, cook and present food efficiency in kitchen. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins

Main Body			
	The learner should be explained how		
Illustrative talk	• Supervise the preparation, cooking and finishing procedures		4 hrs
Illustrative talk	• Ensure that the preparation, cooking and finishing procedures	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	4 hrs
Practical	• Ensure that dishes are presented		4 hrs
Role play	• Monitor the food preparation and cooking processes		4 hrs
Role play	• Monitor the presentation of dishes to ensure that portion control		4 hrs
Illustrative talk	• Ensure that associates keep and maintain the work area neat and clean		4 hrs
Role play	• Deal with any problems		5 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • Supervising the preparation, cooking and finishing procedures • Ensuring that the preparation, cooking and finishing procedures • Ensuring that dishes are presented • Monitor the food preparation and cooking processes • Monitoring the presentation of dishes to ensure that portion control • Ensuring that associates keep and maintain the work area neat and clean • Dealing and reporting any problems • After the practical activities the learner will be able to understand as how to supervise and monitor associates, cooking & preparation methods and handle problems. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
			Total Time: 30 hrs

Lesson Plan: 6/44	
Module 2/14	Supervise the kitchen section
Learning Unit 2/3	Ensure the kitchen section opens and finalizes the shift effectively

Learning Outcomes

- Ensure that all associates arrive for duty at the prescribed time
- Ensure that all associates are wearing appropriate chef's uniform in line with organizational requirements
- Ensure that all associates have checked that all equipment is in good working order
- Ensure that all associates have checked that the food they will prepare is of the type, quality and quantity required
- Ensure that all associates clear work area of equipment and food products
- Ensure that all associates contribute to closing the shift effectively and efficiently

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • How to manage a complete shift • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins

Main Body			
Illustrative talk Illustrative talk Illustrative talk & practical Illustrative talk Illustrative talk Illustrative talk & practical	The learner should be explained how • Ensure that all associates arrive for duty at the prescribed time • Ensure that all associates are wearing appropriate chef's uniform in line • Ensure that all associates have checked that all equipment is in good working order • Ensure that all associates have checked that the food they will prepare is of the type, quality and quantity required • Ensure that all associates clear work area of equipment and food products • Ensure that all associates contribute to closing the shift effectively and efficiently	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	1.5 hrs 1.5 hrs 1.5 hrs 1.5 hrs 1.5 hrs 1.5 hrs
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • manage duty rota • implement grooming standards, and • effectively open and closing shifts • After the practical activities the learner will be able to understand as how to manage duty rota, implement grooming standards, and effectively open and closing shifts.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins

	• Conduct formative assessment at the end of the session.		
			Total Time: 30 hrs

Lesson Plan: 7/44	
Module 2/14	Supervise the kitchen section
Learning Unit 3/3	Ensure the kitchen section opens and finalizes the shift effectively

Learning Outcomes

- Ensure that all associates are aware of and follow health and safety requirements in line with organizational requirements
- Ensure that associates identify any hazards or potential hazards and deal with these correctly
- Ensure that associates report any accidents or near accidents quickly and accurately to the proper person
- Ensure that associates practice emergency and security procedures correctly
- Complete records as required to demonstrate that section Kitchen team follows health and safety requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • health and safety requirements regarding of accident and emergency protection • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins

Main Body			
	The learner should be explained how		
Illustrative talk	• Ensure that all associates are aware of and follow health and safety requirements	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	1.5 hrs
Illustrative talk & practical	• Participating in health and safety training.		2.5 hrs
Illustrative talk & practical	• Following agreed safe work practices.		1.5 hrs
Illustrative talk & role play	• Reporting any hazards and risks.		1.5 hrs
Illustrative talk	• Communicating with your employer or health and safety representative about issues related to health and safety.		1.5 hrs
Illustrative talk & practical	• Using personal protective equipment (PPE) where required.		1.5 hrs
Illustrative talk & practical	• Using any tools and equipment in accordance with given instructions.		1.5 hrs
Illustrative talk & practical	• Reporting any faults with work tools and equipment.		1.5 hrs
Illustrative talk	• Ensure that associates identify any hazards or potential hazards and deal with these correctly		1.5 hrs
Illustrative talk	• Ensure that associates report any accidents or near accidents quickly and accurately to the proper person		1.5 hrs
Illustrative talk	• Ensure that associates practice emergency and security procedures correctly		1.5 hrs

	• Complete records as required to demonstrate that section Kitchen team follows health and safety requirements		
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • health and safety requirements • safe work practices • Reporting any hazards and risks • personal protective equipment • tools and equipment • identify any hazards or potential hazards • report any accidents • emergency and security procedures • Kitchen team follows health and safety requirements • After the practical activities the learner will be able to understand as how to to demonstrate and implement health and safety procedures, deal hazards, report accidents, and execute emergency procedures. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
			Total Time: 20 hrs

Lesson Plan: 8/44	
Module 3/14	Maintain production of food
Learning Unit 1/3	Lead the kitchen team in the preparation and cooking of food

Learning Outcomes

- Set out and positively communicate the purpose and objectives of the kitchen team to all associates
- Ensure that each member of the kitchen team knows their role and responsibilities and understands how these will contribute to achievement of the team's objectives
- Encourage and support kitchen associates to carry out their role and provide recognition when objectives have been achieved
- Support the team in addressing team and departmental problems
- Give kitchen associates support and advice when they need it
- Motivate kitchen associates to present their own ideas and listen to what they say
- Monitor activities and progress across the kitchen team without interfering

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • How to lead kitchen team, communication, roles and responsibilities of team • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins

Main Body			
	The learner should be explained how		
Illustrative talk	• Set out and positively communicate the purpose and objectives of the kitchen team		1 hr
Illustrative talk	• kitchen team knows their role and responsibilities		1 hr
Illustrative talk	• Encourage and support kitchen associates to carry out their role and provide recognition		1 hr
Illustrative talk	• addressing team and departmental problems		1 hr
Illustrative talk	• support and advice		1 hr
Role play	• Motivate kitchen associates to present their own ideas	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	1 hr
Illustrative talk	• Monitor activities and progress across the kitchen team		1 hr
Role play	• Team difficulties and challenges		1 hr
Illustrative talk	• Objectives and plans of the kitchen team		1 hr
Practical	• Kitchen Standard Operating Procedures		2 hrs
Practical	• Personal Hygiene		1 hr
Illustrative talk	• Using Suitable Utensils When Handling Ready-to-Eat Foods		1 hr
practical	• Cleaning and Sanitizing Food Contact Surfaces		1 hr
Practical	• Controlling Time and Temperature During Preparation		1 hr
Practical	• Cooling Potentially Hazardous Foods		1 hr

Practical Illustrative talk Illustrative talk	• Washing Fruits & Vegetables • Types of Communication in team • Planning to achieve team objectives		1 hr 2 hr 1 hr
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • kitchen team knows their role and responsibilities • Monitor activities and progress across the kitchen team • After the practical activities the learner will be able to understand as how to communicate effectively, apply methods of motivation, support and advice team to achieve team's objectives. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 mins
			Total Time: 20 hrs

Lesson Plan: 9/44	
Module 3/14	Maintain production of food
Learning Unit 1/3	Support the sous chef and associate

Learning Outcomes

- Discuss and agree on methods and formats of communication with the sous chef
- Agree with the sous chef daily and medium term areas for delegated responsibilities
- Support the sous chef in undertaking training and inspections
- Ensure that every day food and beverages requirements of section are signed off by sous chef
- Ensure that cooks / assistants are punctual and efficient in carrying out their duties
- Communicate instructions and other information clearly to kitchen staff
- Motivate the kitchen staff in a timely and efficient manner to complete all their duties
- Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for guests
- Create a friendly, professional environment which inspires teamwork within section of his / her kitchen

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • Methods of communication, training & motivation of staff • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	1 hrs

Main Body			
	The learner should be explained how		
Illustrative talk	• To discuss and agree on methods and formats of communication with the sous chef	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	3 hrs
Illustrative talk	• Make an arrangement on how to agree with the sous chef daily and medium term areas for delegated responsibilities		3 hrs
Illustrative talk	• To support the sous chef in undertaking training and inspections		3 hrs
Illustrative talk	• To ensure that every day food and beverages requirements of section are signed off by sous chef		3 hrs
Illustrative talk	• To ensure that cooks / assistants are punctual and efficient in carrying out their duties		3 hrs
Illustrative talk & role play	• To communicate instructions and other information clearly to kitchen staff		3 hrs
Role play	• To Motivate the kitchen staff in a timely and efficient manner to complete all their duties		3 hrs
Role play	• Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for guests		3 hrs
Role play	• Create a friendly, professional environment which inspires teamwork within section of his / her kitchen		3 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • methods and formats of communication • After the practical activities the learner will be able to understand as how to support Sous chef , cook and other associate for every day food & beverage requirements and apply methods of communication using technical language. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	2 hrs
			Total Time: 28 hrs

Lesson Plan: 10/44	
Module 3/14	Maintain production of food
Learning Unit 3/3	Support the sous chef and associate

Learning Outcomes

- Ensure high quality dishes are presented for service
- Ensure that all food safety and hygiene standards are followed when preparing food for storage
- Ensure that cross contamination procedures are strictly followed throughout food storage procedures
- Ensure that all food is safely and hygienically prepared for storage
- Ensure that all food prepared for storage is properly tagged according to organizational requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • quality dishes are presented • food safety and hygiene standards • cross contamination procedures • food prepared for storage is properly tagged • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min

Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	The learner should be explained how to • Ensure high quality dishes are presented for service • Ensure that all food safety and hygiene standards are followed when preparing food for storage • Ensure that cross contamination procedures are strictly followed throughout food storage procedures • Ensure that all food is safely and hygienically prepared for storage • Ensure that all food prepared for storage is properly tagged according to organizational requirements • design Food Log Book • make Fridge/Cold Room/Display Chill Temperature Records • make Food Delivery Records • Cooking/Cooling/Reheating Records • make Hot/Hold/Display Records • set Temperature Storage Guidelines for Specific Foods • Prepare food storage • Prevention cross contamination • Monitor food store	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	30 min 30 min 1 hr 1 hr 1 hr 1 hr 1 hr 1 hr 1 hr 1 hr 1 hr 30 min 30 min
Conclusion			
Illustrative talk & Practical	Complete understanding of	Class room with	45 min

demonstration along with training video & Role Play	• Food Log Book • Fridge/Cold Room/Display Chill Temperature Records • Food Delivery Records • Cooking/Cooling/Reheating Records • Hot/Hold/Display Records • Temperature Storage Guidelines for Specific Foods • Preparing food storage • Prevention from cross contamination • Monitoring of store food • After the practical activities the learner will be able to understand as how to implement safe storage practices and prevent cross contamination. • Conduct formative assessment at the end of the session.	multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	
			Total Time: 13 hrs

Lesson Plan: 11/44	
Module 4/14	Developing advanced skills in food preparation and cooking
Learning Unit 1/4	Understand how to independently assemble food and equipment to prepare, and cook complex dishes

Learning Outcomes

- Understand the benefits of assembling food, ingredients and equipment required to prepare, cook and finish complex dishes as required
- Understand the risks associated with defrosting ingredients prior to preparation
- Know how to select appropriate equipment needed for different stages when preparing, cooking and finishing complex dishes
- Understand the purpose of checking that ingredients for complex dishes meet type, quality and quantity requirements prior to preparation and cooking

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • benefits of assembling food, ingredients and equipment • risks associated with defrosting ingredients • appropriate equipment needed for different stages when preparing, cooking and finishing complex dishes • checking of ingredients for complex dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min

Main Body			
	The learner should be explained how		
Illustrative talk	• the benefits of assembling food, ingredients and equipment required to prepare, cook and finish complex dishes as required		30 min
Illustrative talk	• to Understand the risks associated with defrosting ingredients prior to preparation		30 min
Illustrative talk	• to Know how to select appropriate equipment needed for different stages when preparing, cooking and finishing complex dishes		30 min
Illustrative talk	• to understand the purpose of checking that ingredients for complex dishes meet type, quality and quantity requirements prior to preparation and cooking	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	30 min
illustrative talk	• to Manage food and equipment		30 min
Illustrative talk	• Flow of Food works		30 min
Illustrative talk	• Typical Equipment required		30 min
Illustrative talk	• Food Production on Standardize Recipe		30 min
Illustrative talk	• much basic ingredients to have on hand		30 min
Illustrative talk	• Assembling and food preparation techniques works		30 min
Illustrative talk	• Essentials to controlling food costs		30 min
Illustrative talk	• Principles of stock rotation		30 min
Illustrative talk	• Storage of food guidelines		30 min

Illustrative talk	• First In, First Out		30 min
Illustrative talk	• Principles of defrosting ingredients		30 min
Illustrative talk	• Risks associated with storage of food		30 min
Illustrative talk	• Assess the risks of goods storage		30 min
Illustrative talk	• Types of possible hazard need to consider		30 min
Illustrative talk	• Nutritional values of food		1 hr
Illustrative talk	• Safe waste disposal guidelines		1 hr
Illustrative talk	• Checking food for preparation		30 min
Illustrative talk	• Physical & Chemical Contaminants		30 min
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • benefits of assembling food, ingredients and equipment • risks associated with defrosting ingredients • appropriate equipment needed for different stages when preparing, cooking and finishing complex dishes • checking of ingredients for complex dishes • After the practical activities the learner will be able to understand as how to to analyze nutritional values of different food, spoilage, resolve ingredients problems and use equipment for preparing , cooking & finishing complex dishes.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min

	• Conduct formative assessment at the end of the session.		
			Total Time: 13 hrs

Lesson Plan: 12/44	
Module 4/14	Developing advanced skills in food preparation and cooking
Learning Unit 1/4	Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking

Learning Outcomes

- Understand the requirements for independently preparing complex dishes for cooking
- Know how to use tools and equipment for different stages when preparing complex dishes independently
- Know the appropriate sequence of multi-stage methods when independently preparing complex dishes for cooking
- Understand how to check that preparation of ingredients meets quality requirements for complex dishes

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: • requirements for independently preparing complex dishes • tools and equipment for different stages when preparing complex dishes • manage multi-stage methods when independently preparing complex dishes for cooking • preparation of ingredients meets quality requirements • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min

Main Body			
	The learner should be explained how to work on		
Illustrative talk & Practical	• Multi-stage preparation methods		45 min
Practical	• The basic types of cuts		45 min
Practical	• Mixing methods		45 min
Practical	• Rubbing or biscuit method		45 min
Practical	• ing method		45 min
Practical	• Blitz method		45 min
Practical	• Folding		45 min
Practical	• Blending method	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
Practical	• Whipping method		45 min
Practical	• Combination method		45 min
Practical	• Roll-in method		45 min
Practical	• Dough sheeting		45 min
Practical	• Proofing (baking technique)		45 min
Practical	• Measuring and estimating portion size		45 min
Practical	• Accurate way to measure wet and dry ingredients for baking		45 min
Practical	• Measuring by volume		45 min
Practical	• Measure by weight		45 min
Practical	• Measurement equivalents		45 min
Illustrative talk & role play	• Recipe standardization		1.5 hrs
Illustrative talk	• Recipe standardization steps		1.5 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of • requirements for independently preparing complex dishes • tools and equipment for different stages when preparing complex dishes • nce of multi-stage methods when independently preparing complex dishes for cooking • preparation of ingredients meets quality requirements • After the practical activities the learner will be able to understand as how to apply multistage methods to prepare complex dishes. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 13 hrs

Lesson Plan: 13/44	
Module 4/14	Developing advanced skills in food preparation and cooking
Learning Unit 1/4	Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes

Learning Outcomes

- Understand the requirements for independently cooking complex dishes
- Know how to use tools and equipment for different stages when cooking complex dishes independently
- Know the appropriate sequence of multi-stage methods when independently cooking complex dishes
- Understand how to combine main ingredients with other ingredients at different stages
- Know how to check that complex dishes have the correct flavor, consistency and quantity at different stages
- Know how to check that cooking of complex dishes meets quality requirements at different stages

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: sequence of multistage methods to cook complex dishes for meeting quality requirements Motivate learners to arouse their interest for the learning unit. State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min

Main Body			

Illustrative talk & Practical demonstration along with training video & Role Play	The learner should be explained how to
	• manage Effect of different cooking processes
	• manage Effect of Boiling, Simmering and Poaching
	• manage Effect of Grilling and Broiling
	• manage Effect of Microwaving
	• manage Effect of Roasting and Baking
	• manage Effect of Sautéing and Stir-Frying
	• manage Effect of Frying
	• manage Effect of Steaming
	• manage effects of different cooking methods on the properties of cooked foods
	• do Sequence of methods in cooking
	• do Dry heat Cookery Methods
	  • Baking
	  • Steaming
	  • Grilling
	  • Roasting
	• do Moist Heat Cookery Methods
	  • Boiling
	  • Stewing
	  • Frying
	  • Shallow Frying
	  • Deep Frying
	  • Barbequing
	  • Basting
		Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	30 min
			30 min
			30 min
			30 min
			30 min
			30 min
			30 min
			30 min
			30 min
			30 min
			5 hrs
			6 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of requirements, equipments, sequence of multistage methods to cook complex dishes for meeting quality requirements • After the practical activities the learner will be able to understand as how to apply multistage methods to cook complex dishes. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 17 hrs

Lesson Plan: 14/44	
Module 4/14	Developing advanced skills in food preparation and cooking
Learning Unit 4/4	Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes

Learning Outcomes

- Understand the importance of holding and serving complex dishes at correct temperature
- Understand how to safely store complex cooked dishes and ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand • importance of holding, • serving, • presenting, • storing of complex cooked dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Illustrative talk & practical Illustrative talk & practical	The learner should be explained how to manage: • Correct finishing methods for Complex meat • Finishing methods for complex poultry dishes • Finishing methods for complex Fish dishes	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training	2 hrs 2 hrs 2 hrs

Role play Illustrative talk	• serving food principle • temperature using a temperature probe	kitchen	4 hrs 2 hrs
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of importance of holding, serving, presenting, storing of complex cooked dishes • After the practical activities the learner will be able to understand as how to present and store complex cooked dishes and ingredients. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 13 hrs

Lesson Plan: 14/44	
Module 5/14	Prepare, cook and finish complex soups
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex soups

Learning Outcomes

- Identify requirements for preparing complex soups for cooking
- Use tools and equipment for preparing complex soups correctly
- Use appropriate methods to prepare complex soups for cooking
- Check that preparation of complex soups meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: identification of requirements, tools & equipment, and methods to prepare complex soups • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Practical & role play Practical & role play Practical & role play Practical & roleplay Practical & role play	The learner should be explained how to manage: • Soup & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex soups	Training	2 hrs 4 hrs 2 hrs 4 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex soups • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex soups • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 16/44	
Module 5/14	Prepare, cook and finish complex soups
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex soups for cooking

Learning Outcomes

- Identify requirements for cooking complex soups
- Use tools and equipment to cook complex soups correctly
- Use appropriate methods to cook complex soups
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand: identification of equipment and multi-stage methods to cook complex soups • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Role play Role play Role play Role Play	The learner should be explained how to manage • Requirements for cooking complex soups • Tools and equipment to cook complex soups • Soup preparing methods • Standards of Quality for Soups	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training	4 hrs 4 hrs 4 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex soups • After the practical activities the learner will be able to understand as how to to apply methods to cook quality complex soups • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 17/44	
Module 5/14	Prepare, cook and finish complex soups
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex soups Independently present complex soups for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex soups & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex soups • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Practical Practical Illustrative talk & role play	The learner should be explained how to manage • Finish, garnish and present Soups • Correct temperature for holding and serving • Safely store Soups	Training	3 hrs 3 hrs 3 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of finishing, garnishing, presentation and storing of complex soups • After the practical activities the learner will be able to understand as how to present and store complex soups and soup ingredients • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 10 hrs

Lesson Plan: 18/44	
Module 6/14	Prepare, cook and finish complex meat dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex meat dishes

Learning Outcomes

- Identify requirements for preparing complex meat for cooking
- Use tools and equipment for preparing complex meat correctly
- Use appropriate methods to prepare complex meat for cooking
- Check that preparation of complex meat meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex meat dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Role play & practical Role play & practical Role play & practical Role play & practical	The learner should be explained how to manage • Meat & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex meat dishes	Training	5 hrs 6 hrs 6 hrs 6 hrs 6 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex meat dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex meat dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	2 hrs
			Total Time: 30 hrs

Lesson Plan: 19/44	
Module 6/14	Prepare, cook and finish complex meat dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking

Learning Outcomes

- Identify requirements for cooking complex meat
- Use tools and equipment to cook complex meat correctly
- Use appropriate methods to cook complex meat
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex meat dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	1 hr
Main Body			
Role play & practical Role play & practical Role play & practical Role play & practical	The learner should be explained how to manage • Requirements for cooking complex meat dishes • Tools and equipment to cook complex meat dishes • Meat preparing methods • Standards of Quality for Meat dishes	Training	7 hrs 7 hrs 8 hrs 7 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex meat dishes • After the practical activities the learner will be able to understand as how to to apply methods to cook quality complex meat dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 30 hrs

Lesson Plan: 20/44	
Module 6/14	Prepare, cook and finish complex meat dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex meat dishes Independently present complex meat dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex meat & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex meat dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Role play & practical Role play & practical Role play & practical	The learner should be explained how to manage • Finish, garnish and present Meat dishes • Correct temperature for holding and serving • Safely store Meat dishes	Training	6 hrs 7 hrs 6 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of finishing, garnishing, presentation and storing of complex meat dishes • After the practical activities the learner will be able to understand as how to present and store complex meat dishes and meat ingredients • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 20 hrs

Lesson Plan: 21/44	
Module 7/14	Prepare, cook and finish complex poultry dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex poultry dishes

Learning Outcomes

- Identify requirements for preparing complex poultry for cooking
- Use tools and equipment for preparing complex poultry correctly
- Use appropriate methods to prepare complex poultry for cooking
- Check that preparation of complex poultry meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex poultry dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Role play & practical Role play & practical Role play & practical Illustrative talk	The learner should be explained how to manage: • Poultry & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex poultry dishes	Training	6 hrs 8 hrs 6 hrs 8 hrs 5 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex poultry dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex poultry dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 30 hrs

Lesson Plan: 22/44	
Module 7/14	Prepare, cook and finish complex poultry dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking

Learning Outcomes

- Identify requirements for cooking complex poultry
- Use tools and equipment to cook complex poultry correctly
- Use appropriate methods to cook complex poultry
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex poultry dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Role play & practical Role play & practical Role play & practical	The learner should be explained how to manage • Requirements for cooking complex poultry dishes • Tools and equipment to cook complex poultry dishes • Poultry preparing methods • Standards of Quality for Poultry dishes	Training	6 hrs 6 hrs 7 hrs 6 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex poultry dishes • After the practical activities the learner will be able to understand as how to to apply methods to cook quality complex poultry dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 30 hrs

Lesson Plan: 23/44	
Module 7/14	Prepare, cook and finish complex poultry dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex poultry dishes Independently present complex poultry dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex poultry & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex poultry dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 mins
Main Body			
Illustrative talk & Practical Practical Practical	The learner should be explained how to manage: • Finish, garnish and present Poultry dishes • Correct temperature for holding and serving • Safely store Poultry dishes	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training	9 hrs 9 hrs 9 hrs
Conclusion			
Illustrative talk & Practical demonstration along	Complete understanding of finishing, garnishing, presentation and storing of complex poultry	Class room with multimedia aid,	45 min

with training video & Role Play	dishes • After the practical activities the learner will be able to understand as how to present and store complex poultry dishes and poultry ingredients • Conduct formative assessment at the end of the session.	audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	
			Total Time: 20 hrs

Lesson Plan: 24/44	
Module 8/14	Prepare, cook and finish complex fish & shell fish dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex fish & shell fish dishes

Learning Outcomes

- Identify requirements for preparing complex fish & shell fish for cooking
- Use tools and equipment for preparing complex fish & shell fish correctly
- Use appropriate methods to prepare complex fish & shell fish for cooking
- Check that preparation of complex fish & shell fish meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex fish & shell fish dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Practical Practical	The learner should be explained how to manage • Fish & shell fish & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex fish & shell fish dishes	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training	6 hrs 6 hrs 6 hrs 6 hrs 5 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex fish & shell fish dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex fish & shell fish dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 30 hrs

Lesson Plan: 25/44	
Module 8/14	Prepare, cook and finish complex fish & shell fish dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex fish & shell fish dishes for cooking

Learning Outcomes

- Identify requirements for cooking complex fish & shell fish
- Use tools and equipment to cook complex fish & shell fish correctly
- Use appropriate methods to cook complex fish & shell fish
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex fish & shell fish dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Practical	The learner should be explained how to manage: • Requirements for cooking complex fish & shell fish dishes • Tools and equipment to cook complex fish & shell fish dishes • Fish & shell fish preparing methods • Standards of Quality for Fish & shell fish dishes	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training	7 hrs 7 hrs 8 hrs 7 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex fish & shell fish dishes • After the practical activities the learner will be able to understand as how to to apply methods to cook quality complex fish & shell fish dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 20 hrs

Lesson Plan: 26/44	
Module 8/14	Prepare, cook and finish complex fish & shell fish dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex fish & shell fish dishes Independently present complex fish & shell fish dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex fish & shell fish & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex fish & shell fish dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Role play & practical	The learner should be explained how to manage: • Finish, garnish and present Fish & shell fish dishes • Correct temperature for holding and serving • Safely store Fish & shell fish dishes	Training	7 hrs 6 hrs 6 hrs
Conclusion			
Illustrative talk & Practical demonstration along	Complete understanding of finishing, garnishing, presentation and storing of complex fish & shell fish dishes	Class room with multimedia aid,	45 min

with training video & Role Play	• After the practical activities the learner will be able to understand as how to present and store complex fish & shell fish dishes and fish & shell fish ingredients • Conduct formative assessment at the end of the session.	audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	
			Total Time: 20 hrs

Lesson Plan: 27/44	
Module 9/14	Prepare, cook and finish Fresh Pasta & rice dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish Fresh Pasta & rice dishes

Learning Outcomes

- Identify requirements for preparing Fresh Pasta & rice for cooking
- Use tools and equipment for preparing Fresh Pasta & rice correctly
- Use appropriate methods to prepare Fresh Pasta & rice for cooking
- Check that preparation of Fresh Pasta & rice meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare fresh pasta & rice dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Illustrative talk & practical Practical Practical Role play & practical	The learner should be explained how to manage • pasta & rice dishes & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing fresh pasta & rice dishes	Training	6 hrs 6 hrs 6 hrs 6 hrs 5 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare fresh pasta & rice dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality fresh pasta & rice dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 hrs
			Total Time: 30 hrs

Lesson Plan: 28/44	
Module 9/14	Prepare, cook and finish Fresh Pasta & rice dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare Fresh Pasta & rice dishes for cooking

Learning Outcomes

- Identify requirements for cooking Fresh Pasta & rice
- Use tools and equipment to cook Fresh Pasta & rice correctly
- Use appropriate methods to cook Fresh Pasta & rice
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook fresh pasta & rice dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Role play & practical	The learner should be explained how to manage: • Requirements for cooking fresh pasta & rice dishes • Tools and equipment to cook fresh pasta & rice dishes • Fresh pasta & rice dishes preparing methods • Standards of Quality for fresh pasta & rice dishes	Training	8 hrs 8 hrs 8 hrs 5 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook fresh pasta & rice dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality fresh pasta & rice dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 30 hrs

Lesson Plan: 29/44	
Module 9/14	Prepare, cook and finish Fresh Pasta & rice dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex Fresh Pasta & rice dishes Independently present Fresh Pasta & rice dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked Fresh Pasta & rice & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of fresh pasta & rice dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Illustrative talk & practical	The learner should be explained how to manage: • Finish, garnish and present pasta & rice dishes • Correct temperature for holding and serving • Safely store fresh pasta & rice dishes	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training	10 hrs 10 hrs 9 hrs
Conclusion			
Illustrative talk & Practical demonstration along	Complete understanding of finishing, garnishing, presentation and storing of fresh pasta & rice dishes	Class room with multimedia aid,	45 min

with training video & Role Play	• After the practical activities the learner will be able to understand as how to present and store fresh pasta & rice dishes and fresh pasta & rice dishes ingredients • Conduct formative assessment at the end of the session.	audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	
			Total Time: 20 hrs

Lesson Plan: 30/44	
Module 10/14	Prepare, cook and finish complex vegetable dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex vegetable dishes

Learning Outcomes

- Identify requirements for preparing complex vegetable for cooking
- Use tools and equipment for preparing complex vegetable correctly
- Use appropriate methods to prepare complex vegetable for cooking
- Check that preparation of complex vegetable meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex vegetable dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk Illustrative talk & practical Practical Practical Role play & practical	The learner should be explained how to manage: • Vegetable & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex vegetable dishes	Training	2 hrs 3 hrs 3 hrs 3 hrs 3 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex vegetable dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex vegetable dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 31/44	
Module 10/14	Prepare, cook and finish complex vegetable dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking

Learning Outcomes

- Identify requirements for cooking complex vegetable
- Use tools and equipment to cook complex vegetable correctly
- Use appropriate methods to cook complex vegetable
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex vegetable dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Role play & practical	The learner should be explained how to manage: • Requirements for cooking complex vegetable dishes • Tools and equipment to cook complex vegetable dishes • Complex vegetable dishes preparing methods • Standards of Quality for complex vegetable dishes	Training	4 hrs 4 hrs 4 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex vegetable dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex vegetable dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 32/44	
Module 10/14	Prepare, cook and finish complex vegetable dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes Independently present complex vegetable dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex vegetable & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex vegetable dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	1 hr
Main Body			
Illustrative talk & Practical Practical Role play & practical	The learner should be explained how to manage: • Finish, garnish and present complex vegetable dishes • Correct temperature for holding and serving • Safely store complex vegetable dishes	Training, Kitchen	6 hrs 6 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of finishing, garnishing, presentation and storing of complex vegetable dishes • After the practical activities the learner will be able to understand as how to present and store complex vegetable dishes and complex vegetable dishes ingredients • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 10 hrs

Lesson Plan: 33/44	
Module 11/14	Prepare, cook and finish complex hot sauces dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex hot sauces dishes

Learning Outcomes

- Identify requirements for preparing complex hot sauces for cooking
- Use tools and equipment for preparing complex hot sauces correctly
- Use appropriate methods to prepare complex hot sauces for cooking
- Check that preparation of complex hot sauces meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex hot sauces dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Practical Role play & practical	The learner should be explained how to manage: • Hot sauces & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex hot sauces dishes	Presentation equipment: including 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, safety trainers or boots, disposable gloves)	3 hrs 3 hrs 3 hrs 3 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex hot sauces dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex hot sauces dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 34/44	
Module 11/14	Prepare, cook and finish complex hot sauces dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex hot sauces dishes for cooking

Learning Outcomes

- Identify requirements for cooking complex hot sauces
- Use tools and equipment to cook complex hot sauces correctly
- Use appropriate methods to cook complex hot sauces
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex hot sauces dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	The learner should be explained how to manage: • Requirements for cooking complex hot sauces dishes • Tools and equipment to cook complex hot sauces dishes • Complex hot sauces dishes preparing methods • Standards of Quality for complex hot sauces dishes	Training, Kitchen	4 hrs 4 hrs 4 hrs 2 hrs

		cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	
Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex hot sauces dishes • After the practical activities the learner will be able to understand as how to to apply methods to cook quality complex hot sauces dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 35/44	
Module 11/14	Prepare, cook and finish complex hot sauces dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex hot sauces dishes Independently present complex hot sauces dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex hot sauces & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex hot sauces dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Practical Practical Role play & practical	The learner should be explained how to manage: • Finish, garnish and present complex hot sauces dishes • Correct temperature for holding and serving • Safely store complex hot sauces dishes	Training, Kitchen	3 hrs 3 hrs 1 hr

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of finishing, garnishing, presentation and storing of complex hot sauces dishes • After the practical activities the learner will be able to understand as how to present and store complex hot sauces dishes and complex hot sauces dishes ingredients • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 10 hrs

Lesson Plan: 36/44	
Module 12/14	Prepare, cook and finish complex dressing & cold sauces dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex dressing & cold sauces dishes

Learning Outcomes

- Identify requirements for preparing complex dressing & cold sauces for cooking
- Use tools and equipment for preparing complex dressing & cold sauces correctly
- Use appropriate methods to prepare complex dressing & cold sauces for cooking
- Check that preparation of complex dressing & cold sauces meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex cold sauces dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	The learner should be explained how to manage: • Cold sauces & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex cold sauces dishes	Training, Kitchen	3 hrs 3 hrs 3 hrs 3 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex cold sauces dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex cold sauces dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 37/44	
Module 12/14	Prepare, cook and finish complex dressing & cold sauces dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex dressing & cold sauces dishes for cooking

Learning Outcomes

- Identify requirements for cooking complex dressing & cold sauces
- Use tools and equipment to cook complex dressing & cold sauces correctly
- Use appropriate methods to cook complex dressing & cold sauces
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex cold sauces dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	The learner should be explained how to manage: • Requirements for cooking complex cold sauces dishes • Tools and equipment to cook complex cold sauces dishes • Complex cold sauces dishes preparing methods • Standards of Quality for complex cold sauces dishes	Training, Kitchen	4 hrs 4 hrs 4 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex cold sauces dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex cold sauces dishes. • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 38/44	
Module 12/14	Prepare, cook and finish complex dressing & cold sauces dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex dressing & cold sauces dishes Independently present complex dressing & cold sauces dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex dressing & cold sauces & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex cold sauces dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Role play & practical	The learner should be explained how to manage: • Finish, garnish and present complex cold sauces dishes • Correct temperature for holding and serving • Safely store complex cold sauces dishes	Training, Kitchen	3 hrs 3 hrs 3 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of finishing, garnishing, presentation and storing of complex cold sauces dishes • After the practical activities the learner will be able to understand as how to present and store complex cold sauces dishes and complex cold sauces dishes ingredients • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 10 hrs

Lesson Plan: 39/44	
Module 13/14	Prepare, cook and finish complex breads & dough products
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex breads & dough products

Learning Outcomes

- Identify requirements for preparing complex breads & dough products for cooking
- Use tools and equipment for preparing complex breads & dough products correctly
- Use appropriate methods to prepare complex breads & dough products for cooking
- Check that preparation of complex breads & dough products meets quality

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex breads & dough products • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical demonstration along with training video & Role Play	The learner should be explained how to manage: • breads & dough products & types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex breads & dough products	Training, Kitchen	5 hrs 5 hrs 5 hrs 5 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex breads & dough products • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex breads & dough products • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 23 hrs

Lesson Plan: 40/44	
Module 13/14	Prepare, cook and finish complex breads & dough products
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex breads & dough products for cooking

Learning Outcomes

- Identify requirements for cooking complex breads & dough products
- Use tools and equipment to cook complex breads & dough products correctly
- Use appropriate methods to cook complex breads & dough products
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex breads & dough products • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Role play & practical	The learner should be explained how to manage: • Requirements for cooking complex breads & dough products • Tools and equipment to cook complex breads & dough products • Complex breads & dough products preparing methods • Standards of Quality for complex breads & dough products	Training, Kitchen	6 hrs 6 hrs 6 hrs 4 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex breads & dough products • After the practical activities the learner will be able to understand as how to to apply methods to cook quality complex breads & dough products • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 23 hrs

Lesson Plan: 41/44	
Module 13/14	Prepare, cook and finish complex breads & dough products
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex breads & dough products Independently present complex breads & dough products for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex breads & dough products & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex breads & dough products • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Role play & practical	The learner should be explained how to manage: • Finish, garnish and present complex breads & dough products • Correct temperature for holding and serving • Safely store complex breads & dough products	Training, Kitchen	5 hrs 5 hrs 3 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of finishing, garnishing, presentation and storing of complex cold sauces dishes • After the practical activities the learner will be able to understand as how to present and store complex dishes and complex breads & dough products ingredients • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 14 hrs

Lesson Plan: 42/44	
Module 14/14	Prepare, cook and finish complex sweet dishes
Learning Unit 1/3	Independently assemble food and equipment to prepare, cook and finish complex sweet dishes

Learning Outcomes

- Identify requirements for preparing complex sweet dishes for cooking
- Use tools and equipment for preparing complex sweet dishes correctly
- Use appropriate methods to prepare complex sweet dishes for cooking
- Check that preparation of complex sweet dishes meets quality requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of requirements, tools & equipment, and methods to prepare complex sweets dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Practical Role play & practical	The learner should be explained how to manage: • complex sweets dishes& types • basic ingredients • selection of ingredients • preparing ingredients • basic tools and equipment for preparing complex sweets dishes	Training, Kitchen	3 hrs 3 hrs 3 hrs 3 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of requirements, tools & equipment, and methods to prepare complex sweets dishes • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex sweets dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 43/44	
Module 14/14	Prepare, cook and finish complex sweet dishes
Learning Unit 2/3	Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking

Learning Outcomes

- Identify requirements for cooking complex sweet dishes
- Use tools and equipment to cook complex sweet dishes correctly
- Use appropriate methods to cook complex sweet dishes
- Combine soup ingredients with other ingredients
- Check that the dish meets quality and quantity requirements

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand identification of equipment and multi-stage methods to cook complex sweets dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Practical Role play & practical	The learner should be explained how to manage: • Requirements for cooking complex sweets dishes • Tools and equipment to cook complex sweets • Complex sweets dishes preparing methods • Standards of Quality for complex sweets	Training, Kitchen	4 hrs 4 hrs 4 hrs 2 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of identification of equipment and multi-stage methods to cook complex sweets • After the practical activities the learner will be able to understand as how to apply methods to cook quality complex sweets dishes • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 15 hrs

Lesson Plan: 44/44	
Module 14/14	Prepare, cook and finish complex sweet dishes
Learning Unit 3/3	Use equipment and multi-stage methods independently to cook and finish complex sweet dishes Independently present complex sweet dishes for service

Learning Outcomes

- Finish, garnish and present the dish to meet organizational specifications
- Make sure dishes are at correct temperature for holding and serving
- Safely store cooked complex sweet dishes & ingredients not for immediate use

Methods	Key Notes	Media	Time
Introduction			
Illustrative talk & Practical demonstration along with training video & Role Play	In this unit learners should be able to understand finishing, garnishing, presentation and storing of complex sweets dishes • Motivate learners to arouse their interest for the learning unit. • State the learning outcomes of the learning unit.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	15 min
Main Body			
Illustrative talk & Practical Practical Role play & practical	The learner should be explained how to manage: • Finish, garnish and present complex sweets • Correct temperature for holding and serving • Safely store complex sweets dishes	Training, Kitchen	3 hrs 3 hrs 3 hrs

Conclusion			
Illustrative talk & Practical demonstration along with training video & Role Play	Complete understanding of finishing, garnishing, presentation and storing of complex sweets dishes • After the practical activities the learner will be able to understand as how to present and store complex sweets dishes and complex sweets dishes ingredients • Conduct formative assessment at the end of the session.	Class room with multimedia aid, audiovisual facilities and flip charts Visit to hospitality establishments EITHER Training kitchen	45 min
			Total Time: 10 hrs

DELIVERY AND FACILITATION

Demonstration of Skill

Demonstration or modelling a skill is a powerful tool which is used in vocational training. The instructions for trainers for demonstration of a skill are given under three stages.

PRE-DEMONSTRATION STAGE

- Prior to demonstration of a skill, it is necessary to plan according to lesson plan.
- Read the Procedure mentioned in the Learner Guide for the relevant Learning Unit before demonstration.
- Prepare the physical environment according to requirement of the curriculum.
- Arrange all tools, equipment and consumable material which are required for demonstration of a skill.
- Prepare teaching aids such as audio visual aids, real objects, Models, finished products etc. as required.
- Practice the skill before demonstration to learners, if possible.

DEMONSTRATION STAGE

- Introduce the skill to learners clearly at the commencement of demonstration.
- Explain how the skill relates with the skill(s) already acquired and describe the expected results or show the objects to learners.
- Carry out demonstration in a way that it can be seen by all learners.
- Perform each step slowly and read out each step of the Performance Guide loudly so that all learners can hear and understand.
- Eye contact with the learners should be maintained throughout the demonstration. The instructor should not speak to the equipment.
- In instances where theoretical knowledge is required, temporarily suspend the demonstration and present the theoretical inputs.
- Ask questions and find out whether the trainees have a clear understanding on what was explained.
- Identify critical or complex steps, or steps that involve safety precautions to be followed.
- Repeat critical steps in demonstration, if required.

- Summarize the demonstration by asking questions to learners.

POST DEMONSTRATION STAGE

Allow the learners to perform the relevant skill under your instructions and supervision. This is a very important stage because the learner actually practices the skill according to the instructions already given by the instructor.

PRACTICE

Allow the learners to practice the skill individually or in groups.

ASSESSMENT

Assessment should be done only when the learner is able to perform the relevant skill at the required competency level. If the learner performs a skill at the required competency level, then it should be entered and certified in his/her Evidence Guide.

Instructional Delivery Modes

In Competency Based Training, Competency Standards are the driving force that helps in recognizing the delivery modes and methods for a particular competency. Some delivery modes have been described below which can be used according to the requirements of your competency standards.

- Direct Instruction: It involves face-to-face interaction between a instructor and the trainee. Lecture, illustrative talk, demonstration, role play, guided practice, assigning projects, independent practice, assignments, research, surveys, product development etc. are some of the instructional methods under this mode of instruction.

- On-Job-Training (OJT)/Work-based Instruction: In OJT or work-based instruction, a learner acquires competencies under the guidance of an expert supervisor outside the training institute environment. The learner observes the procedures in the industry and after guidance from his supervisor demonstrates the competency to get certificate of the qualification.

- Distance-based Instruction: It is a mode of delivery in which instruction is provided through open and distance learning mechanism. Information and Communication Technology (ICT), internet and postal services are used for interaction.

Instructional Delivery Methods

Once the instructional delivery modes are identified for a particular competency or a learning module, the next step is to select appropriate instructional delivery methods that can maximize learning and help learners in achieving the desired performance criteria specified by the industry. The instructional delivery methods are categorized into two basic types which are described below.

TEACHER CENTERED DELIVERY METHODS

Lectures / Illustrative Talk	Verbal and visual illustrations are used to clarify concepts, processes or structures. Listening and viewing are more effective when verbal and visual illustrations are used together.
Demonstrations /Modeling a Skill	In demonstration, learners are shown the correct steps for completing a task or are shown an example of a correctly completed task. Modeling is learning by seeing and doing, rather than only listening and obeying.

LEARNER CENTERED DELIVERY METHODS

Working in Groups	Learners work together to complete a task.
Individual Practice	Learners work in small groups to practice new skills.
Doing Research	Learner is given an assignment to carry out some research or survey, in market or in industry, regarding the skills specified in the relevant competency standards.
Role Playing	Learners practice new behavior by assuming a character or role, personality or attitude other than their own.
Group Discussions	Learners discuss issues together and present ideas and opinions to others.
Questions and Answers	Instructor may ask questions to learners to check and build their understanding about a field or area specified in the competency standards.
Study Visits / Field Trips	Through this method, learners are given orientation about the actual processes and procedures performed in industry.

ASSESSMENT OF LEARNERS

Formative Assessment

Learners may be formatively assessed throughout the course. After gaining the competencies mentioned in the learning modules, the learners will be assessed according to the requirements mentioned in the assessment package. This assessment will include practical activities and quizzes.

Summative Assessment

A final summative assessment will be conducted by the Qualification Awarding Body (QAB) to whom the training institute is affiliated with. Purpose of this assessment is to verify whether the learner has achieved all the competencies of the qualification for which he/she was enrolled.

This assessment is to be completed at the end of the course for which a separate Evidence Guide is provided in the Assessment Package. This assessment may include projects developed by the learners, quizzes and practical activities as indicated in the relevant nationally approved Evidence Guides.

Projects

It is an established fact that the self-learning process takes place efficiently in learners by engaging them in a well-planned project. They can be given a project at the end of a learning module or after several learning modules, as applicable. Mainly the projects have two types:

- Production type: In this type of projects, the outcome will be tangible product (constructed or a finished product).
- Problem solving type: In this type of projects, a problem solving process takes place.

Special attention should be given to the following when assigning the projects to learners.

- Explain the give main stages in a project as mentioned below.
    - Planning
    - Organizing
    - Implementing
    - Interpreting
    - Presenting
- Involve learners in the selection of projects. Listen to their views and determine clearly the objective of the project. Recognition of useful ideas, decisions, etc. proposed by them will lead to develop an interest and a responsibility among the trainees.
- Entrust responsibility to learners during planning and organizing stages.
- Projects can be assigned to learners individually or in groups. Generally, group work is found

to provide successful results.

- For maximization of self-learning, allow the trainees to engage in a variety of activities. Collection of necessary information, explorations, observation, etc. should be done by the learners themselves. Provide instructions only when it is necessary.

- The activities of a project must spread over a reasonable period of time.

Assessment of Projects

The following criteria may be used in assessing projects.

Stage 1: Planning

- To what extend is the coverage of the project identified?

- Is the objective established by the learners suitable for the project?

- Can the learners achieve the objective in terms of their abilities and available facilities?

Stage 2: Organizing

- To what detail are all the activities in the project identified?

- How systematically are the activities and procedures organized?

- Are alternative actions planned for problematic situations that may arise?

Stage 3: Implementing

- How well did the learners demonstrate the relevant competencies when they were engaged in the project?

- To what accuracy did the learners perform the relevant tasks?

- How successfully did the trainees face problematic situations?

Stage 4: Interpreting

- How accurately and meaningfully are the information analyzed and synthesized?

- How accurately and clearly are the observations and conclusions interpreted?

- To what extent is the prior knowledge applied in carrying out the project and in problem solving?

- To what extent were the learners involved in exploratory and creative activities during the project?

Stage 5: Presenting

- How simply and clearly are the views expressed when presenting?
- How attractive was the manner of presentation? To what extent was visual media used?
- Has the project been completed within the time limit?

EVALUATION OF TRAINING MATERIAL

The trainers/instructors who implement this training material can inform NAVTTC promptly of any shortcomings in training material on the following format. Please consider it as one of your responsibilities

Format

Trade:			
Training Material	**Module Title & Module Code**	**Learning Unit Title & Learning Unit Code**	**Suggested Amendments/Feedback/Proposal**
Trainer Guide			
Learner Guide			
Trainer Name:		Trainer Center:	
Signature of Trainer		Date:	

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