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Module-1

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019



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LEARNER GUIDE

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Introduction

Welcome to your Learner's Guide for the *COOK* Programme. It will help you to complete the programme and to go on to complete further study or go straight into employment.

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

The main elements of your learner's guide are:

- **Introduction:**
 - This includes a brief description of your guide and guidelines for you to use it effectively
- **Modules:**
 - The modules form the sections in your learner's guide
- **Learning Units:**
 - Learning Units are the main sections within each module
- **Learning outcomes:**
 - Learning outcomes of each learning units are taken from the curriculum document
- **Learning Elements:**
 - This is the main content of your learner's guide with detail of the knowledge and skills (practical activities, projects, assignments, practices etc.) you will require to achieve learning outcomes stated in the curriculum
 - This section will include examples, photographs and illustrations relating to each learning outcome
- **Summary of modules:**
 - This contains the summary of the modules that make up your learner's guide
- **Frequently asked questions:**
 - These have been added to provide further explanation and clarity on some of the difficult concepts and areas. This further helps you in preparing for your assessment.
- **Multiple choice questions for self-test:**
 - These are provided as an exercise at the end of your learner's guide to help you in preparing for your assessment.

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Module-1

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Modules

Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift

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

Duration 30 hours **Theory:** 06 hours **Practical:** 24 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
LU1: Ensure personal hygiene and chef's uniform for kitchen operations meets organisational requirements	The student will be able to: Keep hair, skin and nails clean and hygienic Follow the recommended procedures for washing hands at all appropriate times Avoid unsafe behaviour that could contaminate the food being prepared or cooked Report any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person	The importance of having clean hair, skin and nails, for hygiene purposes, including preventing contamination of food being prepared or cooked Recommended procedures for washing hands at all appropriate times, including wash hands for at least 20 seconds with antibacterial soap, washing whole hands thoroughly including the back of the hand, fingers, wrists, and forearms, palms and between fingers, where bacteria and pathogens tend to collect, dry in a sanitary manner: clean, unused paper towels or automatic hand dryer Avoiding unsafe behaviour, including spitting, smoking, touching own face, nose or mouth, blowing nose, scratching,	Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, hand towels 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) Hazard analysis and critical control points (HACCP) standards

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Select appropriate chef's uniform and headgear in line with manufacturer's instructions and organisational procedures</p> <p>Wear chef's uniform and headgear that is clean, fit for use and worn correctly</p>	<p>chewing gum and eating, in order to prevent any contamination of food, equipment or work surfaces; organisational standards for safe behaviour in the kitchen</p> <p>The importance of reporting cuts, grazes and skin conditions to the appropriate person (including Chef de Partie or other supervisor/manager), to avoid any risk of spreading infection</p> <p>The importance of reporting illnesses and infections, particularly stomach illnesses, to the appropriate person (including Chef de Partie or other supervisor/manager), to avoid the spread of food-borne illnesses to associates and/or guests</p> <p>Types of chef's uniform which are appropriate to the task being carried out, including to protects the cook from spillages and to show any guests the hygiene values of a kitchen</p> <p>National and organisational requirements for wearing chef's uniform</p> <p>The importance of ensuring that the chef's uniform and headgear being used is clean and fit for use</p>	<p>Organizational guidelines for personal hygiene</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		and changed when necessary in line with organisational procedures, to present a professional image and to avoid possible contamination of food through germs carried on dirty clothing	
<p>LU2: Maintain the health, safety and security of the kitchen working environment</p>	<p>The student will be able to: Maintain a safe, hygienic and secure kitchen working environment Keep a look out for hazards in the kitchen Identify any hazards or potential hazards in the kitchen and deal with these correctly Report any accidents or near accidents quickly and accurately to the proper person Deal with problems and unexpected situations in an appropriate manner</p>	<p>The importance of working in a healthy, safe and hygienic way, including working tidily, following proper procedures and instructions, in order to avoid accidents, ensure food is safely prepared and cooked, and that there is no risk to the guest Taking personal responsibility, including taking reasonable care of own safety and the safety of others, following Standard Operating Procedures for safe working practice, informing Chef de Partie of anything that might be unsafe or cause an accident Sources of information about health, hygiene and safety in the kitchen, including Standard Operating Procedures for kitchen, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p>	<p>Different types of emergency notices Standard operating procedures for occupational health and safety Fire equipment First aid equipment Equipment for contacting security, including telephones and other electronic devices Logbooks for recording accidents and incidents Organisational procedures for</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	Practise emergency procedures correctly	<p>Features of a healthy workplace, including suitable size; adequate lighting, heating and ventilation; safe floors, stairs, doors and windows; appropriate equipment that is regularly maintained; sufficient storage facilities; hygienic disposal facilities, assembly point for evacuations</p> <p>Working with hazardous substances, including cooking oil, gels or spirits, cleaning chemicals</p> <p>Reducing the risk of working with hazardous substances, including proper training using hazardous substances, using appropriate protective equipment (including gloves, goggles, masks), putting warning signs out, using safe working methods</p> <p>Types of hazards to be found in the kitchen, including slips; trips and falls; strains and sprains; sharp objects; cuts and lacerations; burns; hot liquids and surfaces; moving heavy items; working fast; fire risks (including hot stoves, electrical equipment); likelihood and potential impact of hazard</p> <p>Methods to deal with hazards correctly, including providing and</p>	<p>dealing with problems, including accidents, fire, evacuations</p> <p>Organisational procedures for dealing with emergencies</p> <p>Contact details for colleagues, supervisors</p> <p>Organisational guidelines for responding to and reporting accidents</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>using chef's uniform; non-slip flooring; working tidily, following proper procedures, warning others when necessary, providing additional training to use equipment and machinery correctly; maintaining equipment and machinery; adapting the workflow</p> <p>The importance of warning other people (including verbally, using warning notices) about hazards, to avoid accidents and injuries</p> <p>Types of emergencies that may happen in the kitchen (including fire, flood, accidents, gas leaks), and dealing with these, including supporting associates in taking action within own responsibility, evacuating the area or building</p> <p>The location of first aid equipment and the name of the first-aider in the kitchen</p> <p>The importance of following fire safety laws (following safe working practice, preventing the build-up of rubbish, ensuring that flammable materials are not at risk, not smoking except in designated areas), to avoid risk to</p>	

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>the lives of associates / guests and the fabric of the building</p> <p>The organisation's emergency procedures, in particular for illness, fire, security, external emergency, tackling the emergency using relevant equipment (fire, first aid)</p> <p>Following emergency procedures, including alerting others, following instructions, taking action</p> <p>The importance of reporting all usual/non-routine incidents (including accidents, spillages, arguments, dangerous work practices, theft) to the appropriate person (including Chef de Partie of other supervisor/manager), to alert them to actions they may need to take</p> <p>Ensuring relevant information is recorded in logbooks, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p>	
<p>LU3: Check quality and quantity of food and maintain</p>	<p>The student will be able to: Check the delivery from stores to ensure that the</p>	<p>Check that the food is of the required weight, in order to ensure appropriate quantities of dishes can be prepared</p>	<p>Example notes from daily briefing Recipes and methods of</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>kitchen and food safety standards at every level of food handling</p>	<p>quantity of food delivered is sufficient for the number of covers expected</p> <p>Check that food is delivered at the correct temperature</p> <p>Ensure that any packaged food does not exceed its 'sell-by' or 'use-by' dates</p> <p>Inform Chef de Partie if there are any problems with the quantity or quality of food</p>	<p>Check that food is being kept at an appropriate temperature, to avoid potential food spoilage</p> <p>Check that food flavour, texture and aroma is of acceptable quality, to ensure safe preparation and cooking</p> <p>Check that sufficient food and other ingredients to meet the requirements for the number of covers expected are available, to avoid being unable to provide a full service to food outlets</p> <p>Understanding basic nutrition, including carbohydrates (to provide energy), proteins (including amino acids, for growing and repairing tissues), fats (for energy and certain vitamins), vitamins and minerals (for general health), fibre (to aid digestion), water (to aid digestion and most other body processes)</p> <p>Problems with food quantity (too much or too little) or quality (including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p> <p>Risks from causes of food poisoning, including chemicals,</p>	<p>preparation and cooking</p> <p>Organisational guidelines for checking the quality and quantity of food</p> <p>Standard operating procedures for quality control of food and safety</p> <p>HACCP standards</p> <p>Food safety guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>viruses, moulds, physical contaminants; micro-organisms</p> <p>Steps to avoid food poisoning, including handling food hygienically, preparing and cooking food carefully, storing food in the correct manner, keeping all food preparation areas clean, avoiding cross-contamination (direct, indirect or by drip), cooking all food thoroughly</p> <p>Addressing problems with food quantity or quality, including re-ordering from stores or suppliers</p> <p>Standards for ensuring personal hygiene meets organisational requirements</p> <p>Preparing food for storage and putting it in the correct storage area as quickly as necessary to maintain its safety</p> <p>Making sure storage areas are clean, suitable and maintained at the correct temperature for the type of food</p> <p>Using appropriate systems to manage stock (including First In First Out – FIFO; Last In First Out – LIFO; Last In Last Out – LILO) according to organisational policy</p>	

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU4: Ensure wastage from kitchen operations is minimized</p>	<p>Identify opportunities for reducing waste Follow organisational policies and procedures for managing and reducing waste Dispose of waste in line with organisational procedures</p>	<p>The impact of kitchen waste, including lost income through food being thrown away, cost of waste removal to the organisation, impact on the environment, potential to attract pests Disposing of kitchen waste promptly, hygienically and appropriately, including disposal or recycling as appropriate Opportunities for waste reduction in the kitchen, including careful weighing / measuring / portioning, checking and using stock before it deteriorates, storing food and dishes correctly Opportunities for avoiding and reducing kitchen waste through reuse and recycling, including using unwanted dishes for staff while they are fresh, following direction from Chef de Partie on adapting recipes to use food appropriately, checking refrigerator and freezer temperatures, packaging food for storage carefully Potential barriers that may limit waste avoidance and reduction in the kitchen, including poor</p>	<p>Organisational policy and procedures for disposing of waste Tools and equipment for disposing of waste, including waste disposal units, recycling bins Standard Operating Procedures for kitchen department and for waste handling 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>training, failure to follow proper procedure, broken or missing waste disposal equipment, poor portion control, poor refrigerator control</p> <p>Roles and responsibilities for kitchen associates to support waste minimisation, including taking own responsibility for managing waste in own kitchen work area</p> <p>Training needs and training for those kitchen associates responsible for reducing waste</p> <p>Benefits achieved through kitchen waste reduction measures, including cost reductions for the organisation, improved profitability, tidy work areas, benefits for the environment</p>	

Examples and illustrations

VIDEOS:



Food Safety & Hygiene Training Video in English Level 1
<https://www.youtube.com/watch?v=Ddn1W3Rp-Fk>

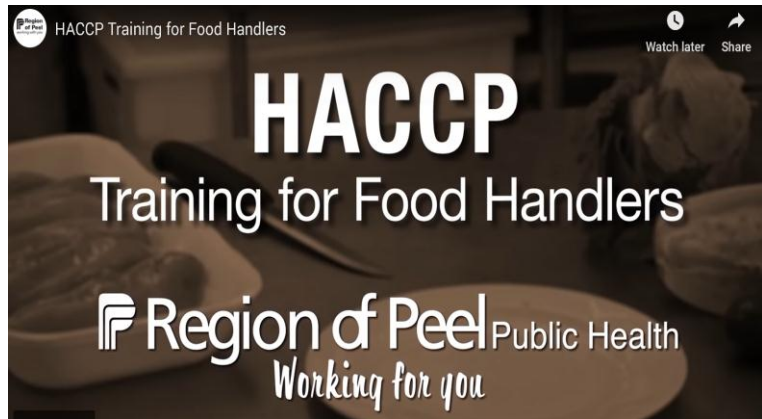


[Kitchen knife safety tips](https://www.youtube.com/watch?v=3rE5ZeJ1k9k)
<https://www.youtube.com/watch?v=3rE5ZeJ1k9k>



Dish Washing

<https://www.youtube.com/watch?v=f1dO8UGAq7A>



HACCP Training for Food Handlers




<https://www.youtube.com/watch?v=mE-q9W4jqQg>





Chef's uniform








For more detailed information, please visit <https://www.russums-shop.co.uk/>

Emergency notices

Sign	Description
 A red square sign with a white fire extinguisher and flame icon.	Fire Extinguisher sign - displayed next to all fire extinguishers to easily identify the location of the nearest extinguisher.
 A red square sign with a white hand pointing to a call point and flame icon.	Fire Alarm Call Point sign - located at all fire alarms.
 A red square sign with a white fire hose reel icon.	Fire Hose Reel sign – located at all fire hose points.
 A red square sign with a white fire blanket icon and the text 'Fire Blanket'.	Fire Blanket sign - located at all fire blanked locations
 A red circle with a diagonal slash over a black lift icon.	In Case of Fire, Do Not Use the Lift sign - displayed at all lifts alongside the 'Use Stairs' sign to indicate safe escape route.

Sign	Description
	<p>Fire Door Keep Shut sign - displayed on each side of all fire doors to ensure safety.</p>
	<p>Fire Exit sign - displayed along all designated fire escape routes (with arrows) and above all emergency exits (without arrows).</p>
	<p>Fire Assembly Point - a pictogram or written sign displayed at the outside point of assembly where people must gather after evacuation.</p>
	<p>In Case of Fire, Use Stairs sign - an information sign displayed next to lifts and at the top of staircases so people know not to use the lift for safety reasons.</p>

Main types of portable extinguishers, their uses and colour coding

WATER For wood, cloth, coal, plastics, paper, textile, and other solid material fires.	POWDER For solid material, liquid, gas, and electrical fires.	FOAM For solid material and liquid fires.	CARBON DIOXIDE (CO₂) For liquid and electrical fires.	WET CHEMICAL For fires that involve cooking oils and fats.
				
NOT SUITABLE FOR all other types of fires.	NOT SUITABLE FOR chip or fat pan fires or metal fires (unless it is M28 or L2)	NOT SUITABLE FOR gas, metal, electrical, or chip and fat pan fires.	NOT SUITABLE FOR gas, metal, or chip and fat pan fires.	NOT SUITABLE FOR other types of fires (use a more appropriate extinguisher).

For more detailed information, please visit <https://www.highspeedtraining.co.uk/hub/fire-safety-signs/>

First aid equipment



Standard Kit Contents:	Small	Medium	Large
Guidance Leaflet	1	1	1
Medium Sterile Dressings	4	6	8
Large Sterile Dressing	1	2	2
Triangular Bandages	2	3	4
Safety Pins	6	12	24
Eye Pad Sterile Dressings	2	3	4
Blue Detectable Plasters	40	60	100
Sterile Cleansing Wipes	20	30	40
Adhesive Tape	1	1	1
Nitrile Disposable Gloves (Pairs)	6	9	12
Finger Sterile Dressings	2	3	4
Resuscitation Face Shield	1	1	2
Foil Blanket	1	2	3
Hydrogel Burn Dressing	1	2	2
Shears	1	1	1
Conforming Bandage	1	2	2
Green Moulded Case	1	1	1

For more detailed information, please visit

<https://www.eurekadiirect.co.uk/First-Aid-Kits-Cabinets/Catering-First-Aid-Kits/Catering-Kit-BS85991-Compliant-Standard-Case>

Accident and incident log



Accident and Incident Log



Date & Time	Who was involved	What happened	Outcome	A & I Form completed by	Who was responsible for taking to office & when	
					Print Name	
					Print Name	
					Sign	
					Date	
					Print Name	
					Sign	
					Date	
					Print Name	
					Sign	
					Date	
					Print Name	
					Sign	
					Date	

Accident & Incident log uploaded to web June 2014

For more detailed information, please visit www.partnersforinclusion.org/

Daily briefings

A daily briefing (with the whole team if numbers are small enough to make this logistically possible is ideal, or by department) can update everyone on anything that affects that day's operation. It's also a great way to get feedback from them too on things that need addressing sooner rather than later.

Cover such information as:

- VIP guests
- Special needs (e.g. disabled guests, special diets)
- Regular guests and any known preferences, so staff can anticipate their requirements
- Today's menu and tasting, with details of **all** the ingredients of **each dish**, what to promote today, and what's in short supply (even if only one dish has changed from yesterday's menu, make sure it is communicated)
- Staff shortages, and cover of responsibilities

These actions ensure your staff are fully briefed and competent to deal with any guest's queries or concerns.

A daily briefing also provides an opportunity for you to get feedback on any guest comments. You can discuss any questions or suggestions your team may have about operational issues that could have a bearing on the level of service or sales potential of the hotel. So, even on your busiest mornings make sure these briefings still happen – it's generally on the days that are your busiest that things go wrong, and it's generally your busiest days when you have the best opportunities for increasing sales.

For more detailed information, please visit <https://www.naturallyloyal.com/hotel-leadership-daily-briefings/>

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Module-2

LEARNER GUIDE

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Module 2: Introduction to food preparation and cooking

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

Duration 60 hours **Theory:** 12 hours **Practical:** 48 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Understand how to assemble food and equipment to prepare and cook simple dishes, with guidance from Chef de Partie and other associates</p>	<p>The student will be able to: Understand how to assemble food, ingredients and equipment required to prepare, cook and finish dishes as required Understand the need to defrost ingredients prior to preparation Know how to select appropriate equipment needed to prepare, cook and finish dishes Understand how to check that ingredients meet type, quality and quantity requirements prior to preparation and cooking</p>	<p>Reading the recipe to determine what food and equipment is needed Developing awareness of the nutritional values of different foods, including calories, carbohydrates, amino acids (for proteins), essential fatty acids, minerals and trace minerals, vitamins, roughage / dietary fibre Storage of food prior to preparation, including dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees) Storing fresh and frozen ingredients correctly before cooking Storage of equipment, including store cupboards, in kitchen preparation areas, on shelves near work area The importance of defrosting ingredients as required before preparation and cooking (including defrosting naturally or using a microwave following directions on packaging), to ensure they are safe for use Checking that ingredients are fit for preparation and cooking, using the appropriate quality specification, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p>	<p>Recipes to determine what food, other ingredients and equipment is needed Pre-preparation equipment: including sets of knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scale, refrigerators, freezers, chopping boards (different colours – refer to HACCP regulations) red – raw meat; blue – raw fish; yellow – cooked meat; green – salad and fruit; brown – vegetables; white – bakery and dairy Utensils: including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>Weighing and measuring ingredients accurately in order to prepare and cook dishes</p> <p>Checking for and resolving problems with the ingredients, including physical contamination (including hairs, dust, other foreign bodies), and chemical contamination (including mould, fungus, bacteria)</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p>openers, peelers, potato cutters, choppers, mincing machine, bone saw cutters, patties maker, beaters, mashers, baking trays</p> <p>Cooking equipment: including burners/stoves, each ovens (convection oven, deck oven), microwaves oven, grill, tilting pan, steamer, salamander, Panini machine, blender heavy duty, bread pans, bun pans, baguette pans, juicers, juice extractor, deep fryer, rolling pins, pastry brushes</p> <p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p> <p>Nutritional values charts</p>
<p>LU2: Understand how to prepare simple</p>	<p>The student will be able to:</p>	<p>Preparation requirements: including recipe, quantity required, special ingredients, washing hands, sanitizing work surfaces and equipment as required, washing hands</p>	<p>Recipes to determine what food, other ingredients and equipment is needed</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>dishes for cooking, with guidance from Chef de Partie and other associates</p>	<p>Understand the requirements for preparing dishes for cooking</p> <p>Know how to use tools and equipment for preparing different dishes correctly</p> <p>Know the appropriate methods to prepare different dishes for cooking</p> <p>Understand how to check that preparation of ingredients meets quality requirements</p>	<p>Carrying out the appropriate preparation methods correctly, including beating, blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavouring, grading, greasing, kneading, marinating, measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing, sorting, spraying, trimming, washing</p> <p>The importance of using the correct tools and equipment (as directed by the recipe), to prepare different dishes, to ensure preparation is of the correct standard</p> <p>Quality requirements following preparation, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p>Pre-preparation equipment: including sets of knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scale, refrigerators, freezers, chopping boards (different colours – refer to HACCP regulations)</p> <p>Utensils: including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato cutters, choppers, mincing machine, bone saw cutters, patties maker, beaters, mashers, baking trays</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3: Understand how to cook simple dishes, with</p>	<p>The student will be able to: Understand the requirements for cooking different dishes</p>	<p>Understanding the effect of different cooking processes on different ingredients/dishes and their nutritional value</p> <p>Cooking requirements: including recipe, quantity required, special requirements</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills,</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>guidance from Chef de Partie and other associates</p>	<p>Know how to use tools and equipment to cook different dishes correctly</p> <p>Know the appropriate methods to cook different dishes</p> <p>Understand how to combine main ingredients with other ingredients</p> <p>Know how to check that dishes have the correct flavour, consistency and quantity</p> <p>Know how to check that cooking of different dishes meets quality requirements</p>	<p>Carrying out the appropriate cooking methods correctly, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, baking, blind baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling, steaming), combination cooking methods (braising, stewing)</p> <p>The importance of using the correct tools and equipment (as directed by the recipe), to cook different dishes, to ensure cooking is of the correct standard</p> <p>Combining other ingredients, including herbs and spices, sauces, salt, cream, sugar, milk (see Section 6 for full list of ingredients)</p> <p>Quality requirements for cooked simple dishes, including appearance (taste, aroma, flavour, consistency, presentation), cooked according to requirements, quantity (as required by daily briefing)</p> <p>Quality requirements for cooked different dishes, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell, taste, colour, appearance, cooked according to requirements, quantity (as required by daily briefing)</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p>tilting pan, steamers, salamander, pans, deep fryer</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU4: Understand how to present simple dishes for service, with</p>	<p>The student will be able to: Understand the importance of holding and serving different dishes at correct temperature</p>	<p>The importance of using the correct tools and equipment (as directed by the recipe), to finish dishes, to ensure finishing is of the correct standard</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
guidance from Chef de Partie and other associates	Understand how to safely store cooked dishes and ingredients not for immediate use	<p>Correct temperatures for holding and serving different dishes (above 63 degrees), checking with a temperature probe; maximum holding time of 90 minutes</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Examples and illustrations

Chopping board colours

Chopping board colour coding

Red - Raw meat
Blue - Raw fish
Yellow - Cooked meat
Green - Salad and fruit
Brown - Vegetables
White - Bakery and dairy

Kitchen equipment





For more detailed information, please visit <https://www.russums-shop.co.uk/c/g/equipment/>

Different chopping boards

Cooking equipment



Oven Ranges

[View Products](#)



Convection Ovens

[View Products](#)



Pizza Ovens

[View Products](#)



Cook & Hold Ovens

[View Products](#)



Multi-Cook Ovens

[View Products](#)



Conveyor Ovens

[View Products](#)



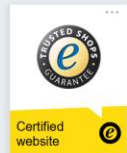
Charcoal Ovens

[View Products](#)



Commercial Oven Accessories

[View Products](#)



For more detailed information, please visit <https://www.catering-appliance.com/commercial-ovens>

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Module-3

LEARNER GUIDE

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Module 3: Prepare and cook vegetables

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

Duration 25 hours **Theory:** 5 hours **Practical:** 20 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking</p>	<p>The student will be able to: Identify requirements for preparing vegetables for cooking Assemble food, ingredients and equipment required to prepare, cook and finish vegetables Use tools and equipment for preparing vegetables correctly Use appropriate methods to prepare vegetables for cooking Check that preparation of vegetables meets quality requirements</p>	<p>Food and ingredients: vegetables including root vegetables, bulbs, flower heads, fungi, tubers, leaves, stems, vegetable fruits, squashes fresh peas, beans and seeds; Other ingredients including cooking oil, cooking salt, herbs, spices, seasoning Pre-preparation methods: washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, peeler, potato cutter, chopper, masher 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetable</p>	<p>The student will be able to: Identify requirements for cooking vegetables Use tools and equipment to cook vegetables correctly Use appropriate methods to cook vegetables Combine vegetable ingredients with other ingredients Check that cooking of vegetables meets quality requirements</p>	<p>Food and ingredients: vegetables including root vegetables, bulbs, flower heads, fungi, tubers, leaves, stems, vegetable fruits, squashes fresh peas, beans and seeds; Other ingredients including cooking oil, cooking salt, herbs, spices, seasoning Dry cooking methods: sautéing, pan frying, deep frying, grilling, roasting, griddling, baking Moist cooking methods: simmering, boiling, steaming Combination cooking methods: braising, stewing</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, pans, deep fryer Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3: Present vegetables for service following guidance</p>	<p>The student will be able to: Finish, garnish and present the dish to meet organisational specifications Make sure dishes are at correct temperature for holding and serving Safely store cooked vegetables and vegetable ingredients not for immediate use</p>	<p>Finishing and seasoning vegetables according to requirements, including butter glaze, cheese topping, browning, herbs and seasonings, garnishes Storing cooked vegetable dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: 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)</p>

Examples and illustrations

Cooking vegetables safely

Vegetables are extremely versatile; most can be eaten raw (as crudites served with dips, or grated into salads), and they can be cooked by virtually every method.

But for some vegetables, cooking is a necessary part of making them edible.

Storing vegetables

Most vegetables are grown and harvested in a relatively natural environment where they can be exposed to bacteria from soil or water. The risks associated with eating vegetables are low. Nevertheless, some sensible steps should be taken when preparing and storing vegetables:

- Store away from other raw foods, not below meat in the fridge where juices may drip. Although it is not necessary to store vegetables in the fridge, colder temperatures can help retain their nutritional value
- Wash vegetables before eating, by rubbing or brushing under the cold running tap before cooking or eating. Washing or peeling vegetables is not required as a protection against pesticide residues; however, it is good food safety practice to wash vegetables before eating. It is very important to wash any vegetables when soil is present to prevent contamination from bacteria in soil.
- Remember to clean chopping boards and knives thoroughly between use.

It's usually best to prepare vegetables just before cooking to prevent vitamin and mineral loss. When cooking vegetables, try microwaving or steaming instead of boiling or frying and avoid the addition of salt, sugar, cream and sauces. Alternatives to salt during cooking include lemon juice, garlic, ginger, pepper, and herbs and spices.

How long do you cook vegetables for?

This is really down to personal taste, but bear in mind that the longer you cook them the more nutrients will be lost. Nowadays most people prefer to cook vegetables lightly, leaving them brightly coloured with a little "bite".

Check to see if vegetables are done by piercing them with a knife or tasting them. Drain them and serve at once.

If you want to serve them later, plunge them into cold water to stop them from cooking further then cook again very briefly in boiling water when you're ready to serve.

For more detailed information, please visit <https://www.safefood.eu/Food-safety/Cooking/Cooking-vegetables.aspx>



Recipes

Spiced Potatoes In Tamarind Sauce (Daum Aloo)

Yield: 4 servings

Ingredients

- 1 1/2 tb Tamarind paste
- 2 c Water
- 8 sm Boiling potatoes
- 1/4 c Corn oil
- 1 md Onion; thinly sliced
- 2 ts Minced fresh ginger
- 4 Garlic cloves; minced
- 1/2 ts Dried red pepper flakes
- 1/2 ts Ground turmeric
- 1/2 ts Ground cardamom
- 1/2 ts Ground fennel
- 1/2 ts Cinnamon
- 1/4 ts Freshly ground pepper
- Salt

Directions

Dissolve tamarind paste in 1 cup water. Let stand 30 minutes. Strain. Boil potatoes until just tender. Cool completely, then peel. Using wooden skewer, pierce each potato in 4 places.

Heat oil in heavy large skillet over medium heat. Add onion and cook until crisp and lightly browned, stirring frequently, about 10 minutes.

Remove from skillet. Add potatoes and brown well on all sides. Remove from skillet. Pour off all but 1 tablespoon oil from skillet. Add ginger and garlic and stir 1 minute. Stir in pepper flakes and turmeric. Blend in 2 tablespoons water. Mix in onion. Add potatoes, tamarind liquid and remaining 14 tablespoons water. Stir in cardamom, fennel, cinnamon and pepper. Cover and simmer until sauce has thickened slightly, about 15 minutes. Season with salt.

Bohra Masala Potatoes Recipe

Bohra Potato is the most common and most eaten recipe all over Pakistan. Bohra Potato is very delicious and easy to make. Bohra Potato is served with rotis at the time of dinner. Bohra Potato is also served with parathas. You can add methi leaves to Bohra Potato as well to make Bohra Potato more favorable. Bohra Potato is very much tastier than other potato recipes. You can add tarka with curry leaves and whole red chilies to Bohra Potato to make them more flavorful.

Bohra Potato is very nutritious as it is rich in iron. Bohra Potato is loved by children also. Bohra Potato is very easy to make and in Pakistan, most of the people love to eat potatoes at dinners. With the help of this recipe for Bohra Potato, you can make Bohra Potato at home. Bohra Potato is a cheap recipe as well. Bohra Potato can be served with homemade rotis also.

INGREDIENTS:

- Potatoes (boiled and cut in small pieces) 4
- Red Chilli powder 1 1/2 tsp.
- Cumin seeds 1/2 tsp.
- Coconut (crushed) 2 tbsp.
- Green chillies 4
- Garlic 6-8 Cloves
- Salt 1 1/2 tsp.
- Tamarind pulp 1 tsp.
- Oil 4 tbsp.
- Curry leaves few
- Fresh Coriander for garnishing

METHOD:

Grind crushed coconut, green chillies, garlic, cumin seeds, red chilli powder and tamarind pulp into a fine masala or paste.

Heat oil in a pan.

Put grinded paste in it.

Add little water, salt and curry leaves.

Cook till water dries.

Add boiled potatoes.

Stir so that all the potatoes are coated with the masala.

Cover and cook on a very low flame for about 2 minutes.

Take out in a dish.

Garnish with fresh coriander.

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Module-4

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

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

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

Duration 40 hours **Theory:** 8 hours **Practical:** 32 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking</p>	<p>The student will be able to: Identify requirements for preparing meat, poultry and fish dishes for cooking Assemble food, ingredients and equipment required to prepare, cook and finish meat, poultry and fish dishes Use tools and equipment for preparing meat, poultry and fish dishes correctly Use appropriate methods to prepare meat, poultry and fish dishes for cooking Check that preparation of meat, poultry and fish dishes meets quality requirements</p>	<p>Food and ingredients: red meat (beef, mutton), including different cuts and joints, (beef steak, beef fillet, mutton quorma (traditional Pakistani), mutton karahi beef jalfrezi beef with vegetables); white meat (chicken, poultry) including whole chicken, thigh, breast, wings; chicken quorma chicken karahi (traditional Pakistani), chicken ginger chicken curry); fish, including white flat fish, white round fish, oily fish, shellfish, (fish steak, fried fish, crumbed fish, Lahori fried fish (traditional Pakistani dish)) Pre-preparation methods: cleaning, washing, boning, skinning, dicing, trimming, tying, trussing, slicing, portioning, mincing, blending, flavouring, marinating, seasoning, coating (including with seasoned flour, with breadcrumbs), stuffing; methods specifically for fish, including shelling, descaling, filleting, wrapping (eg in pastry); particular care with quality points for shellfish; storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, chopper, mincing machine, bone saw cutter, patties maker Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
			apron, safety trainers or boots, disposable gloves)
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish meat, poultry and fish dishes</p>	<p>The student will be able to:</p> <p>Identify requirements for cooking meat, poultry and fish dishes</p> <p>Use tools and equipment to cook meat, poultry and fish dishes correctly</p> <p>Use appropriate methods to cook meat, poultry and fish dishes</p> <p>Combine meat, poultry and fish with other ingredients</p> <p>Check that cooking of meat, poultry and fish dishes meets quality requirements</p>	<p>Food and ingredients: red meat (beef, mutton), including different cuts and joints, (beef steak, beef fillet, mutton quorma (traditional Pakistani), mutton karahi beef jalfrezi beef with vegetables); white meat (chicken, poultry) including whole chicken, thigh, breast, wings; chicken quorma chicken karahi (traditional Pakistani), chicken ginger chicken curry); fish, including white flat fish, white round fish, oily fish, shellfish, (fish steak, fried fish, crumbed fish, Lahori fried fish (traditional Pakistani dish))</p> <p>Dry cooking methods: sautéing, pan frying, deep frying, roasting, grilling, griddling, baking</p> <p>Moist cooking methods: poaching (including shallow and deep poaching for fish), simmering, boiling, steaming</p> <p>Combination cooking methods: braising, stewing</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, heavy duty, pans, juicer, juice extractor, deep fryer</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3:</p> <p>Present meat, poultry and fish dishes for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked meat, poultry and fish dishes and meat, poultry and fish not for immediate use</p>	<p>Finishing and seasoning meat, poultry and fish dishes according to requirements, including carving, portioning, filleting for service, garnishes, sauces, coating, glazing, herbs and seasonings</p> <p>Storing cooked meat, poultry or fish dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>

Examples and illustrations

Cooking meat safely

As all raw meats can carry harmful bacteria on the outside, it is important to cook all meat properly to kill the bacteria that can cause food poisoning. This section advises you on how to handle and cook meat, and how to check that your meat is fully cooked and safe to eat.

Which meats must be cooked all the way through?

Poultry, pork, rolled joints, burgers, sausages, chicken nuggets, kebabs, kidneys, liver and other types of offal, and any meat or fish that has been minced or skewered. The reason is that with whole cuts of meat, any harmful bacteria will live on the outside only. But if meat has been minced or chopped up, the bacteria get moved around.

How should I cook these meats?

- Select a temperature that is hot enough to cook the meat, but not so hot that the outside will burn before the inside has had a chance to cook
- If you are cooking a number of small pieces of meat such as sausages, move them around and turn them regularly so that each piece cooks evenly
- Temperature and cooking times will vary depending on the type of cut of meat and the method of cooking. All meat should be checked visually to see if it is cooked thoroughly.

How do I check these meats are properly cooked?

- When you pierce the thickest part of the meat with a fork or skewer, the juices should run clear. For a whole chicken or other bird, the thickest part is the leg between the drumstick and the breast
- Cut the meat open with a clean knife to check it is piping hot all the way through – it should be steaming
- Meat changes colour when it is cooked. Make sure there is no pink meat left
- If you're cooking a very large dish, such as a lasagne, check it in a few places, because some parts of the dish may be less hot than others

An alternative to the above checks would be to use a meat thermometer.

How to use a meat thermometer?

A meat thermometer measures the internal temperature of your cooked meat and poultry, or any casseroles, to assure that a safe temperature has been reached and that harmful bacteria have been destroyed.

Poultry and pork products; minced meat or any type of product made from minced meat (e.g. sausages, burgers); and meats which have been rolled or de-boned or composed of reformed meat pieces, must be cooked to a core temperature of at least 70°C for 2 minutes or equivalent (75°C instantaneously i.e. the immediate temperature reading obtained on inserting a temperature probe into the centre of the food).

Whole fish may be cooked to preference, but products made of minced fish (e.g. fish cakes) should always be cooked to a core temperature of at least 70°C for 2 minutes or equivalent (75°C instantaneously).

Where to insert the meat thermometer:

- **Poultry:** Into the inner thigh area near the breast of the chicken or turkey but not touching the bone. If stuffed, stuffing temperature must reach 75°C. Do this near and at the end of the stand time.
- **Beef, Pork, Lamb, Veal, Ham, Roasts, Steaks or Chops:** Into the center of the thickest part, away from bone, fat and gristle.
- **Minced Meat and Poultry:** In the thickest area of ground meat or poultry dishes like meatloaf. The thermometer may be inserted sideways in thin items such as burgers.
- **Casseroles:** Into the thickest portion.

After each use, **always** wash the stem section of the meat thermometer thoroughly in hot, soapy water.

Which meats can be eaten rare?

Beef steaks, whole joints of beef, lamb chops, whole joints of lamb.

These can be eaten rare in the middle because harmful bacteria can only be on the outside. Vulnerable people, including elderly people, babies and toddlers, pregnant women and people who are unwell, should avoid eating lamb or beef that is rare or pink.

How should I cook these meats?

When you are cooking steaks, or whole joints of beef or lamb, pink or rare, use a high temperature to seal the meat and kill any bacteria that might be on the outside.

You can tell a piece of meat has been properly sealed because all the outside will have changed colour

Is there anything else I should do when handling meat?

Make sure to wash your hands thoroughly before and after handling raw meat. This prevents the spread of bacteria.

Use separate utensils for raw or partially cooked meat and cooked meat.

For more detailed information, please visit <https://www.safefood.eu/Food-safety/Cooking/Cooking-meat.aspx>

Cooking fish safely

Healthy and delicious, fish is also incredibly versatile. Once you have chosen your fish, you are spoilt for choice when it comes to cooking it. You can choose from:

- Grilling
- Frying
- Roasting
- Baking
- Poaching
- Steaming
- Microwaving

Our recommendation

- Bake or grill your fish as fried fish is much higher in fat, especially if it is coated in batter.
- Try not to add any salt to your fish. Sometimes all fish needs is a squeeze of fresh lemon juice to taste great!

Points to remember when cooking fish

- You can cook whole fish to preference or pink in the middle, because harmful bacteria can be on the outside but not in the middle. So, as long as the outside of the fish is cooked, any harmful bacteria should be killed.
- You should always make sure that any fish that has been minced or skewered, such as fish cakes has been are cooked until they are piping hot all the way through. This is because products made from minced fish can contain harmful bacteria throughout, so they must be cooked thoroughly to make them safe to eat.

Is there anything else I should do when handling fish?

- Make sure to wash your hands thoroughly before and after handling raw fish. This prevents the spread of bacteria.
- Use separate utensils for raw or partially cooked and cooked fish.

For more detailed information, please visit <https://www.safefood.eu/Food-safety/Cooking/Cooking-fish.aspx>



How to fillet a flat fish

<https://www.youtube.com/watch?v=PnSZjTQeYYE>



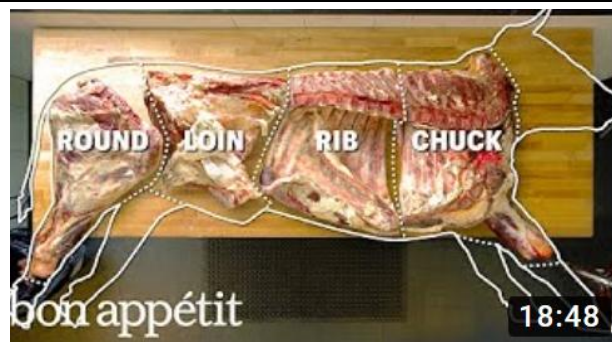
How to fillet a round fish

<https://www.youtube.com/watch?v=OKsl4qCHVMc>



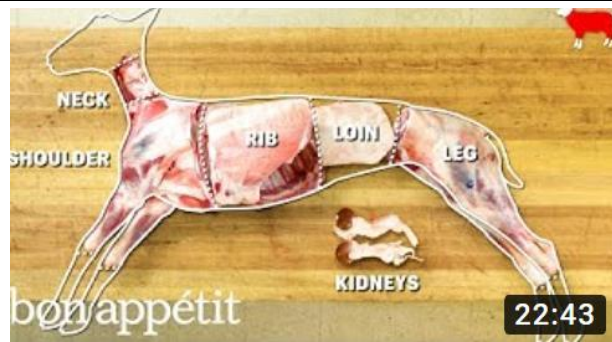
Portioning a chicken

<https://www.youtube.com/watch?v=GSvzRyu2h5g>



Butchering beef

<https://www.youtube.com/watch?v=WrOzwoMKzH4>



Butchering lamb

https://www.youtube.com/watch?v=Uq_GB3ldQW8



[Butt Mutton Karahi Lakshmi Chowk Lahore](https://www.youtube.com/watch?v=dJG1ur46xwg)

<https://www.youtube.com/watch?v=dJG1ur46xwg>



Mutton Quorma

<https://www.youtube.com/watch?v=oPBs1oVbM4A>



Beef Jalfrezi

<https://www.youtube.com/watch?v=IXckpHMvHKs>



Chicken Karahi

<https://www.youtube.com/watch?v=Aa55CGDzOh8>

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Module-5

LEARNER GUIDE

National Vocational Certificate Level 2

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Module 5: Prepare and finish simple salad and fruit dishes




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

Duration 15 hours **Theory:** 3 hours **Practical:** 12 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes</p>	<p>The student will be able to: Identify requirements for preparing simple salad and fruit dishes Assemble food, ingredients and equipment required to prepare and finish simple salad and fruit dishes Use tools and equipment for preparing simple salad and fruit dishes correctly Use appropriate methods to prepare simple salad and fruit dishes Check that preparation of simple salad and fruit dishes meets quality requirements</p>	<p>Food and ingredients: including fruit and salad dishes, Pakistani fresh salad (traditional Pakistani), mayonnaise salad, Russian salad, lettuce, tomatoes, cucumber, green and black olives, beans, parsley, coriander, lemon, oranges, apples, mangos, bananas, herbs and spices Pre-preparation methods: pre washing, cleaning, sorting, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other types of cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including, pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, peeler, potato cutter, beater, masher, baking trays Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
			apron, safety trainers or boots, disposable gloves)
<p>LU2: Finish and present simple salad and fruit dishes for service following guidance</p>	<p>The student will be able to: Identify requirements for finish simple salad and fruit dishes Use tools and equipment to finish simple salad and fruit dishes correctly Use appropriate methods to finish simple salad and fruit dishes Combine simple salad and fruit dishes with other ingredients Check that finishing of simple salad and fruit dishes meets quality requirements</p>	<p>Finishing and seasoning simple salad and fruit dishes according to requirements, including dressings, sauces, decorating, dusting, herbs and seasonings, garnishes Storing cooked fruit and salad dishes, including care with potential cross-contamination, labelling, correct temperature (room temperature, or 1 – 5 degrees for refrigerator)</p>	<p>Presentation equipment: 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)</p>

Examples and illustrations

 <p>A vibrant Pakistani fresh salad featuring chickpeas, diced cucumbers, tomatoes, and white cheese cubes. A black box in the bottom right corner of the image contains the text "4:36".</p>	<p>Pakistani fresh salad https://www.youtube.com/watch?v=3cGD-x89R9o</p>
 <p>A bowl of Russian salad, a creamy potato salad with diced potatoes, carrots, and green onions. The text "Russian Salad" is written in yellow on the right side of the image. A black box in the bottom right corner of the image contains the text "3:16".</p>	<p>Russian salad https://www.youtube.com/watch?v=948mcYdlhRk</p>
 <p>A colorful pasta salad with spiral-shaped pasta, cherry tomatoes, black olives, and white cheese cubes. A wooden spoon is visible in the bowl. A black box in the bottom right corner of the image contains the text "3:33".</p>	<p>Pasta Salad https://www.youtube.com/watch?v=ziKxUIvO54M</p>

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Module-6

LEARNER GUIDE

National Vocational Certificate Level 2

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Module 6: Prepare, cook and finish pasta and rice dishes




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

Duration 25 hours **Theory:** 5 hours **Practical:** 25 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare pasta and rice dishes</p>	<p>The student will be able to: Identify requirements for preparing pasta and rice dishes for cooking Assemble food, ingredients and equipment required to prepare, cook and finish pasta and rice dishes Use tools and equipment for preparing pasta and rice dishes correctly Use appropriate methods to prepare pasta and rice dishes for cooking Check that preparation of pasta and rice dishes meets quality requirements</p>	<p>Food and ingredients: pasta (including fresh, dried, spaghetti, cannelloni, macaroni, tortellini, farfalle, ravioli); rice (including long grain, short grain, round, brown, basmati, risotto); other ingredients including cooking oil, olive oil, vegetables, meat, poultry, cooking salt, tomatoes, onions, herbs, spices, seasoning Pre-preparation methods: measuring, dipping, moistening, cleaning, slicing, sautéing, seasoning, trimming, storing, blending, flavouring, marinating, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, noodle machine, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, tin opener, peeler, potato opener, chopper, mincing machine, beater, masher 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook pasta and rice dishes</p>	<p>The student will be able to: Identify requirements for cooking pasta and rice dishes Use tools and equipment to cook pasta and rice dishes correctly Use appropriate methods to cook pasta and rice dishes Combine pasta and rice ingredients with other ingredients Check that cooking of pasta and rice dishes meets quality requirements</p>	<p>Food and ingredients: pasta (including fresh, dried, spaghetti, cannelloni, macaroni, tortellini, farfalle, ravioli); rice (including long grain, short grain, round, brown, basmati, risotto); other ingredients including cooking oil, olive oil, vegetables, meat, poultry, cooking salt, tomatoes, onions, herbs, spices, seasoning Dry cooking methods: frying, baking Moist cooking methods: boiling, steaming Combination methods: stewing, braising Testing rice and pasta to see when cooking is complete The importance of re-heating rice only once to a core temperature of 75 degrees</p>	<p>Cooking equipment: burners, stoves, microwaves, tilting pan, steamers, pans 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)</p>
<p>LU3: Present pasta and rice dishes for service following guidance</p>	<p>The student will be able to: Finish, garnish and present the dish to meet organisational specifications Make sure dishes are at correct temperature for holding and serving Safely store cooked pasta and rice dishes and pasta and rice ingredients not for immediate use</p>	<p>Finishing and seasoning pasta and rice dishes according to requirements, including herbs and seasonings, toppings (including cheese, tomato), sauces, garnishes Storing cooked pasta and rice dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: 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)</p>

Examples and illustrations

	<p>Chana Pulao Recipe https://www.youtube.com/watch?v=qyCMt0h3odo</p>
	<p>Vegetable Pulao https://www.youtube.com/watch?v=B9UmxtObRTQ</p>
	<p>Pakistani chicken pasta https://www.youtube.com/watch?v=cd8YJTb9hb4</p>



[Chicken Pasta Mazedaar Chicken Pasta](https://www.youtube.com/watch?v=zaDGrAvdMww)

<https://www.youtube.com/watch?v=zaDGrAvdMww>

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Module-7

LEARNER GUIDE

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Module 7: Prepare, cook and finish eggs and egg dishes



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

Duration 15 hours **Theory:** 3 hours **Practical:** 15 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> Identify requirements for preparing eggs and egg dishes for cooking Assemble food, ingredients and equipment required to prepare, cook and finish eggs and egg dishes Use tools and equipment for preparing eggs and egg dishes correctly Use appropriate methods to prepare eggs and egg dishes for cooking Check that preparation of eggs and egg dishes meets quality requirements 	<p>Food and ingredients: including egg, omelette poached egg, mushroom omelette, cheese omelette), cooking oil, olive oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Pre-preparation methods: washing, cleaning, grating, sorting, measuring, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, beater</p> <p>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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes</p>	<p>The student will be able to: Identify requirements for cooking eggs and egg dishes Use tools and equipment to cook eggs and egg dishes correctly Use appropriate methods to cook eggs and egg dishes Combine ingredients for egg dishes with other ingredients Check that cooking of eggs and egg dishes meets quality requirements</p>	<p>Food and ingredients: including egg (fried egg, omelette poached egg, mushroom omelette, cheese omelette), cooking oil, olive oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning Dry cooking methods: pan frying, baking, scrambling Moist cooking methods: poaching, boiling</p>	<p>Cooking equipment: burners, stoves, microwaves, pans 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)</p>
<p>LU3: Present eggs and egg dishes for service following guidance</p>	<p>The student will be able to: Finish, garnish and present the dish to meet organisational specifications Make sure dishes are at correct temperature for holding and serving</p>	<p>Finishing and seasoning eggs and egg dishes according to requirements, including toppings (cheese, tomato), garnishes, herbs and seasonings</p>	<p>Presentation equipment: 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)</p>

Examples and illustrations

	<p>How to cook an omelette https://www.youtube.com/watch?v=y-Wr401Bio4</p>
	<p>How to poach eggs https://www.youtube.com/watch?v=yifZtA3uF-E</p>

Cooking eggs safely

Eating eggs raw or with runny yolks, can cause food poisoning especially for babies, toddlers, pregnant women or people who are unwell.

Eggs that have not been cooked thoroughly can contain harmful bacteria which are most likely to make these groups of people seriously ill from food poisoning.

Tips for cooking eggs safely

If you are cooking eggs for anyone in these groups, make sure that they are cooked thoroughly until the yolk is solid as this will kill any bacteria.

You should also avoid giving people in these groups any food containing raw or lightly cooked egg, such as:

- Home-made mayonnaise

- Béarnaise and hollandaise sauces
- Ice cream
- Icing
- Mousse
- Some desserts

If you are cooking a dish containing eggs, make sure you cook it until the food is piping hot all the way through.

When you buy commercially produced mayonnaise, salad dressings, sauces, ice cream, desserts, or ready-made icing in the supermarket, these will almost always have been made using pasteurised egg and are therefore safe to eat because pasteurisation kills bacteria. Check the label but ask if you're not sure.

Finally, if you're not sure whether a food contains raw egg when you are eating out, ask the person serving you.

For more detailed information, please visit <https://www.safefood.eu/Food-Safety/Cooking/Cooking-eggs-safely.aspx>

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Module-8

LEARNER GUIDE

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Module 8: Prepare and cook grain and pulse dishes

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

Duration 25 hours **Theory:** 5 hours **Practical:** 20 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grain and pulse dishes for cooking</p>	<p>The student will be able to: Identify requirements for preparing grain and pulse dishes for cooking Assemble food, ingredients and equipment required to prepare, cook and finish grain and pulse dishes Use tools and equipment for preparing grain and pulse dishes correctly Use appropriate methods to prepare grain and pulse dishes for cooking Check that preparation of grain and pulse dishes meets quality requirements</p>	<p>Food and ingredients: pulses, including peas, beans, lentils; grains, including barley, corn/maize, oats, millet, wheat; other ingredients including cooking oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning Pre-preparation methods: washing, cleaning, peeling, measuring, soaking, dipping, cutting, portioning, grating, cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, blender, tin opener, peeler 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)</p>
<p>LU2:</p>	<p>The student will be able to:</p>	<p>Food and ingredients: pulses, including peas, beans, lentils; grains, including barley, corn/maize, oats, millet,</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grain and pulse dishes</p>	<p>Identify requirements for cooking grain and pulse dishes</p> <p>Use tools and equipment to cook grain and pulse dishes correctly</p> <p>Use appropriate methods to cook grain and pulse dishes</p> <p>Combine ingredients for grain and pulse dishes with other ingredients</p> <p>Check that cooking of grain and pulse dishes meets quality requirements</p>	<p>wheat; other ingredients including cooking oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Dry cooking methods: sautéing, pan frying</p> <p>Moist cooking methods: poaching, boiling, steaming, simmering</p>	<p>oven), microwaves, steamers, pans</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3:</p> <p>Present grain and pulse dishes for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked grain and pulse dishes and ingredients for grain and pulse dishes not for immediate use</p>	<p>Finishing and seasoning grain and pulse dishes according to requirements, including herbs and seasonings</p> <p>Storing cooked grain and pulse dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator)</p>	<p>Presentation equipment:</p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Examples and illustrations



[Moong Masoor Ki Daal](https://www.youtube.com/watch?v=BU8vsVDfM-0)

<https://www.youtube.com/watch?v=BU8vsVDfM-0>



[Lahori Choley Recipe in Urdu](https://www.youtube.com/watch?v=UdCsimyi8BA)

<https://www.youtube.com/watch?v=UdCsimyi8BA>



Poori recipe

<https://www.youtube.com/watch?v=1a6TdXIZt5U>

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Module-9

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Module 9: Prepare and cook soups, stocks and sauces




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

Duration 35 hours **Theory:** 07 hours **Practical:** 28 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking</p>	<p>The student will be able to: Identify requirements for preparing soups, stocks and sauces for cooking Assemble food, ingredients and equipment required to prepare, cook and finish soups, stocks and sauces Use tools and equipment for preparing soups, stocks and sauces correctly Use appropriate methods to prepare soups, stocks and sauces for cooking Check that preparation of soups, stocks and sauces meets quality requirements</p>	<p>Food and ingredients: types of soup, including un-passed, clear, purées, cream soups, cold soups; stocks, including vegetable, chicken, beef, fish, brown, white; sauces, including stock-based brown sauces, veloutés, milk-based béchamels, hollandaise sauces; bouquet garnie Pre-preparation: washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, cutting, mixing, blending, clarification, flavouring, boiling, cooling, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, peeler, potato cutter, chopper, mincing machine, beater 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauces</p>	<p>The student will be able to: Identify requirements for cooking soups, stocks and sauces Use tools and equipment to cook soups, stocks and sauces correctly Use appropriate methods to cook soups, stocks and sauces Combine soup, stock and sauce ingredients with other ingredients Check that cooking of soups, stocks and sauces meets quality requirements</p>	<p>Food and ingredients: types of soup, including unpassed, clear, purées, cream soups, cold soups; stocks, including vegetable, chicken, beef, fish, brown, white; sauces, including stock-based brown sauces, veloutés, milk-based béchamels, hollandaise sauces; bouquet garnie Moist cooking methods: simmering, boiling Minimum cooking time for stock, including vegetable stock – 30 minutes; chicken stock – 2 hours; fish stock – 20 minutes; beef stock – 4 hours</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, tilting pan, blender heavy duty, pans, juicer, juice extractor 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)</p>
<p>LU3: Present soups, stocks and sauces for service following guidance</p>	<p>The student will be able to: Finish, garnish and present the dish to meet organisational specifications Make sure dishes are at correct temperature for holding and serving Safely store cooked soups, stocks and sauces and soup, stock and sauce ingredients not for immediate use</p>	<p>Finishing and seasoning soups, stocks and sauces according to requirements, including garnishes and accompaniments, finishing with butter or cream, adjusting consistency and seasoning Storing soups and stocks, including cooling process, covering, labelling, care with potential cross-contamination, reducing stock to a glaze to prolong storage life; straining sauces, correct storage temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: 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)</p>

Examples:

	<p>Chicken Corn Soup https://www.youtube.com/watch?v=KSk4oS20auQ</p>
	<p>Red Lentil Soup https://www.youtube.com/watch?v=d_D2ERtpHI</p>
	<p>Simple tips for stocks and broths https://www.youtube.com/watch?v=kLiXg6sDu7Y</p>



Vegetable stock

<https://www.youtube.com/watch?v=kecU9qHaWic>



[Bone Broths and Stocks: Everything You Need to Know](https://www.youtube.com/watch?v=-us4D0Fw6O8)

<https://www.youtube.com/watch?v=-us4D0Fw6O8>



Bechamel Sauce

<https://www.youtube.com/watch?v=D1PSKUKW1y4>



Demi Glace

<https://www.youtube.com/watch?v=CstTE6zE5vI>



Hollandaise Sauce

<https://www.youtube.com/watch?v=0r5v2KPBN8g>

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Module-10

LEARNER GUIDE

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

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




Duration 25 hours **Theory:** 5 hours **Practical:** 20 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for baking</p>	<p>The student will be able to: Identify requirements for preparing simple bread and dough products for baking Assemble food, ingredients and equipment required to prepare, bake and finish simple bread and dough products Use tools and equipment for preparing simple bread and dough products correctly Use appropriate methods to prepare simple bread and dough products for baking Check that preparation of simple bread and dough products meets quality requirements</p>	<p>Food and ingredients: flour (including white, brown, wholemeal), water, yeast, sugar, salt; specialist Pakistani breads including Chapati, Naan, Roghani Naan, Kandahari Naan, Tandoori roti, Paratha, Kulcha, Sheer-maal, Taftan, Puri Pre-preparation methods: cleaning, measuring, beating, kneading, knocking back, proofing, shaping, moistening, spraying, polishing, greasing, sheeting, cooling, pan greasing, oven pre-heating, cutting, mixing, blending</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, toaster, tin opener, peeler, beater, baking trays 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to bake and finish ingredients for simple bread and dough products dishes</p>	<p>The student will be able to:</p> <p>Identify requirements for baking simple bread and dough products</p> <p>Use tools and equipment to bake simple bread and dough products correctly</p> <p>Use appropriate methods to bake simple bread and dough products</p> <p>Combine ingredients for simple bread and dough products with other ingredients</p> <p>Check that baking of simple bread and dough products meets quality requirements</p>	<p>Food and ingredients: flour (including white, brown, wholemeal), water, yeast, sugar, salt; specialist Pakistani breads including Chapati, Naan, Roghani Naan, Kandahari Naan, Tandoori roti, Paratha, Kulcha, Sheer-maal, Taftan, Puri</p> <p>Dry cooking methods: baking, frying (wok)</p>	<p>Cooking equipment: ovens, (convection oven, deck oven, tandoori oven), steamers, salamander, wok, dough mixing machine, dough sheeter, egg beater, egg mixing machine measuring scales, pans, baking</p> <p>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)</p>
<p>LU3:</p> <p>Present simple bread and dough products for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Safely store baked bread and dough products and ingredients for simple bread and dough products not for immediate use</p>	<p>Finishing and seasoning simple bread and dough products according to requirements, including cooling, glazing, adding toppings, icing, coating, portioning, cutting</p> <p>Storing cooked bread and dough products, including above 63 degrees for hot products (including chapattis and naan breads – limited storage times), at room temperatures, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg fresh cream – maximum storage 24 hours), labelling</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
			apron, safety trainers or boots, disposable gloves)

Examples and illustrations

	<p>Naan bread https://www.youtube.com/watch?v=ckoteokZyql</p>
	<p>Chapati bread https://www.youtube.com/watch?v=jD4o_Lmy6bU</p>
	<p>Paratha bread https://www.youtube.com/watch?v=G8BSGywfRMs</p>



Roghni recipe

<https://www.youtube.com/watch?v=f3aVYYJLrQo>



Kulcha recipe

<https://www.youtube.com/watch?v=xD0VtZi1nlc>

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Module-11

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Module 11: Prepare hot and cold sandwiches

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

Duration 10 hours **Theory:** 2 hours **Practical:** 08 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches</p>	<p>The student will be able to: Identify requirements for preparing hot sandwiches Assemble food, ingredients and equipment required to prepare hot sandwiches Use tools and equipment for preparing hot sandwiches correctly Use appropriate methods to prepare hot sandwiches Check that the sandwich has the correct flavour, consistency and quantity Check that preparation of hot sandwiches meets quality requirements</p>	<p>Food and ingredients: including toasted cheese, meat, and chicken sandwiches, cooking oil, olive oil, vegetables, fruits, beans, meat, fish, poultry cooking salt, tomatoes, onions, herbs, spices, seasoning Pre-preparation: washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste Cooking methods: toasting, grilling, Panini machine</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, tin opener, peeler, potato cutter Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), grills, pans, deep fryer Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap,</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
			white neckerchief, white apron, safety trainers or boots, disposable gloves)
<p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches</p>	<p>The student will be able to: Identify requirements for preparing cold sandwiches Assemble food, ingredients and equipment required to prepare cold sandwiches Use tools and equipment for preparing cold sandwiches correctly Use appropriate methods to prepare cold sandwiches Check that the sandwich has the correct flavour, consistency and quantity Check that preparation of cold sandwiches meets quality requirements</p>	<p>Food and ingredients: including vegetable / cheese / meat / egg sandwiches, cooking oil, olive oil, vegetables, fruits, beans, meat, fish, poultry cooking salt, tomatoes, onions, herbs, spices, seasoning Pre-preparation methods: washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing, blending</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), red – raw meat; blue – raw fish; yellow – cooked meat; green – salad and fruit; brown – vegetables; white – bakery and dairy, utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, tin opener, peeler, potato cutter 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU3: Present hot and cold sandwiches for service following guidance</p>	<p>The student will be able to: Garnish and present the sandwich to meet organisational specifications Make sure hot and cold sandwiches are at correct temperature for holding and serving Safely store hot and cold sandwiches not for immediate use</p>	<p>Finishing hot and cold sandwiches, including cutting, trimming, portioning, garnishing Storing hot and cold sandwiches for service, including at service temperature for hot sandwiches (above 63 degrees), at room temperature, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg meat, fish, egg mixtures – maximum storage 24 hours)</p>	<p>Presentation equipment: 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)</p>

Examples and illustrations



Sandwich recipes

<https://www.youtube.com/watch?v=bGZNddRgbVg>



Sandwich recipes

<https://www.youtube.com/watch?v=HSQg8HLOyNA>

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Module-12

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Module 12: Prepare and finish simple sweet dishes

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

Duration 25 hours **Theory:** 5 hours **Practical:** 20 hours




Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes and gâteaux</p>	<p>The student will be able to: Identify requirements for preparing and cooking simple gâteaux Assemble food, ingredients and equipment required to prepare and finish simple sweet dishes Use tools and equipment for preparing and cooking simple cakes and gâteaux correctly Use appropriate methods to prepare simple cakes and gâteaux for cooking Check that preparation for simple cakes and gâteaux meets quality requirements Use appropriate methods to cook simple cakes and gâteaux Check that the cakes and gateau has the correct flavour, consistency and quantity Check that cooking of simple cakes and gâteaux meets quality requirements</p>	<p>Food and ingredients: including cooking oil, eggs, milk, butter, sugar, cooking salt, flavourings including chocolate and jam Pre-preparation: measuring, weighing, grating, beating, folding, rubbing-in, creaming, mixing, blending, seasoning, whisking, spraying, greasing, sheeting, oven pre-heating, spreading mixture evenly into prepared tins, checking shelving position, cutting, storing prepared ingredients correctly in a refrigerator, disposing of waste Dry cooking methods: baking Finishing: cooling, removing baking parchment/greaseproof paper, spreading fillings, glazing, decorating, icing, piping, dusting, trimming, portioning Storing simple cakes and gâteaux for service, including at room temperature, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg fresh cream, butter cream – maximum storage 24 hours)</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/greaseproof paper Cooking equipment, burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer, cooling racks Presentation equipment: plates, platters, silver</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
			<p>salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing and cooking simple pastries</p> <p>Use tools and equipment for preparing and cooking simple pastries correctly</p> <p>Use appropriate methods to prepare simple pastries for cooking</p> <p>Check that preparation for simple pastries meets quality requirements</p> <p>Use appropriate methods to cook simple pastries</p>	<p>Food and ingredients: types of pastry, including short crust, flaky, choux pastry, hot water crust, suet; ingredients including flour (self-raising or plain, wholemeal), fats (including margarine, butter, lard), cooking salt, cold water, caster sugar, eggs (for choux pastry and hot water crust)</p> <p>Pre-preparation: measuring, weighing, trimming, cutting, grating, mixing, blending, rubbing in, creaming, folding, beating, rolling, shaping, piping, lining, spooning, stirring, moistening, spraying, polishing, seasoning, greasing, sheeting, oven pre-heating, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p>Dry cooking methods: baking, blind baking</p> <p>Finishing: cooling, filling, glazing, dusting, decorating (including with seeds, nuts, sugars), portioning</p> <p>Storing simple pastries for service, including at room temperature, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg meat, fish, egg ingredients – maximum storage 24 hours)</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), white for ready to eat, utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/greaseproof paper, rolling pin, pastry brushes</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Check that the pastries have the correct flavour, consistency and quantity</p> <p>Check that cooking of simple pastries meets quality requirements</p>		<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer</p> <p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple sweets</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing and cooking simple sweets</p> <p>Use tools and equipment for preparing and cooking simple sweets correctly</p> <p>Use appropriate methods to prepare simple sweets for cooking</p>	<p>Food and ingredients: types of sweets, including ice creams, mousses, egg-based desserts, batter-based desserts, milk puddings, sponge-based desserts, fruit-based desserts; dishes including Pakistani sweets, gulab jamun, crème brulée chocolate mousse, rice dishes, cooking oil, eggs, milk, butter, sugar, rice, cooking salt</p> <p>Pre-preparation: cleaning, measuring, trimming, slicing, dicing, portioning, grating, beating, moistening, spraying, polishing, greasing, kneading, sheeting, cooling, oven pre-heating, cutting, mixing, blending, seasoning, storing</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), white for ready to eat, utensils including pans, bowls, spoons and</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Check that preparation for simple sweets meets quality requirements</p> <p>Use appropriate methods to cook simple sweets</p> <p>Check that the sweets have the correct flavour, consistency and quantity</p> <p>Check that cooking of simple sweets meets quality requirements</p>	<p>prepared ingredients correctly in a refrigerator, disposing of waste</p> <p>Dry cooking methods: baking</p> <p>Moist cooking methods: steaming</p> <p>Finishing: cooling, filling, glazing, dusting, decorating, piping, portioning</p> <p>Storing simple sweets for service, including hot dishes (above 63 degrees), at room temperature, covered where necessary to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg egg ingredients, cream – maximum storage 24 hours), frozen (including ice cream)</p>	<p>forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/greaseproof paper</p> <p>Cooking equipment, burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer</p> <p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>

Examples and illustrations

 <p>2:08</p>	<p>Short crust pastry https://www.youtube.com/watch?v=UZ5ChKUTiJM</p>
 <p>9:38</p>	<p>Puff pastry https://www.youtube.com/watch?v=eSUN3j5mTyE</p>
 <p>3:54</p>	<p>Choux Pastry https://www.youtube.com/watch?v=S1akfbxCqvE</p>



Hot crust pastry

<https://www.youtube.com/watch?v=BkDfK-2Zwc0>



Suet pastry

<https://www.youtube.com/watch?v=eNHC892bFmA>

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Module-13

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 13: Complete kitchen shift effectively

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

Duration 30 hours **Theory:** 06 hours **Practical:** 24 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Clear kitchen work area of equipment and food products following guidance from Chef de Partie and other associates</p>	<p>The student will be able to: Select and use appropriate tools, specialist equipment and method for cleaning the kitchen work area Restore the kitchen work area to a safe and tidy condition Make sure that any food, tools and equipment needed for the next shift are set up ready for use Store all food, tools and equipment in line with organisational requirements Handle and dispose of waste materials appropriately according to organisational and legal requirements Report any problems associated with cleaning, storing or disposing of materials and equipment to the relevant person</p>	<p>Principles of sanitation, including disinfection, action of chemicals on surfaces, implications for working practice The standards of cleanliness and tidiness that are expected when clearing the kitchen work area The cleaning equipment to use for different tools and equipment, including small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets Cleaning materials, including sanitizer, vinegar, lemon, degreaser Methods and procedures for safe storage of food, tools and equipment Organisation's procedures for dealing with and disposing of waste material Types of waste material generated in the work area, including disposable and recyclable waste Problems associated with cleaning, storing or disposing of materials, including appropriate equipment, insufficient or inappropriate storage facilities, incorrect disposal of materials (eg cooking oils) Personal chef's uniform required</p>	<p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets Cleaning materials, including sanitizer, vinegar, lemon, degreaser HACCP standards and procedures Organisation's waste disposal guidelines 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		National and organisational requirements for personal chef's uniform	
<p>LU2: Ensure that all kitchen equipment and surfaces are cleared, cleaned and sanitized</p>	<p>The student will be able to: Select appropriate equipment and products for cleaning and sanitizing equipment and surfaces Pre-soak any equipment, tools and utensils as required to free food particles and grease Use appropriate equipment, products and methods to clean and sanitize equipment and surfaces Ensure that equipment and products used for cleaning are in good condition and changed when required Store equipment and products for cleaning and sanitizing equipment and surfaces after use according to organisational requirements Report to supervisor any problems with cleaning, equipment or products</p>	<p>Methods and procedures for safe storage of food, tools and equipment, including making sure that any food, tools and equipment needed for the next shift are set up ready for use, storing all food, tools and equipment in line with organisational requirements, including dry stores, refrigerator, freezer, returning food and equipment to stores (including documenting returns), storing in cupboards or other storage areas Standards of cleanliness and tidiness expected when clearing the kitchen work area The purpose of cleaning, including reducing the danger of contamination of food, creating a good impression for guests, staff and inspectors, and reducing the risk of accidents and equipment breakdown Principles of sanitisation, including disinfection, action of chemicals on surfaces, implications for working practice Cleaning equipment to use for different tools and equipment, including small equipment (cloths, dusters, mops, brushes, buckets), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners) Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser Problems with cleaning equipment or products, eg incorrect equipment, equipment not working properly, cleaning product not appropriate to the</p>	<p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners); large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser HACCP standards and procedures Organisation's waste disposal guidelines 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)</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>task, cleaning product out of date (eg congealed, split)</p> <p>Organisation's procedures for dealing with and disposing of waste material, including types of waste material generated in the kitchen work area, disposable or recyclable waste</p> <p>Personal chef's uniform required according to the job requirements</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	
<p>LU3: Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department</p>	<p>The student will be able to: Identify and return unused food items to the kitchen or to the concerned department Identify and return equipment and materials to the appropriate store Maintain proper log books or records of returned items Advise supervisor of any problems with returning surplus food, equipment and material to the appropriate department</p>	<p>Organisational procedures for returning surplus food, equipment and material to the appropriate department</p> <p>The process for recording returns of surplus food, equipment and material to the appropriate department</p> <p>Disciplinary actions against any violation of the rule</p> <p>Organisation's policy and procedures for returning surplus items</p> <p>Problems with returning surplus food, equipment and material to the appropriate department, including not accepted by department, materials should have been disposed of, not returned, equipment is out of order when checked</p> <p>Using appropriate systems to manage stock (including First In First Out – FIFO; Last In First Out – LIFO; Last In Last Out – LILO) according to organisational policy</p>	<p>Log Books Pen Folders 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)</p>
<p>LU4:</p>	<p>The student will be able to:</p>	<p>Procedures for handing over to next kitchen shift, including cleaning and sanitising the kitchen work</p>	<p>Log Books Pen</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
Hand over to next kitchen shift if appropriate	<p>Ensure that kitchen work area is fully maintained ready for next shift</p> <p>Ensure that next shift is prepared and ready for handover</p> <p>Notify next shift of any relevant issues or problems</p> <p>Complete any logbook entries as required by organisation</p> <p>Leave kitchen promptly and courteously</p>	<p>area and equipment, ensuring any relevant information is recorded in the log</p> <p>Notifying next kitchen shift any special requirements, events, requests or comments relating to guests, verbally or in writing (including kitchen log and written notes), in order to maintain guest service</p> <p>Notifying next kitchen shift of any checking for and resolving problems with the service, equipment or products, including written record, personal briefing to other associates</p> <p>Making appropriate entries in kitchen logbooks, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p> <p>Organisation's policies and procedures for handing over a shift</p>	<p>Folders</p> <p>Standard Operating Procedures for filling logbooks</p> <p>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)</p>

Examples and illustrations

How to clean a commercial kitchen

A spotless commercial kitchen is extremely important for health & safety reasons. With regular maintenance, commercial cleaning does not have to be a particularly difficult or time-consuming task. The best approach to professionally cleaning a commercial kitchen is to divide the job into a series of smaller tasks. Here are some instructions on how to professionally clean hard surfaces, non-carpeted floors, and bins.

What you will need:

- A mop & bucket
- A broom
- A Dustpan & brush
- Paper towels or clean, lint-free towels/microfibre cloths
- Non-abrasive scrubbing pad
- Non-food contact brush or scouring pad
- A multi-purpose cleaner, such as Flash Professional Disinfecting Multi-Purpose Cleaner
- A floor cleaner, such as Flash
- Rubber gloves

Cleaning Hard Surfaces

- Set any storage items to the side.
- Remove loose debris from the surface, and discard into a bin.
- Holding the bottle about eight to 12 inches away from the surface to avoid over-spray, spray Flash Professional Disinfecting Multi-Purpose Cleaner onto the area to be cleaned.

Tips:

- If customers are nearby, spray in a direction that is away from them, or spray directly onto a clean towel or paper towel.
- Clean a small area at a time so the cleaner does not streak. If streaking occurs, use less product and/or allow to air dry. (Dry buffing is not required).
- To properly disinfect, allow the surface to remain wet for ten minutes.
- When the surface is dry, replace any items generally stored on the surface.
- If used, remove and discard disposable gloves.
- Wash your hands before returning to work.

Cleaning equipment



Mops and Squeegees

Our selection of colour coded mops from Jantex and SYR are available in a range of styles and sizes to suit. This range also includes window cleaning squeegees, deck scrubbers, sweeper mops and colour coded handles, for use with our mops.



Mop Buckets and Wringers

Perfect for janitorial use, our wide range of heavy duty Jantex and Rubbermaid mop buckets and wringers are available with or without trolleys, in a variety of different capacities and colours to suit your requirements.



Dustpan and Brushes

Our dustpan and brush selection includes dustpan and brushes, brooms, the long handled dustpan and brush and much more. The range also has some colour coded cleaning options to reduce cross contamination when in use.



Cloths and Sponges

Avoid cross contamination with our selection of colour coded cloths including microfibre cloths, dusters, sponges, scourers, disposable wipes and more, by our leading brands Jantex, Rubbermaid and Hygiplas.



Buckets and Bowls

An essential to have in the cleaning cupboard is a bucket which can be used for a variety of designated cleaning jobs. From Jantex, in colour coded options or stainless steel, this range also hosts a washing up bowl.



Rotary and Vacuum Cleaners

This collection from leading brands Numatic and Karcher includes the classic 'Henry' Hoover and offers a quick and easy solution to wet and dry floor cleaning, which can be easily stored away when they are not in use.



Pressure Washers and Steam Cleaners

To thoroughly clean anything from carpets and upholstery to kitchen floors, our collection of pressure washers, spray extraction and steam cleaners from Karcher and Fast Systems will help you do just the job.



Grill Cleaners

A wide range of grill stones, pads, scourers, wire brushes and grill & griddle scrapers from Jantex. These grill cleaners will work on even the hardest of grill stains quickly and efficiently, resulting in a presentable finish.



Rubber Gloves

Suitable for a variety of routine household chores is this collection of rubber gloves which are available in a spectrum of colours including yellow, pink, black and blue for easy identification and to suit the task in hand.



Dishwasher Baskets and Racks

Offered to you by brands such as Classeq and Vogue, we have a wide range of commercial dishwasher cutlery baskets, glass racks and stainless steel plate racks which are perfect for high volume, commercial cutlery and crockery cleaning.



Wet Floor Signs

Put safety first with floor signs from Rubbermaid and Jantex, providing double-sided safety cautions such as 'no entry', 'wet floor' and 'cleaning in progress' to keep your staff and guests up to date whilst avoiding obstacles and potential hazards.



Cleaning Trolleys

Transport a range of cleaning tools, cleaning products and refuse sacks with a cleaning trolley or janitorial cart which is easy to manoeuvre and causes little damage when using the non-marking castors.

For more detailed information, please visit https://www.nisbets.co.uk/cleaning-and-hygiene/cleaning-equipment/_/a33-2

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Module-14

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 14: Develop a new business

Objective of the module: The aim of this module is to develop the skills knowledge and understanding to develop a new business

Duration 40 hours **Theory:** 08 hours **Practical:** 32 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
LU1: Identify business opportunities in the hospitality sector	<p>The student will be able to:</p> <p>Look for, and recognise, business opportunities in the hospitality sector</p> <p>Create hospitality business opportunities where they do not obviously exist</p> <p>Quickly identify potential hospitality business developments and how they will affect the new business</p> <p>Identify the additional benefits of potential hospitality business opportunities</p>	<p>Hospitality sector, including hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments</p> <p>Size and importance of the hospitality industry in Pakistan, turnover, contribution to the economy</p> <p>Factors affecting the hospitality industry, including tourism, business usage, inflation and other economy issues, terrorism</p> <p>Looking for and identifying opportunities, including new business or existing business, checking profitability, market research (including with guests, competitors, qualitative research – thoughts and opinions, quantitative research – numerical), sales forecasts, competition, strengths and weaknesses, market trends; environmental issues; setting goals and targets</p> <p>Challenges and opportunities in the new business environment (for example, changes in the marketplace, employment issues, competition, government policies or other changes in the environment)</p> <p>Implications of any new venture for the new business's direction, image and profitability</p> <p>Creativity and innovation when recognising new opportunities for the new business, including recognising new areas of business or residential development, responding to new trends in hospitality, including new approaches to cooking such as fusion cooking and</p>	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p> <p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p> <p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals, magazines, company websites and newspapers</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>healthy eating, changes in social trends, the impact of fast food</p> <p>Taking advantage of opportunities presented, including discussing opportunities with advisors, developing a business plan, seeking funding</p> <p>Taking into account the lessons learned from previous business successes or failures, including poor planning, insufficient staffing, weak arrangements with suppliers and/or guests, lack of marketing plan</p> <p>Identifying and weighing up the risks linked to different courses of action, including considering the likelihood and the impact of the risk, discussing with stakeholders, taking and justifying decisions</p> <p>Collecting and using evidence to support decisions, including appropriate research, developing a sound business plan</p> <p>Own costs to deliver the deal, including margins and break-even point</p> <p>Effect of own behaviour on other people or organisations, including positive and negative behaviours, willingness of others to work with or for the new business</p> <p>Listening to what the other person is really saying, including asking appropriate questions, repeating back important information to the other person, looking attentive</p> <p>Building rapport, empathy and long-lasting relationships, including the value of information available, refocusing the development, identifying strengths and weaknesses, winning guests, improving efficiency, reducing uncertainty</p>	

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>The effect of behaving ethically on guests' use of the new business in the future, including behaviour that is fair, honest, not detrimental to the business or its guests</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	
<p>LU2: Develop the structure of the new hospitality business</p>	<p>The student will be able to:</p> <p>Check what laws and other regulations will affect the new hospitality business</p> <p>Work out what money needed to start the new hospitality business and keep it running</p> <p>Identify own contribution to running the new hospitality business</p> <p>Determine the staff needed for the new hospitality business</p> <p>Sourcing suppliers for the new hospitality business</p> <p>Decide how to use quality standards in the new hospitality business</p> <p>Decide on the new hospitality business's policy for looking after guests</p> <p>Investigate suitable premises for the new hospitality business</p> <p>Decide how you will get equipment, tools and materials</p>	<p>Business laws and regulations, including trading terms and conditions, obtaining approval of company name through the Securities and Exchange Commission of Pakistan, paying fees for name registration and company incorporation, registering the company, applying for a national tax number and registering for income tax, registering for sales tax by applying for a Sales Tax Number; record keeping</p> <p>Finance, including bank loans, family finance, other investors; personal (and family) survival budget, cost of premises / equipment / supplies, running and staffing costs, forecasting, record keeping</p> <p>Finding and securing the services of a good accountant, including checking advertisements, references, recommendations from other hospitality colleagues</p> <p>Own contribution, including technical/operational – relating to products/services, management, recording and checking performance of business, personal selling, administration, previous experience, strengths and weaknesses</p> <p>Staffing for the new business, including skilled, unskilled, number of staff needed, cost implications, timescales, training needed, getting professional help, engaging and dismissing staff, contracts for staff, labour rights, including Industrial Relations Ordinance 2008, Workers</p>	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p> <p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p> <p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals, magazines, company websites and newspapers</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	Identifying other sources of support	<p>Welfare Fund Ordinance 1971, Minimum Wages Ordinance, 1961 and similar legislation</p> <p>Suppliers, including equipment, food and drink, other consumables, local, national, arranging terms, delivery schedules</p> <p>Quality standards, including inspections by Pakistan Tourism Board and similar organisations</p> <p>Guest service policy, including ensuring standards, quality, quantity, nature, performance, balancing the interests of the business and the guest, certification and accreditation from Consumer Rights Commission of Pakistan</p> <p>Suitable premises, including purchase or rental, size suitability, services (gas, water electricity), location, need for maintenance and repair; fire and security protection, sources of advice including associates and other hospitality professionals, legal advice, financial advice</p> <p>Sourcing tools, equipment, materials and consumables, including choosing a supplier, reliability of supplier and equipment, range of tools, equipment and materials required, cost (for equipment, premises, including purchase new, second hand or rent; for materials and consumables, including discounts for bulk purchasing)</p> <p>Sources of support, including Chambers of Commerce, colleagues in the hospitality industry, associates, training providers</p>	
<p>LU3: Communicate the new hospitality business's services to guests</p>	<p>The student will be able to: Know the competition from other hospitality businesses and be able to explain to guests the advantages of own offer</p>	<p>The vision of the new business, the products or services it provides (eg food, drink, accommodation, take-away or delivered service), and how best to communicate this information clearly and passionately to potential guests,</p>	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Clearly define what products or services the new business delivers and make sure that it is presented to guests in a way they can relate to</p> <p>Tell potential guests how the new hospitality business is aiming to meet their needs and about new developments</p> <p>Check that the marketing strategy is based on an accurate understanding of potential guest's needs and preferences</p>	<p>including ensuring information is clear, focused and persuasive</p> <p>Methods of communication that are available to tell potential guests about the new business, including through advertising, promotions, word of mouth, personal reputation and personal selling, friends and family</p> <p>Improving the experience new guests have when dealing with the new business, including maintaining contact with them, tailoring products or services to meet their specific needs, offering discounts for guest loyalty</p> <p>Regularly reminding guests of the benefits of dealing with the new business, including in person, by e-mail, through advertising or promotional campaigns</p>	<p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p> <p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals, magazines, company websites and newspapers</p>
<p>LU4: Negotiate arrangements for the new hospitality business</p>	<p>The student will be able to:</p> <p>Clearly explain the features of the arrangements that need to be made and the benefits to the other person or organisation</p> <p>Think whether there is anything to negotiate on other than price</p> <p>Negotiate arrangements calmly and effectively</p> <p>Behave ethically throughout negotiations</p> <p>Sign off arrangements so they are clear to all parties</p>	<p>Arrangements, including with staff, with suppliers, with guests</p> <p>Negotiations other than on price (for example delivery costs and times, product and service specification, service level and extras)</p> <p>The advantages of negotiating on things other than profitability</p> <p>The importance of not getting emotional or personal about a deal, including getting upset or angry, and the impact of this on the deal, including losing or modifying the deal as a result</p> <p>Recalculating and presenting an offer in a different way to meet developments whilst making a deal</p>	<p>Case studies of arrangements agreed between hospitality business owners and other people or organisations</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>Closing a deal, including making assumptions beyond the deal, creating a sense of urgency, using competition as a lever, being prepared not to close</p> <p>Recording the outcome of the deal so it is clear to all parties and legally sound, including contractual arrangements, communicating the agreement by e-mail or fax</p>	

Examples and illustrations

Business plans

If you're thinking about setting up your own company, getting your business plan right is crucial. Check out our top tips on how to write the perfect plan.

A business plan gives an outline of your business, the market in which it will operate and how it aims to make money - and should answer this question: why will your business succeed when so many others fail?

We can help you answer this during our Enterprise programme, which provides you with the skills, tools and confidence you need to become your own boss. But, there's no reason why you can't start crafting your business plan today.

Top Tips

Be concise

- It's really important that potential investors can understand what your business is all about from a quick glance at your plan. Make sure you include a summary of your business, and how it will make money right from the start, and use simple language throughout.

Be specific

- Being specific is just as important as being concise. The details will help you drill down into how you will actually deliver your plan.

Know your market

- A big part of knowing whether your business will be successful is understanding your audience. Make sure your plan is clear about your target market – who will you be selling to and how many other companies are already selling similar products?

Know your finances

- The other essential part of a business plan is the finance section. If your business isn't going to make any money, it won't be successful so you need to be very clear on how you will make a profit. Use it to your advantage – your plan will be incredibly useful when it comes to securing loans and investment, but that's not its only use. It's also a personal tool to help you understand your objectives.

For more detailed information, please visit <https://www.gov.uk/write-business-plan>

Start-up costs estimator

One-Time Start-Up Costs

1. Purchase price or downpayment if buying a business	0
2. Office furniture	0
3. Computer hardware and software	0
4. Setup, installation and consulting fees	0
5. Business cards and stationery	0
6. Decorating and remodeling	0
7. Fixtures, counters, equipment & Installation	0
8. Starting inventory, raw materials, tools, etc.	0
9. Deposits with public utilities	0
10. Legal and other professional fees	0
11. Business licenses and permits	0
12. Advertising and promotion for opening	0
13. Signage	0
14. Rent & security deposit (often equals 3 months rent)	0
15. Operating Cash	0
16. Other	0

Ongoing Monthly Expenses

17. Salary of owner-manager (amount you need to pay yourself)	0
18. All other salaries, wages, & commissions	0
19. Payroll taxes or self-employment tax	0
20. Rent	0
21. Equipment lease payments	0
22. Advertising (print, broadcast and Internet)	0
23. Postage & shipping costs	0
24. Supplies (inks, toners, labels, paper goods, etc.)	0
25. Telephone	0
26. Utilities	0
27. Internet connection	0
28. Website hosting and maintenance	0
29. General business insurance	0
30. Business vehicle insurance	0
31. Health insurance	0
32. Interest & principal on loans & credit cards	0
33. Inventory, raw materials, parts	0
34. Legal and other professional fees	0
35. Franchise fee	0
36. Miscellaneous	0

Calculate Total Start-up Funds

37. Estimate the number of months needed to find customers and get established	0
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For more detailed information, please visit <https://www.businessknowhow.com/startup/startup.htm>

Case studies

Hotel Industry and Environmental Laws: A Case Study of Selected Restaurants in Islamabad

For more detailed information, please visit https://www.pide.org.pk/pdf/Working%20Paper/EE_Working_Paper-14.pdf

Module summary

Module Title and Aim	Learning Units	Timeframe of modules
<p>Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift</p> <p>Aim: The aim of this module is to develop basic knowledge, skills and understanding of professional kitchen standards need to be maintain throughout the shift</p>	<p>LU1: Ensure personal hygiene and chef's uniform for kitchen operations meets organisational requirements</p> <p>LU2: Maintain the health, safety and security of the kitchen working environment</p> <p>LU3: Check quality and quantity of food and maintain kitchen and food safety standards at every level of food handling</p> <p>LU4: Ensure wastage from kitchen operations is minimized</p>	30 Hours
<p>Module 2: Introduction to food preparation and cooking</p> <p>Aim: The aim of this module is to develop general knowledge, skills and understanding to prepare, cook and finish different dishes. This module is intended to be delivered alongside each of the main cooking modules. It contains common elements that students need to implement throughout their practical work.</p>	<p>LU1: Understand how to assemble food and equipment to prepare and cook simple dishes, with guidance from Chef de Partie and other associates</p> <p>LU2: Understand how to prepare simple dishes for cooking, with guidance from Chef de Partie and other associates</p> <p>LU3: Understand how to cook simple dishes, with guidance from Chef de Partie and other associates</p> <p>LU4: Understand how to present simple dishes for service, with guidance from Chef de Partie and other associates</p>	60 Hours

Module Title and Aim	Learning Units	Timeframe of modules
<p>Module 3: Prepare and cook vegetables</p> <p>Aim: The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish vegetables</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetables</p> <p>LU3: Present vegetables for service following guidance</p>	25 Hours
<p>Module 4: Prepare, cook and finish meat, poultry and fish dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, cook and finish meat, poultry and fish dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish meat, poultry and fish dishes</p> <p>LU3: Present meat, poultry and fish dishes for service following guidance</p>	40 Hours
<p>Module 5: Prepare and finish simple salad and fruit dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, simple salad and fruit dishes</p>	<p>LU1: Assemble food and equipment to prepare and finish simple salad and fruit dishes</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes</p> <p>LU3: Finish and present simple salad and fruit dishes for service following guidance</p>	15 Hours

Module Title and Aim	Learning Units	Timeframe of modules
<p>Module 6: Prepare and cook pasta and rice dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, pasta and rice dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook pasta dishes</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook rice dishes</p> <p>LU3: Present pasta and rice dishes for service following guidance</p>	25 Hours
<p>Module 7: Prepare and cook eggs and egg dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and cook eggs and egg dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes</p> <p>LU3: Present eggs and egg dishes for service following guidance</p>	15 Hours
<p>Module 8: Prepare and cook grain and pulse dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and cook grain and pulse dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grains and pulses for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grains and pulses</p> <p>LU3: Present grains and pulses for service following guidance</p>	25 Hours

Module Title and Aim	Learning Units	Timeframe of modules
<p>Module 9: Prepare and cook soups, stocks and sauces</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and cook soups, stocks and sauces</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauce ingredients dishes</p> <p>LU3: Present soups, stocks and sauces for service following guidance</p>	35 Hours
<p>Module 10: Prepare, bake and finish simple bread and dough products</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, bake and finish simple bread and dough products</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish ingredients for simple bread and dough products dishes</p> <p>LU3: Present simple bread and dough products for service following guidance</p>	25 Hours
<p>Module 11: Prepare hot and cold sandwiches</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, hot and cold sandwiches</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches</p> <p>LU3: Present hot and cold sandwiches for service following guidance</p>	10 Hours

Module Title and Aim	Learning Units	Timeframe of modules
<p>Module 12: Prepare and finish simple sweet dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and finish simple sweet dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple sweets and gâteaux</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries</p> <p>LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes</p>	25 Hours
<p>Module 13: Complete kitchen shift effectively</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to Complete kitchen shift effectively</p>	<p>LU1: Clear kitchen work area of equipment and food products</p> <p>LU2: Ensure that all kitchen equipment and surfaces are cleaned and sanitized</p> <p>LU3: Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department</p> <p>LU4: Hand over to next kitchen shift if appropriate</p>	30 Hours
<p>Module 14: Developing a new business</p> <p>Aim: The aim of this module is to develop the knowledge, skills and understanding to develop a new business</p>	<p>LU1: Identify business opportunities in the hospitality sector</p> <p>LU2: Develop the structure of the new hospitality business</p> <p>LU3: Communicate the new hospitality business's services to guests</p> <p>LU4: Negotiate arrangements for the new hospitality business</p>	40 Hours

Frequently Asked Questions

What are the different methods of cooking:	There are three types of cooking methods: dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, baking, blind baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling, steaming), combination cooking methods (braising, stewing)
Dry cooking methods:	
Sautéing	Sautéing is a method of cooking that uses a relatively small amount of oil or fat in a shallow pan over relatively high heat. Various sauté methods exist, and sauté pans are a specific type of pan designed for sautéing.
Pan frying	Pan frying is a form of frying characterized by the use of minimal cooking oil or fat (compared to shallow frying or deep frying); typically using just enough oil to cover the pan.
Deep frying	Deep frying (also referred to as deep fat frying) is a cooking method in which food is submerged in hot fat, most commonly oil, rather than the shallow oil used in conventional frying, done in a frying pan.
Grilling	Grilling is a form of cooking that involves dry heat applied to the surface of food, commonly from above or below. Grilling usually involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly.
Roasting	Roasting is a cooking method that uses dry heat where hot air envelops the food, cooking it evenly on all sides with temperatures of at least 150 C (300°F) from an open flame, oven, or other heat source.
Griddling	A griddle is a cooking device consisting of a broad flat surface heated by gas, electricity, wood, or coal, with both residential and commercial applications
Baking	Baking is a method of cooking food that uses dry heat, normally in an oven, but can also be done in hot ashes, or on hot stones. The most common baked item is bread but many other types of foods are baked. Heat is gradually transferred "from the surface of cakes, cookies, and breads to their centre. As heat travels through, it

	transforms batters and doughs into baked goods and more with a firm dry crust and a softer centre".
Blind baking	Baking blind (sometimes called pre-baking) is the process of baking a pie crust or other pastry without the filling. Blind baking a pie crust is necessary when it will be filled with an unbaked filling (such as with pudding or cream pies), in which case the crust must be fully baked. It is also called for if the filling has a shorter bake time than the crust, in which case the crust is partly baked.
Scrambling	The method of cooking until firm but with a soft consistency.
Moist cooking methods	
Simmering	Simmering is a food preparation technique in which foods are cooked in hot liquids kept just below the boiling point of water (which is 100°C or 212°F), but higher than poaching temperature (higher than 71–82 °C or 160-180°F). To keep a pot simmering, one brings it to a boil and then reduces the heat to maintain the temperature.
Boiling	Foods suitable for boiling include vegetables, starchy foods such as rice, noodles and potatoes, eggs, "meats", sauces, stocks, and soups. As a cooking method, it is simple and suitable for large-scale cookery.
Steaming	Steaming is a method of cooking using steam. This is often done with a food steamer, a kitchen appliance made specifically to cook food with steam, but food can also be steamed in a wok. Steaming is considered a healthy cooking technique that can be used for many kinds of food.
Poaching	Poaching is a type of moist-heat cooking technique that involves cooking by submerging food in a liquid, such as water, milk, or stock or wine. Poaching is differentiated from the other "moist heat" cooking methods, such as simmering and boiling, in that it uses a relatively low temperature (about 160–180 F (71–82 C)). This temperature range makes it particularly suitable for delicate food, such as eggs, poultry, fish and fruit, which might easily fall apart or dry out using other cooking methods. Poaching is often considered a healthy method of cooking because it does not use fat to cook or flavour the food.

Simmering	Simmering is a food preparation technique in which foods are cooked in hot liquids kept just below the boiling point of water (which is 100°C or 212°F), but higher than poaching temperature (higher than 71–82 °C or 160-180°F). To keep a pot simmering, one brings it to a boil and then reduces the heat to maintain the temperature.
Combination cooking methods	
Braising	Braising is a combination-cooking method that uses both wet and dry heats: typically, the food is first sautéed or seared at a high temperature, then finished in a covered pot at a lower temperature while sitting in some (variable) amount of liquid (which may also add flavour). Braising of “meat” is often referred to as pot roasting, though some authors make a distinction between the two methods, based on whether additional liquid is added.
Stewing	<p>A stew is a combination of solid food ingredients that have been cooked in liquid and served in the resultant gravy. Ingredients in a stew can include any combination of vegetables (such as carrots, potatoes, onions, beans, peppers, mushrooms, and tomatoes) and may include meat, especially tougher meats suitable for slow-cooking, such as beef. Poultry, sausages, and seafood are also used. While water can be used as the stew-cooking liquid, stock is also common. Seasoning and flavourings may also be added. Stews are typically cooked at a relatively low temperature (simmered, not boiled), allowing flavours to mingle.</p> <p>Stewing is suitable for the least tender cuts of meat that become tender and juicy with the slow moist heat method. This makes it popular in low-cost cooking. Cuts having a certain amount of marbling and gelatinous connective tissue give moist, juicy stews, while lean meat may easily become dry.</p>
<p>Why are recipes important?</p> <p>https://www.reference.com/food/standard-recipes-important-14eb264bc395f75c</p>	<p>Standardized recipes allow food service operations to prepare a consistent product repeatedly. This allows kitchens to prepare food in large amounts without a change in quality or portion size.</p> <p>Having a set of standard recipes allows managers to calculate the exact amount of ingredients to purchase to fit their needs and budget. Menus and purchasing decisions can be made in advance, freeing up time and money for other concerns.</p>

	<p>Standard menus also speed up workflow after the recipes have been learned by the staff, reducing the need for direct supervision. Standard recipes reduce the amount of unexpected surprises encountered during normal kitchen operations.</p>
<p>What is special about Pakistan cooking? https://en.wikipedia.org/wiki/Pakistani_cuisine</p>	<p>Pakistani cuisine (Urdu: پاکستانی پکوان) can be characterized by a blend of various regional cooking traditions of the Indian subcontinent, Central Asia as well as elements from its Mughal legacy. The various cuisines are derived from Pakistan's ethnic and cultural diversity. Cuisine from the eastern provinces of Punjab and Sindh are characterized as "highly seasoned" and "spicy", which is characteristic of flavours of the Indian subcontinent. Cuisine from the western and northern provinces of Azad Jammu & Kashmir, Balochistan, Gilgit-Baltistan, Khyber Pakhtunkhwa and the Tribal Areas are characterized as "mild" which is characteristic of flavours of the Central Asian region. International cuisine and fast food are popular in the cities. Blending local and foreign recipes (fusion food), such as Pakistani Chinese cuisine, is common in large urban centres. Furthermore, as a result of lifestyle changes, ready-made masala mixes (mixed and ready to use spices) are becoming increasingly popular. However, given the diversity of the people of Pakistan, cuisines generally differ from home to home and may be different from the mainstream Pakistani cuisine.</p>
<p>What are the different types of soup? https://theculinarycook.com/types-of-soup-you-need-to-know/</p>	<p>These include:</p> <ul style="list-style-type: none"> • Broth soups • Consommés • Cream Soups • Velouté-based soups • Puree soups • Bisques • Chowders
<p>What do I need to know about meat dishes? https://www.revolvy.com/topic/Pakistani%20meat%20dishes</p>	<p>Meat and grilled meat has played an important part in Pakistan region for centuries. Sajji is a Baluchi dish from Western Pakistan, made of lamb with spices, that has also become popular all over the country. Another Balochi meat dish involves building a</p>

	<p>large outdoor fire and slowly cooking chickens. The chickens are placed on skewers which are staked into the ground in close proximity to the fire, so that the radiant heat slowly cooks the prepared chickens.</p> <p>Kebabs are a staple item in Pakistani cuisine today, and one can find countless varieties of kebabs all over the country. Each region has its own varieties of kebabs but some like the Seekh kebab, Chicken Tikka, and Shami kebab are especially popular varieties throughout the country. Generally, kebabs from Balochistan and the Khyber Pakhtunkhwa tend to be identical to the Afghan style of barbecue, with salt and coriander being the only seasoning used. Regional kebab recipes from Karachi and the wider Sindh region is famous for its spicy kebabs, often marinated in a mixture of spices, lemon juice and dahi (yogurt). Barbecued food is also extremely popular in some cities of Punjab such as Lahore, Gujranwala and Sialkot. Al-Hamra Restaurant and Bundu Khan kebab House are famous throughout Pakistan for their taste and variety of kebabs. Kebab shops are said to be the most profitable food businesses in Pakistan.</p>
<p>What do I need to know about rice dishes? https://en.wikipedia.org/wiki/Pakistani_rice_dishes</p>	<p>Pakistani rice dishes are very popular in most regions of Pakistan, which is a major exporter and consumer of rice. Basmati is typically used, and rice dishes are sometimes eaten mixed with other dishes.</p> <p>The most simple dish of Pakistani cuisine is plain cooked rice (chawal) eaten with dal (lentil). Khichdi is plain cooked rice cooked with dal. The Karhi chawal is plain cooked rice eaten with karhi. Biryani is cooked with beef, lamb, chicken, fish or shrimp.</p>
<p>Why wear protective clothing in the kitchen? https://www.nisbets.co.uk/protectiveclothing</p>	<p>Kitchens are hot, busy and dangerous places to work. Hot ovens, open fires, and sharp knives all add to the risk of injury. Even to most experienced of chefs. Wearing PPE when working in a kitchen helps you to prevent injury by protecting you from burns, cuts and more.</p>
<p>Why wear protective clothing when working with food? https://www.nisbets.co.uk/protectiveclothing</p>	<p>Wearing protective clothing when preparing and cooking food helps to protect both your customers and yourself. Food safe gloves and hair nets help you to hygienically prepare food and prevent foreign objects in falling in to food. Clean aprons, gloves, towels and more will help you to hygienically prepare food, protecting your customers</p>

	<p>from food poisoning or injury. Clothing can also help to protect you from injury when working with food too.</p>
<p>What protective clothing should be worn when cleaning? https://www.nisbets.co.uk/protectiveclothing</p>	<p>Commercial cleaning chemicals can be dangerous if not use correctly or if you're not wearing the right protective equipment. Strong acids can damage skin and eyes, so wearing the right protective clothing and equipment is crucial to maintaining safety.</p> <p>Safety goggles are the best way to protect your eyes from accidental splashes of cleaning fluids. They are made from strong plastics and rubbers that make them comfortable to wear whilst giving you reliable protection. Goggles offer more protection when using chemicals as they have a surround that hugs your face, leaving no gaps for liquids to get in. Cleaning staff should also use rubber gloves to protect their skin from burns and irritation. These are available in a range of lengths and thicknesses to offer different levels of protection. Colour coded gloves are perfect for washing up and light duty cleaning, whilst long length, heavy duty gloves are great for use with strong chemicals or tricky cleaning tasks such as cleaning ovens.</p> <p>Waterproof aprons prevent damage to your clothing and add a layer of protection on top of your lab coat or overalls. They are available in both heavy and light duty variations for different tasks and environments; from washing dishes to bleaching floors. You can also use tabards rather than waterproof aprons. These often come with pockets for storing cleaning equipment, such as cloths and sprays. These aren't waterproof however, so are best suited to general cleaning duties such as dusting, polishing and vacuuming.</p>
<p>Why food hygiene is important to your business? https://www.1stcommercialcleaning.co.uk/why-food-hygiene-is-important-to-your-business/</p>	<p>When it comes to food hygiene it should be a number one priority for your business. It's very important that you and all your staff understand and know what food hygiene is to prevent contamination. It's crucial to be aware how it spreads so you then know how to avoid it.</p> <p>To practice good food hygiene your business should be remembering the 4c's of hygiene-</p> <ul style="list-style-type: none"> • Cross-Contamination -the prevention of the spread of bacteria. • Cleaning -effective and deep cleaning to minimize risk. • Chilling -food stored properly to prevent harmful bacteria from growing.

	<ul style="list-style-type: none"> • Cooking -proper cooking to kill harmful bacteria in food. <p>When cleaning commercial kitchens it's important that the clean is effective and kills all of the harmful bacteria which could spread into the food. If harmful bacteria did get into food it would be a serious issue. When surfaces are cleaned properly they will prevent cross-contamination and the chance of food poisoning.</p> <p>The storage of food is also important to keeping your business hygienic. Refrigerators and Freezers should be cleaned regularly inside and out to prevent cross-contamination.</p> <p>For a more effective and deeper clean its vital to get a highly experienced and fully trained cleaner in. They will disinfect and clean everything to a significantly higher standard and most importantly make your business more hygienic and a safer environment to work in.</p>
<p>What is HACCP? https://www.food.gov.uk/business-guidance/hazard-analysis-and-critical-control-point-haccp</p>	<p>HACCP is a way of managing food safety hazards. Food safety management procedures should be based on HACCP principles.</p> <p>HACCP involves:</p> <ul style="list-style-type: none"> • looking closely at what you do in your business, what could go wrong and what risks there are to food safety • identifying any critical control points the areas a business needs to focus on to ensure those risks are removed or reduced to safe levels • deciding what action you need to take if something goes wrong • making sure that your procedures are being followed and are working • keeping records to show your procedures are working <p>It is important to have food safety management procedures that are appropriate for your business.</p>
<p>Why is handwashing important? http://www.handinspection.co.uk/Pages/food1</p>	<p>Food production workers and foodservice personnel must be taught to use correct hand and fingertip washing, by management, in preparation for work. Regulatory authorities do not require the use of a fingernail brush. However, correct use of a fingernail brush to wash hands and fingertips is the best way to assure removal of transient microorganisms.</p>

	<p>Clearly, the food preparation industry has so many areas of possible contamination and there are an enormous variety of infections possible from the types of food handled from raw meats, vegetables, pastries, eggs, milk, and pre-prepared / cook-chill manufacture but the principals are a constant – that being, without good hygiene and hand washing practices, the risks are potentially enormous.</p>
<p>What types of hazards are there in a commercial kitchen?</p>	<p>Types of hazards to be found in the kitchen include</p> <ul style="list-style-type: none"> • Slips • Trips and falls • Strains and sprains • Sharp objects • Cuts and lacerations • Burns • Hot liquids and surfaces • Moving heavy items • Working fast • Fire risks (including hot stoves, electrical equipment)

Test Yourself (Multiple Choice Questions)

MODULE 1

- Question 1** Why is it important to have clean hair, skin and nails?
- A To demonstrate a good attitude as a team player
 - B To be able to work more efficiently in the kitchen
 - C To prevent contamination of food being prepared and cooked
 - D To meet the requirements of the human resources department
- Question 2** Why is it important to report cuts, grazes and skin conditions to the appropriate person?
- A To secure prompt and effective first aid attention
 - B To avoid any risk of spreading infection
 - C To gain permission to continue working
 - D To be able to work more quickly

- Question 3** Which TWO of the following are reasons for wearing clean chef's uniform and headgear?
- A To save money on buying and cleaning your own clothes
 - B To present a professional image when working in the kitchen
 - C To avoid possible contamination of food through germs carried on dirty clothing
 - D To ensure that customers recognise chefs when working in public areas

- Question 4** Which of the following is in the correct order if you discover a fire?
- A Raise the alarm; Report your supervisor; Go to the assembly point; Evacuate the building
 - B Evacuate the building; Go to the assembly point; Raise the alarm; Report your supervisor
 - C Report your supervisor; Raise the alarm; Evacuate the building; Go to the assembly point
 - D Raise the alarm; Evacuate the building; Go to the assembly point; Report your supervisor

- Question 5** Which of the following temperatures identifies the danger zone – the temperature range in which food-borne bacteria can grow?
- A 8° C – 70° C
 - B 3° C – 65° C
 - C 5° C – 63° C
 - D 7° C – 68° C

MODULE 2

- Question 6** Which colour chopping board should you use when preparing raw meat for cooking?
- A Red
 - B Yellow
 - C Green
 - D Blue

Question 7 Why is it important to defrost ingredients thoroughly before food preparation and cooking?

- A To ensure that the food is tasty when cooked
- B To be able to work more quickly
- C To prevent the growth of harmful bacteria
- D To demonstrate good preparation skills

Question 8 Why is it important to weigh and measure ingredients accurately?

- A To avoid having to change the recipe during the cooking process
- B To produce consistent results when preparing and cooking food
- C To avoid having to order more ingredients later in the process
- D To ensure that the appearance of the finished dish is satisfactory

- Question 9** Which TWO of the following are causes of chemical contamination of food?
- A Hair
 - B Fungus
 - C Dust
 - D Bacteria

- Question 10** What is the maximum time for holding food before service?
- A 70 minutes
 - B 80 minutes
 - C 90 minutes
 - D 100 minutes

MODULE 3

Question 11 Is the following statement true or false? A TRUE

The correct colour of chopping board to use when preparing vegetables is yellow. B FALSE

Question 12 Which of the following is a root vegetable? A Celeriac
B Broccoli
C Peas
D Eggplant

- Question 13** Which is the best tool to use when cutting julienne of carrots?
- A Grater
 - B 6 inch peeling knife
 - C 10 inch cook's knife
 - D Vegetable peeler

- Question 14** Which of the following is a dry method of cooking mushrooms?
- A Steaming
 - B Braising
 - C Stewing
 - D Pan frying

Question 15 What is the correct temperature for storing cooked vegetable dishes?

A -18° C to -20° C

B -5° C to -10° C

C 1° C to 5° C

D 5° C to 8° C

MODULE 4

Question 16 Is the following statement true or false?

A TRUE

Salmon is a type of round fish.

B FALSE

- Question 17** Which TWO of the following ingredients are used for crumbing fish or chicken?
- A Oil
 - B Flour
 - C Eggs
 - D Butter

- Question 18** When butchering beef, which area does filet steak come from?
- A Chuck
 - B Rib
 - C Loin
 - D Rump

Question 19 Which method of cooking is best suited for mutton dishes?

A Pan frying

B Baking

C Poaching

D Stewing

Question 20 What is the name given to a thick, cross-section cut around the fish, perpendicular to the spine?

A Filet

B Darne

C Supreme

D Cutlet

MODULE 5

- Question 21** What is the name given to a salad consisting of diced carrots, diced cooked potatoes, peas and sliced gherkins, bound together with mayonnaise?
- A Waldorf salad
 - B Greek salad
 - C Russian salad
 - D Layered salad
- Question 22** How would you describe a julienne of cucumber?
- A Cut thin strips or sticks
 - B A very fine diced cut
 - C Sticks or batons
 - D Larger, thicker cubes

Question 23 Is the following statement true or false?

Green olives are riper than black olives.

A TRUE

B FALSE

C

D

Question 24 Which is the following is the correct sequence for making potato salad?

A Boil the potatoes in salted water; Mix with shallots, capers and cornichons; Cut the potatoes into chunks; Add mayonnaise

B Cut the potatoes into chunks; Boil the potatoes in salted water; Add mayonnaise; Mix with shallots, capers and cornichons

C Boil the potatoes in salted water; Cut the potatoes into chunks; Mix with shallots, capers and cornichons; Add mayonnaise;

D Cut the potatoes into chunks; Add mayonnaise; Boil the potatoes in salted water; Mix with shallots, capers and cornichons

- Question 25** Which of the following might cause cross-contamination when preparing salad dishes?
- A Storing the salad dish for too long in the fridge
 - B Using a blue chopping board to prepare the salad dish
 - C Adding too much seasoning to the salad dish
 - D Not washing ingredients correctly before preparation

MODULE 6

- Question 26** Which is the best type of rice to use for a risotto dish?
- A Short grain rice
 - B Long grain rice
 - C Round rice
 - D Brown rice

Question 27 What term is used to describe long, flat, ribbon-like strips of pasta?

A Spaghetti

B Penne

C Tagliatelle

D Farfalle

Question 28 What cooking method should be used to cook zeera rice?

A Boiling

B Frying

C Baking

D Steaming

Question 29 When reheating rice, what core temperature should it reach?

A 65° C

B 70° C

C 75° C

D 80° C

Question 30 What type of sauce is used in a spaghetti Bolognese dish?

A Tomato based

B Cheese based

C Lemon based

D Cream based

MODULE 7

- Question 31** What is the risk from eggs that have not been properly cooked?
- A The recipe won't work properly
 - B The recipe yield will be inaccurate
 - C The dish may contain harmful bacteria
 - D Customers may not enjoy the dish
-
- Question 32** What extra ingredient can be added to improve the cooking process for poached eggs?
- A Vinegar
 - B Oil
 - C Herbs
 - D Salt

- Question 33** What is the main purpose of the pasteurisation process for eggs?
- A It extends the shelf life of the eggs
 - B It improves the cooking process
 - C It makes yolks coagulate quicker
 - D It eliminates harmful bacteria

- Question 34** Which **TWO** of the following are dry methods for cooking eggs?
- A Pan frying
 - B Poaching
 - C Boiling
 - D Scrambling

- Question 35** Crème caramel is produced by standing ramekins in a roasting tin and fill the tin half-way with boiling water from a kettle. What is this method called?
- A A bain-marie
 - B A sauté pan
 - C A chafing dish
 - D A casserole

MODULE 8

- Question 36** Which type of lentils has the shortest cooking time?
- A Puy lentils
 - B Green lentils
 - C Red split lentils
 - D Black lentils

Question 37 Is the following statement true or false? A TRUE

Dried pulses must always be soaked before cooking. B FALSE

Question 38 What type of ingredients are chickpeas? A Beans

B Peas

C Lentils

D Pulses

Question 39 Which of the following is the main ingredient of a dhal? A Beans

B Peas

C Lentils

D Pulses

Question 40 Which **TWO** of the following are used to make Pakistani Style Haleem? A Corn

B Millet

C Barley

D Wheat

MODULE 9

Question 41 What **TWO** ingredients are used to make a brown roux?

A Flour

B Oil

C Butter

D Bread

Question 42 Which of the following describes a white sauce made from a roux of butter and flour with chicken or veal stock?

A Béchamel

B Hollandaise

C Espagnole

D Velouté

- Question 43** Which of the following is an essential ingredient for making chicken stock?
- A Onions
 - B Carrots
 - C Chicken bones
 - D Herbs and seasonings

- Question 44** What name is given to parsley, a few sprigs of thyme and a bay leaf, bundled into a strip of leek or a piece of celery stalk, or tied in a muslin bag or with string?
- A Couscous
 - B Quinoa
 - C Bouquet garni
 - D Chorizo

Question 45 What is the minimum recommended cooking time for fish stock?

A 20 minutes

B 1 hour

C 2 hours

D 4 hours

MODULE 10

Question 46 What is the name of the bread made only from wheat flour, water, and salt?

A Naan

B Chapati

C Tandoori roti

D Kulcha

- Question 47** What type of cooking method is used for making paratha?
- A Dry
 - B Moist
 - C Combination

- Question 48** Why is it important to dust the rolling area with flour when rolling out a dough mix?
- A To add flavour
 - B To bind ingredients together
 - C To speed up the process
 - D To stop the mixture sticking

Question 49 What is the minimum temperature at which hot products such as chapatis and naan breads must be stored?

A 60° C

B 63° C

C 68° C

D 70° C

Question 50 What is the maximum refrigeration time for high risk ingredients such as fresh cream?

A 12 hours

B 18 hours

C 24 hours

D 36 hours

MODULE 11

Question 51 What is the best equipment to use when preparing cheese for a toasted cheese sandwich?

A A peeling knife

B A blender

C A cook's knife

D A grater

Question 52 What colour chopping board should be used when preparing bread for hot or cold sandwiches?

A Blue

B Yellow

C White

D Brown

Question 53 Is the following statement true or false? A TRUE

A Panini machine can only be used for preparing hot sandwiches B FALSE

Question 54 Which of the following are **TWO** reasons for covering prepared cold sandwiches? A To stop them drying out

B To avoid them losing flavour

C To prevent contamination

D To rest them before service

Question 55 Is it the following statement true or false? A TRUE

Olive oil can be used as a substitute for butter when making sandwiches. B FALSE

MODULE 12

Question 56 What is the name given to the method of cake making whereby fat is distributed evenly into a flour mixture until it resembles breadcrumbs?

A Blending

B Greasing

C Rubbing in

D Creaming

- Question 57** Which of the following describes the technique of 'folding'?
- A Blending different ingredients together to create a smooth mixture
 - B Incorporating delicate ingredients or components without losing air
 - C Softening solid fat, like shortening or butter, into a smooth mass
 - D Beating different ingredients together to add air to the mixture

- Question 58** Which two of the following are reasons for using parchment paper in baking processes?
- A To prevent the mixture from sticking to the tin
 - B To stop the mixture from overcooking
 - C To avoid two ingredients combining together
 - D To reduce the browning effect during baking

Question 59 What type of pastry should be used for making profiteroles or eclairs?

A Short crust pastry

B Flaky pastry

C Hot crust pastry

D Choux pastry

Question 60 What is the name given to the dessert consisting of spongy milky balls soaked in rose scented syrup?

A Bal Mithai

B Gulab Jamun

C Sohan Halwa

D Laddu

MODULE 13

- Question 61** Which **TWO** of the following are important reasons to sanitise all kitchen surfaces at the end of a shift?
- A To prevent cross contamination
 - B To present a professional image
 - C To avoid the spread of bacteria
 - D To please the next working shift
- Question 62** Which **TWO** of the following are reasons why food storage areas should be close to the goods-in area?
- A There is no need for delivery personnel to enter the kitchen and food preparation area
 - B Delivery personnel don't need to carry bulk deliveries too far to the storage area
 - C The storekeeper has easier access to both the kitchen and delivery areas
 - D It reduces the possibility of the kitchen area being contaminated by dirt

Question 63 Why is it important to dispose of recyclable waste correctly?

- A It saves the organisation money
- B It is good for the environment
- C It prevents cross-contamination
- D It won't cause food hazards

Question 64 How should waste cooking oil be disposed of?

- A It should be poured down the kitchen drains
- B It should be passed to a specialist recycling company
- C It should be mixed with sand before disposal
- D It should be stored in a suitable container

Question 65 Which **TWO** of the following are recognised stock control systems?

A FIFO

B HIHO

C LILO

D MIMO

MODULE 14

Question 66 Which **TWO** of the following can be recognised as challenges and opportunities in the new hospitality business environment?

A Changes in manufacturing costs

B Changes in the market place

C Changes in employment legislation

D Changes in environmental legislation

- Question 67** Which of the following organisations is responsible for approving the name of a new hospitality organisation?
- A The Ministry of Labour
 - B The Competition Commission of Pakistan
 - C The Ministry of Housing and Works
 - D The Securities and Exchange Commission

- Question 68** Which **TWO** of the following are the best ways to attract potential guests to a new hospitality business?
- A Communicating information clearly and passionately to potential guests
 - B Having a wide-ranging menu to cover as many guests as possible
 - C Ensuring that pricing is always lower than the competition
 - D Ensuring information is focused on the business's services

- Question 69** What is the quickest way to communicate information about the business to a wide range of potential guests?
- A By post
 - B Through an advertising campaign
 - C Using social media
 - D By personal selling

- Question 70** Which **TWO** of the following could the owner of a new hospitality business negotiate on?
- A Levels of taxation
 - B Business rates
 - C Delivery costs and times
 - D Product and service specification

ANSWERS

MODULE 1

- Question 1** Why is it important to have clean hair, skin and nails? C To prevent contamination of food being prepared and cooked
- Question 2** Why is it important to report cuts, grazes and skin conditions to the appropriate person? B To avoid any risk of spreading infection
- Question 3** Which TWO of the following are reasons for wearing clean chef's uniform and headgear? B To present a professional image when working in the kitchen
C To avoid possible contamination of food through germs carried on dirty clothing
- Question 4** Which of the following is in the correct order if you discover a fire? D Raise the alarm; Evacuate the building; Go to the assembly point; Report your supervisor
- Question 5** Which of the following temperatures identifies the danger zone – the temperature range in which food-borne bacteria can grow? C 5° C – 63° C

MODULE 2

- Question 6** Which colour chopping board should you use when preparing raw meat for cooking? A Red
- Question 7** Why is it important to defrost ingredients thoroughly before food preparation and cooking? C To prevent the growth of harmful bacteria
- Question 8** Why is it important to weigh and measure ingredients accurately? B To produce consistent results when preparing and cooking food
- Question 9** Which TWO of the following are causes of chemical contamination of food? B Fungus

D Bacteria

Question 10 What is the maximum time for holding food before service C 90 minutes

MODULE 3

Question 11 Is the following statement true or false? B FALSE

The correct colour of chopping board to use when preparing vegetables is yellow.

Question 12 Which of the following is a root vegetable? A Celeriac

Question 13 Which is the best tool to use when cutting julienne of carrots? C 10 inch cook's knife

Question 14 Which of the following is a dry method of cooking mushrooms? D Pan frying

Question 15 What is the correct temperature for storing cooked vegetable dishes? C 1° C to 5° C

MODULE 4

Question 16 Is the following statement true or false? A TRUE

Salmon is a type of round fish.

Question 17 Which TWO of the following ingredients are used for crumbing fish or chicken? B Flour

C Eggs

Question 18 When butchering beef, which area does filet steak come from? C Loin

Question 19 Which method of cooking is best suited for mutton dishes? D Stewing

Question 20 What is the name given to a thick, cross-section cut around the fish, perpendicular to the spine? B Darne

MODULE 5

Question 21 What is the name given to a salad consisting of diced carrots, diced cooked potatoes, peas and sliced gherkins, bound together with mayonnaise? C Russian salad

Question 22 How would you describe a julienne of cucumber? A Cut thin strips or sticks

Question 23 Is the following statement true or false? B FALSE

Green olives are riper than black olives.

Question 24 Which is the following is the correct sequence for making potato salad? C Boil the potatoes in salted water; Cut the potatoes into chunks; Mix with shallots, capers and cornichons; Add mayonnaise;

Question 25 Which of the following might cause cross-contamination when preparing salad dishes? B Using a blue chopping board to prepare the salad dish

MODULE 6

- Question 26** Which is the best type of rice to use for a risotto dish? A Short grain rice
- Question 27** What term is used to describe long, flat, ribbon-like strips of pasta? C Tagliatelle
- Question 28** What cooking method should be used to cook zeera rice? D Steaming
- Question 29** When reheating rice, what core temperature should it reach? C 75° C
- Question 30** What type of sauce is used in a spaghetti Bolognese dish? A Tomato based

MODULE 7

- Question 31** What is the risk from eggs that have not been properly cooked? C The dish may contain harmful bacteria
- Question 32** What extra ingredient can be added to improve the cooking process for poached eggs? A Vinegar
- Question 33** What is the main purpose of the pasteurisation process for eggs? D It eliminates harmful bacteria
- Question 34** Which **TWO** of the following are dry methods for cooking eggs?
A Pan frying
D Scrambling

Question 35 Crème caramel is produced by standing ramekins in a roasting tin and fill the tin half-way with boiling water from a kettle. What is this method called?
A A bain-marie

MODULE 8

Question 36 Which type of lentils has the shortest cooking time?
C Red split lentils

Question 37 Is the following statement true or false?
B FALSE

Dried pulses must always be soaked before cooking.

Question 38 What type of ingredients are chickpeas?
A Beans

Question 39 Which of the following is the main ingredient of a dhal?
C Lentils

Question 40 Which **TWO** of the following are used to make Pakistani Style Haleem?
C Barley
D Wheat

MODULE 9

Question 41 What **TWO** ingredients are used to make a brown roux?
A Flour
C Butter

- Question 42** Which of the following describes a white sauce made from a roux of butter and flour with chicken or veal stock? D Velouté
- Question 43** Which of the following is an essential ingredient for making chicken stock? C Chicken bones
- Question 44** What name is given to parsley, a few sprigs of thyme and a bay leaf, bundled into a strip of leek or a piece of celery stalk, or tied in a muslin bag or with string? C Bouquet garni
- Question 45** What is the minimum recommended cooking time for fish stock? A 20 minutes

MODULE 10

- Question 46** What is the name of the bread made only from wheat flour, water, and salt? B Chapati
- Question 47** What type of cooking method is used for making paratha? A Dry
- Question 48** Why is it important to dust the rolling area with flour when rolling out a dough mix? D To stop the mixture sticking
- Question 49** What is the minimum temperature at which hot products such as chapatis and naan breads must be stored? B 63° C
- Question 50** What is the maximum refrigeration time for high risk ingredients such as fresh cream? C 24 hours

MODULE 11

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- Question 52** What colour chopping board should be used when preparing bread for hot or cold sandwiches? C White
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C LILO

MODULE 14

Question 66 Which **TWO** of the following can be recognised as challenges and opportunities in the new hospitality business environment? **B** Changes in the market place

- C Changes in employment legislation
- Question 67** Which of the following organisations is responsible for approving the name of a new hospitality organisation?
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