



Co-funded by the European Union



german cooperation  
DEUTSCHE ZUSAMMENARBEIT



Norwegian Embassy  
Islamabad



# CHEF



© TVET SSP

Module-1

TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - March, 2019



Implemented by  
**giz** Deutsche Gesellschaft  
für internationale  
Zusammenarbeit (GIZ) GmbH

**Published by**

National Vocational and Technical Training Commission  
Government of Pakistan

**Headquarter**

Plot 38, Kirthar Road, Sector H-9/4, Islamabad, Pakistan  
www.navttc.org

**Responsible**

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

**Layout & design**

SAP Communications

**Photo Credits**

TVET Sector Support Programme

**URL links**

Responsibility for the content of external websites linked in this publication always lies with their respective publishers. TVET Sector Support Programme expressly dissociates itself from such content.

This document has been produced with the technical assistance of the TVET Sector Support Programme, which is funded by the European Union, the Federal Republic of Germany and the Royal Norwegian Embassy and has been commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ). The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in close collaboration with the National Vocational and Technical Training Commission (NAVTTTC) as well as provincial Technical Education and Vocational Training Authorities (TEVTAs), Punjab Vocational Training Council (PVTC), Qualification Awarding Bodies (QABs) and private sector organizations.

**Document Version**

March, 2019

**Islamabad, Pakistan**

# CHEF



LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

## Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

### 1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

### 2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

### 3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

### 4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

## 5. Increased customer satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

## Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the *Chef de Partie* qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why you chose to do it like this?'

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a Chef de Partie acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

## Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

- a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
- b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
- c) Practice the skill before demonstration to trainees, if possible.
- d) Introduce the skill to trainees clearly at the commencement of demonstration.
- e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
- f) Carry out demonstration in a way that can be seen by all trainees.
- g) Use the same tools and materials that the learner will be using.
- h) Go through EACH of the steps involved in performing the skill.
- i) Go SLOWLY - describe each step as it is completed.
- j) Encourage the learners to move around and watch what you are doing from a number of different angles.
- k) Identify critical or complex steps, or steps that involve safety precautions to be followed.

- l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
- m) Try to involve the learners: Ask them questions about why they think the process may work that way.
- n) Repeat critical steps in demonstration, if required.
- o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

Remember that the learner will learn a lot from your demonstration - and not just the demonstration itself. Learners will learn about how to perform the skills, but they will also learn from watching demonstrations how trainers treat the tools or materials and how they follow safety procedures.

After the demonstration, it is important to again seek out questions - be sure all questions are answered. The trainer should ask the learner if they are ready to try the skill. If not, there may be a need for recycling the demonstration (or part of it), and clarifying some of the information.

## Overview of the program

<b>Course:</b> NVQ Certificate Level 3 in Chef de Partie	<b>Total Course Duration:</b> 400 hours
<b>Course Overview:</b>	
<p>The Hospitality Chef de Partie 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.</p>	

Module	Learning Unit	Duration
<b>Module 1:</b> Co-ordinate the operation of the kitchen section	<p><b>LU1:</b> Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis</p> <p><b>LU2:</b> Manage requisition requirements for kitchen section</p> <p><b>LU3:</b> Manage food availability and prepare the kitchen section for cooking</p> <p><b>LU4:</b> Develop productive working relationships with kitchen associates</p>	30 Hours
<b>Module 2:</b> Supervise the kitchen section	<p><b>LU1:</b> Ensure the kitchen section prepares, cooks and presents food effectively in the section</p> <p><b>LU2:</b> Ensure the kitchen section opens and finalizes the shift effectively</p> <p><b>LU3:</b> Ensure that kitchen section team follows health and safety requirements</p>	30 Hours
<b>Module 3:</b> Maintain production of food	<p><b>LU1:</b> Lead the kitchen team in the preparation and cooking of food</p> <p><b>LU2:</b> Support the sous chef</p> <p><b>LU3:</b> Supervise cooks/assistants</p> <p><b>LU4:</b> Supervise storage of food within kitchen section</p>	30 Hours

Module	Learning Unit	Duration
<b>Module 4:</b> Developing advanced skills in food preparation and cooking	<p><b>LU1:</b> Understand how to independently assemble food and equipment to prepare, and cook complex dishes</p> <p><b>LU2:</b> Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking</p> <p><b>LU3:</b> Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes</p> <p><b>LU4:</b> Understand how to independently present complex dishes for service</p>	30 Hours
<b>Module 5:</b> Prepare, cook and finish complex soups	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex soup</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex soups for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex soups</p> <p><b>LU4:</b> Independently present complex soups for service</p>	20 Hours
<b>Module 6:</b> Prepare, cook and finish complex meat dishes	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex meat dishes</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex meat dishes</p> <p><b>LU4:</b> Independently present complex meat dishes for service</p>	40 Hours
<b>Module 7:</b> Prepare, cook and finish complex poultry dishes	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex poultry dishes</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex poultry dishes</p> <p><b>LU4:</b> Independently present complex poultry dishes for service</p>	40 Hours



Module	Learning Unit	Duration
<b>Module 8:</b> Prepare, cook and finish complex fish and shellfish dishes	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex fish and shellfish dishes</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes</p> <p><b>LU4:</b> Independently present complex fish and shellfish dishes for service</p>	40 Hours
<b>Module 9:</b> Prepare, cook and finish fresh pasta and rice dishes	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish fresh pasta and rice dishes</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes</p> <p><b>LU4:</b> Independently present fresh pasta and rice dishes for service</p>	30 Hours
<b>Module 10:</b> Prepare, cook and finish complex vegetable dishes	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex vegetable dishes</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes</p> <p><b>LU4:</b> Independently present complex vegetable dishes for service</p>	20 Hours
<b>Module 11:</b> Prepare, cook and finish complex hot sauces	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex hot sauces</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex hot sauces</p> <p><b>LU4:</b> Independently present complex hot sauces for service</p>	20 Hours

Module	Learning Unit	Duration
<b>Module 12:</b> Prepare, cook and finish dressings and cold sauces	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish dressings and cold sauces</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish dressings and cold sauces</p> <p><b>LU4:</b> Independently present dressings and cold sauces for service</p>	20 Hours
<b>Module 13:</b> Prepare, cook and finish complex bread and dough products	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex bread and dough products</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex bread and dough products for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex bread and dough products</p> <p><b>LU4:</b> Independently present complex bread and dough products for service</p>	30 Hours
<b>Module 14:</b> Prepare, cook and finish complex sweet dishes	<p><b>LU1:</b> Independently assemble food and equipment to prepare, cook and finish complex sweet dishes</p> <p><b>LU2:</b> Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking</p> <p><b>LU3:</b> Use equipment and multi-stage methods independently to cook and finish complex sweet dishes</p> <p><b>LU4:</b> Independently present complex sweet dishes for service</p>	20 Hours

## Lesson Plan Template

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Introduction				
<b>BREAK</b>					
	Conclusion				

## Lesson Plan Template - EXAMPLE

Time	Content	Tutor activity	Learner activity	Resources	Outcomes / Assessment
	Introduction	State the learning objectives for this lesson (prepare, cook and finish complex soups using moist cooking methods). Link this to the previous lesson (complex soups using dry cooking methods including simmering and boiling) and ask questions for learners to check their prior knowledge and to arouse the interest and motivation	Answer questions about the previous lesson Ask questions as required about the learning objectives for this lesson	Flip chart or similar listing the learning objectives for this lesson	Question and answer
	Presentation	Introduce, explain and demonstrate moist cooking methods for complex soups. Highlight any new pre-preparation methods.	Make notes from which cooking methods for complex soups	Appropriate food and ingredients Appropriate preparation and cooking equipment Personal protective clothing	Question and answer
<b>BREAK</b>					
	Practical	Observe learners' practical activities and support as appropriate	Practice skills in using equipment and multi-stage methods independently to prepare, cook and present complex soups using moist cooking methods	Appropriate food and ingredients Recipe cards Learners' own notes Appropriate preparation and cooking equipment Personal protective clothing	Observation Question and answer Self assessment Peer assessment

<b>Time</b>	<b>Content</b>	<b>Tutor activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Outcomes / Assessment</b>
	Conclusion	Lead feedback session with discussion and question and answer Ask learners to complete self-assessment form	Provide feedback on the activity Taste completed complex soups and comment Complete self-assessment form Ask questions	Completed complex soups prepared by learners	Question and answer Self-assessment forms Completed complex soups prepared by learners

# CHEF



© TVET SSP

Module-1

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

## Trainer's guidelines

Module 1: Co-ordinate the operation of the kitchen section			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis	<p>Lead a discussion on the importance of finding and understanding the current and future requirements, of briefing the kitchen team and allocating responsibilities to associate cooks on a daily basis. Encourage <b>ALL</b> trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• Operational knowledge and understanding of the kitchen operation</li> <li>• Determining the current and future levels of bookings for the kitchen's food and beverage service outlet</li> <li>• Determining the current and future levels of staffing</li> <li>• Understanding the capacity of the kitchen to service the requirements of current and future levels of bookings</li> <li>• Briefing the team effectively</li> <li>• Checking that the team fully understands the briefing and what their duties for the day are</li> <li>• Tasks and duties that can be allocated to each associate</li> <li>• Communicating the deliverables to each associate</li> </ul>	Classroom	<p>Learner guide Handouts illustrating:</p> <ul style="list-style-type: none"> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> <li>• Requisitions</li> <li>• Cost reports</li> <li>• Weekly consumption reports</li> <li>• Bookings diary</li> <li>• Details of special bookings, special requirements or special offers available</li> <li>• Standard operating procedures for the kitchen operations</li> <li>• Job descriptions and appraisals for team associates</li> </ul>

<b>Module 1: Co-ordinate the operation of the kitchen section</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<p>Following the discussion, present examples of daily event sheets, regular and à-la-carte menu, requisitions, cost reports, weekly consumption reports, bookings diary, details of special bookings, special requirements or special offers available, standard operating procedures for the kitchen operations, and job descriptions for team associates on flipcharts around the room, as in a picture gallery. Arrange trainees into groups of 3 and ask each group to tour the 'gallery'. For each display, the group should discuss the importance of the document to the role of Chef de Partie.</p> <p>After the 'gallery tour', take feedback from the group. Answer any questions and confirm trainee's understanding.</p>	Classroom	Displays of documentation



<b>Module 1: Co-ordinate the operation of the kitchen section</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Manage requisition requirements for kitchen section	<p>Deliver an illustrated presentation on managing requisition requirements for the kitchen section. Ensure that the presentation focuses on the following:</p> <ul style="list-style-type: none"> <li>• Operational knowledge and understanding of current and future requirements of the business</li> <li>• Checking current stock of food and other items available in the kitchen</li> <li>• Preparing requisition sheets to obtain appropriate amounts of food and other items from store</li> <li>• Checking deliveries from store meet type, quality and quantity requirements</li> <li>• Different systems for managing stock</li> <li>• Stock management systems</li> <li>• How to monitor the type, quality and quantity of food and other ingredients</li> <li>• Understanding yield levels for different food and other items</li> <li>• Ensuring that associates meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet</li> </ul> <p>Ask learners to work in small groups. Each small group should consider <b>THREE</b> of the above issues and illustrate the importance of each issue with specific examples from a commercial kitchen situation.</p>	Classroom	<p>Learner guide Handout illustrating examples of:</p> <ul style="list-style-type: none"> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> <li>• Existing requisitions records</li> <li>• Yield values checklists</li> <li>• Cost reports</li> <li>• Weekly consumption reports</li> </ul>

<b>Module 1: Co-ordinate the operation of the kitchen section</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU3: Manage food availability and prepare the kitchen section for cooking	<p>Lead a discussion about the importance of managing food availability and prepare the kitchen section for cooking. Ensure the discussion focuses on the following points:</p> <ul style="list-style-type: none"> <li>• Understanding the relationship between food/ingredients, recipes/menus and yield</li> <li>• Checking that associates have all the required food, other ingredients (including of the right quality and quantity), together with tools and equipment for the day's requirements</li> <li>• Problems with equipment, services or surroundings, including equipment not working, gas or water at low pressure, chipped floor or wall tiles</li> </ul> <p>Following the discussion, arrange the trainees in small groups. Provide each group with a role play situation about problems, for example problems with equipment, services or surroundings, including equipment not working, gas or water at low pressure, chipped floor or wall tiles. Each group should role play their situation to find an acceptable solution to the problem.</p> <p>Take feedback after the role plays and, as a group, consider the solutions suggested for each problem.</p>	Classroom	<p>Learner guide</p> <p>Handouts illustrating:</p> <ul style="list-style-type: none"> <li>• Standard Operating procedures for the kitchen</li> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> <li>• Job descriptions for associates</li> <li>• Rota for associates on duty</li> <li>• Organisational quality standards for food and other items</li> </ul>

<p>LU4: Develop productive working relationships with kitchen associates</p>	<p>Invite an experienced sous chef or executive chef to deliver a presentation about the importance of developing productive working relationships with kitchen associates. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• The processes to follow to help associates adjust to and develop their roles and responsibilities</li> <li>• Understanding the employer’s responsibilities for associates</li> <li>• The importance of making sure each associate understands and supports the roles and responsibilities of others</li> <li>• The importance of good communications with all types of associates and the communication methods to use</li> <li>• How to actively support the team as they prepare the section for food preparation and cooking</li> <li>• Sharing information and knowledge with associates</li> <li>• Encouraging others to give feedback on performance of the kitchen team</li> <li>• Types of conflict that may occur with associates</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>After the presentation, invite trainees to pose questions to the invited chef that will clarify their understanding.</p>	<p>Classroom</p>	<p>Learner guide Handout illustrating:</p> <ul style="list-style-type: none"> <li>• Job descriptions and appraisals</li> <li>• Rotas</li> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> </ul>
--	---	------------------	--

# CHEF



© TVET SSP

Module-2

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

**Module 2: Supervise the kitchen section**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Ensure the kitchen section prepares, cooks and presents food effectively in the section</p>	<p>Lead a brainstorm on ways to ensure the kitchen section prepares, cooks and presents food effectively in each section. List the brainstorm ideas on a flipchart.</p> <p>If necessary, prompt learners to consider the following:</p> <ul style="list-style-type: none"> <li>• Operational knowledge and understanding of current and future requirements of business</li> <li>• Supervising the preparation, cooking and finishing procedures in his/her specific section of the kitchen</li> <li>• Different methods and approaches to portion control</li> <li>• Monitoring the presentation of dishes, to ensure that portion control meets the requirements of the food outlet and the kitchen</li> <li>• Problems that may arise in the specific section of the kitchen</li> </ul> <p>After the brainstorm, review the range of ideas and clarify any issues arising. Provide trainees with a handout of the main points arising from the brainstorm.</p>	<p>Classroom</p>	<p>Learner guide Handout of key points illustrating ways to ensure the kitchen section prepares, cooks and presents food effectively in each section</p>

<b>Module 2: Supervise the kitchen section</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Ensure the kitchen section opens and finalizes the shift effectively	<p>Deliver an illustrated presentation on ways to ensure the kitchen section opens and finalizes the shift effectively. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Understanding how to manage duty rota and any sickness, other absence and holiday entitlements</li> <li>• Ensuring that all associates are fully prepared at the start of the shift</li> <li>• Types of protective clothing and organisational requirements</li> <li>• Checking that all equipment is in good working order</li> <li>• Cleaning and sanitizing routines and materials</li> <li>• Ensuring that all associates finalise the shift correctly and efficiently</li> </ul> <p>Arrange learners in pairs. Ask each pair to devise 5 questions with correct answers about ways to ensure the kitchen section opens and finalizes the shift effectively. Hold a quiz for the group using the questions devised by each pair.</p>	Classroom	<p>Learner guide Handout illustrating:</p> <ul style="list-style-type: none"> <li>• Log book</li> <li>• Noticeboard</li> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> </ul>

<b>Module 2: Supervise the kitchen section</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU3: Ensure that kitchen section team follows health and safety requirements	<p>Invite an experienced health and safety inspector or similar health and safety specialist to give a presentation on the importance for kitchen section teams of following health and safety requirements. Ensure the presentation focusses on the following points:</p> <ul style="list-style-type: none"> <li>• The importance of working in a healthy, safe and hygienic way, to ensure there are no risks to customers or associates</li> <li>• Food safety and hygiene practices</li> <li>• Advising associates of the sources of information about health, hygiene and safety in the kitchen</li> <li>• Supporting and developing safe work methods</li> <li>• Types of hazards to be found in the kitchen</li> <li>• Ensuring that associates know and understand methods to deal with hazards correctly</li> <li>• Understanding risks from faulty equipment</li> <li>• Understanding the effects and implications of accidents</li> <li>• Ensuring that associates understand the importance of warning other people about hazards, to avoid accidents and injuries</li> <li>• Types of emergencies that may happen in the kitchen</li> <li>• Types of external emergency incidents requiring evacuation of the building</li> <li>• Ensuring that associates understand how to deal with different types of emergency</li> </ul>	Classroom	<p>Learner guide</p> <p>Handout summarising the essential details of ways to ensure that kitchen section teams follow health and safety requirements</p> <p>Guidance documents for simulated emergency evacuations</p>

**Module 2: Supervise the kitchen section**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	<ul style="list-style-type: none"><li>• Ensuring that associates following emergency and security procedures</li><li>• Ensuring that associates know the location of first aid equipment and the name of the first-aider in the workplace</li><li>• The possible causes of fire in the workplace</li><li>• Minimising the risk of fire</li><li>• Location of fire alarms and checking that associates know how to set them off</li><li>• The importance of following fire safety laws</li><li>• Keeping the kitchen area secure</li><li>• The importance of maintaining records of and reporting all usual/non-routine incidents to the appropriate person</li></ul> <p>Provide trainees with a handout summarising the essential details of the above points.</p> <p>Following the presentation, arrange a practice evacuation of the building under simulated fire or emergency conditions. Ensure trainees understand the importance of such practice evacuations.</p>		



# CHEF



© TVET SSP

Module-3

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

<b>Module 3: Maintain production of food</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Lead the kitchen team in the preparation and cooking of food	<p>Deliver a presentation on the importance for a chef de partie of leading the kitchen team in the preparation and cooking of food. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Different ways of communicating effectively with members of a kitchen team</li> <li>• Planning the achievement of kitchen team objectives</li> <li>• Selecting and successfully applying different methods for motivating, supporting and encouraging kitchen associates and recognising their achievements</li> <li>• Types of team and departmental difficulties and challenges that may arise</li> <li>• The members, purpose, objectives and plans of the kitchen team</li> <li>• The personal roles and responsibilities of members of the kitchen team</li> <li>• The types of support and advice that kitchen associates are likely to need</li> <li>• Standards of performance for the work of the team</li> </ul> <p>Following the presentation, arrange a question and answer session.</p>	Classroom	<p>Learner guide Action plan template Handout illustrating:</p> <ul style="list-style-type: none"> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> <li>• Job descriptions and appraisals for team associates</li> <li>• Log book</li> <li>• Record of allocated duties and tasks</li> </ul>

<b>Module 3: Maintain production of food</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	During the main practical sessions for Modules 5-14, each trainee should have the opportunity to lead the kitchen team (the other trainees) in the preparation and cooking of food. Arrange trainees in pairs. Each pair should discuss their responsibilities as a 'chef de partie' team leader and create an action plan for them to develop and improve their leadership skills.		
LU2: Support the sous chef	<p>Invite an experienced sous chef to deliver a presentation on ways in which a chef de partie should support the sous chef. Ensure the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Methods and formats for communication with the Sous Chef</li> <li>• Agreeing on methods and formats of communication with the sous chef</li> <li>• Areas for responsibilities delegated by Sous Chef on a daily and medium term basis</li> <li>• Agreeing with the sous chef daily and medium term areas for delegated responsibilities</li> <li>• Supporting the sous chef in undertaking training and inspections</li> <li>• Ensuring that every day food and beverages requirements of section are signed off by the sous chef</li> </ul> <p>After the presentation, invite trainees to pose questions to the invited sous chef that will clarify their understanding.</p>	Classroom	<p>Learner guide Handout illustrating:</p> <ul style="list-style-type: none"> <li>• Record of allocated duties and tasks</li> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> <li>• Standard Operating Procedures for the kitchen</li> </ul>

<b>Module 3: Maintain production of food</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU3: Supervise cooks/assistants	<p>Lead a discussion on how a chef de partie should supervise cooks and assistants. Ensure the discussion captures the following points:</p> <ul style="list-style-type: none"> <li>• Encouraging punctuality and efficiency</li> <li>• The methods of communication with kitchen associates</li> <li>• Motivating staff effectively</li> <li>• Ensuring that all associates are performing at optimum levels</li> <li>• Ensuring that cooks / assistants are producing the highest quality of product</li> <li>• Creating a friendly, professional environment which inspires teamwork</li> <li>• Compliance with relevant regulations and standards</li> </ul> <p>Following the discussion, arrange trainees into small groups. Each group should produce a leaflet to encourage and support kitchen associates in working efficiently and effectively in a kitchen environment.</p>	Classroom	<p>Learner guide Handout illustrating:</p> <ul style="list-style-type: none"> <li>• Record of allocated duties and tasks</li> <li>• Daily event sheets</li> <li>• Regular and à-la-carte menu</li> <li>• Fire equipment</li> <li>• First aid equipment</li> <li>• Equipment for contacting security</li> <li>• Standard operating procedures for the kitchen</li> </ul>

<b>Module 3: Maintain production of food</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU4: Supervise storage of food within kitchen section	<p>Invite an experienced kitchen stores manager to deliver a presentation about the importance of storing food safely within a kitchen section. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• Preparing food for storage, including tagging and logging food for storage, following organisational procedures, and completing all required documentation</li> <li>• Ensuring associates prevent cross contamination when preparing food for storage</li> <li>• Ensuring associates store food correctly and at the correct temperature</li> <li>• The importance of ensuring that all food tagged for storage is properly logged according to organisational requirements</li> <li>• The importance of ensuring that different foods are stored in the correct location and at the correct temperature according to organisational requirements</li> </ul> <p>After the presentation, invite trainees to pose questions to the invited kitchen stores manager that will clarify their understanding.</p>	Classroom	<p>Learner guide Handout illustrating:</p> <ul style="list-style-type: none"> <li>• Tagging and logging materials</li> </ul>

# CHEF



© TVET SSP

Module-4

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

**Module 4: Developing advanced skills in food preparation and cooking**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Understand how to independently assemble food and equipment to prepare, and cook complex dishes</p>	<p>Begin this session with an illustrative presentation about the advanced skills in food preparation and cooking. Include examples of:</p> <ul style="list-style-type: none"> <li>• what food and equipment is needed</li> <li>• the benefits of assembling food, ingredients and equipment required</li> <li>• the seasonality of foods</li> <li>• the nutritional values of different foods</li> <li>• risks associated with storage of food prior to preparation</li> <li>• prevention of spoilage</li> <li>• the principles of stock rotation</li> <li>• the benefits of storage of equipment</li> <li>• the principles of defrosting ingredients as required before preparation and cooking</li> <li>• checking the condition of ingredients for preparation and cooking</li> <li>• problems with ingredients</li> <li>• working independently</li> <li>• compliance with relevant regulations and standards</li> </ul> <p>Arrange learners into small groups. Ask each group to discuss the importance of being able to independently assemble food and equipment to prepare and cook complex dishes and present <b>THREE</b> situations that illustrate their discussion.</p> <p>Take verbal feedback from each group.</p>	<p>Classroom</p>	<p>Learner guide</p> <p>Handouts on key issues relating to the ability to independently assemble food and equipment to prepare, and cook complex dishes</p>

## Module 4: Developing advanced skills in food preparation and cooking

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU2: Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking</p>	<p>Invite an experienced sous chef from industry to deliver a presentation to trainees about using equipment and multi-stage methods independently to prepare complex dishes for cooking. Ask the invited chef to address the following key points:</p> <ul style="list-style-type: none"> <li>• preparation requirements</li> <li>• sequencing the appropriate multi-stage preparation methods correctly</li> <li>• the importance of using the correct tools and equipment</li> <li>• weighing and measuring ingredients accurately</li> <li>• quality requirements following preparation for complex dishes</li> <li>• working independently</li> <li>• compliance with relevant regulations and standards</li> </ul> <p>After the presentation, invite trainees to pose questions to the invited chef that will clarify their understanding.</p>	<p>Classroom</p>	<p>Learner guide            Illustrations of equipment taken from catalogues or the internet            Photographs of chefs using multi-stage methods to prepare complex dishes for cooking</p>



## Module 4: Developing advanced skills in food preparation and cooking

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU3: Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes</p>	<p>Deliver an illustrative presentation on the use of equipment and multi-stage methods independently to cook and finish complex dishes. Ensure that the presentation addresses the following points:</p> <ul style="list-style-type: none"> <li>• the effect of different and multi-stage cooking processes on different ingredients/dishes and their nutritional value</li> <li>• cooking requirements</li> <li>• sequencing the appropriate multi-stage cooking methods correctly</li> <li>• the importance of using the correct tools and equipment</li> <li>• combining other ingredients at different stages of the cooking process</li> <li>• quality requirements for cooked complex dishes</li> <li>• working independently</li> <li>• compliance with relevant regulations and standards</li> </ul> <p>Ask the learner group to work in pairs to discuss the key points of using equipment and multi-stage methods independently to cook and finish complex dishes. Following the pairs discussion, link two pairs together and ask each pair to share their findings.</p>	<p>Classroom</p>	<p>Learner guide            Illustrations of equipment taken from catalogues or the internet            Photographs or videos of chefs using multi-stage methods to cook and finish complex dishes</p>

<b>Module 4: Developing advanced skills in food preparation and cooking</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU4: Understand how to independently present complex dishes for service	<p>Lead a discussion on presenting complex dishes for service. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> <li>• the importance of using the correct tools and equipment</li> <li>• the principles of holding and serving complex dishes</li> <li>• the importance of using a temperature probe</li> <li>• working independently</li> <li>• compliance with relevant regulations and standards</li> </ul> <p>Arrange learners in different pairs. Ask each pair to devise 5 questions with correct answers about presenting complex dishes for service. Hold a quiz for the group using the questions devised by each pair.</p>	Classroom	Learner guide

# CHEF



© TVET SSP

Module-5

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---



<b>Module 5: Prepare, cook and finish complex soups</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Use equipment and multi-stage methods independently to prepare complex soups for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex soups for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex soups Own notes on preparing complex soups
LU3: Use equipment and multi-stage methods independently to cook and finish complex soups	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex soups, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex soups Own notes on cooking and finishing complex soups
LU4: Independently present complex soups for service	<p>Trainees need to practice their skills in independently present complex soups for service, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex soups. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for complex soups Own notes on presenting complex soups</p> <p>Learner guide Learner self-assessment forms</p>

# CHEF



© TVET SSP

Module-6

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---



<b>Module 6: Prepare, cook and finish complex meat dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex meat dishes for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex meat dishes Own notes on preparing complex meat dishes
LU3: Use equipment and multi-stage methods independently to cook and finish complex meat dishes	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex meat dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex meat dishes Own notes on cooking and finishing complex meat dishes
LU4: Independently present complex meat dishes for service	<p>Trainees need to practice their skills in independently present complex meat dishes for service, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex meat dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for complex meat dishes Own notes on presenting complex meat dishes</p> <p>Learner guide Learner self-assessment forms</p>



# CHEF



© TVET SSP

Module-7

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

**Module 7: Prepare, cook and finish complex poultry dishes**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex poultry dishes</p>	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing complex poultry dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of complex poultry dishes</li> <li>• Pre-preparation methods for complex poultry dishes</li> <li>• Dry cooking, moist cooking and combination cooking methods for complex poultry dishes</li> <li>• Finishing and seasoning complex poultry dishes</li> <li>• Storing complex poultry dishes</li> <li>• Critical hygiene issues when handling, preparing and cooking poultry</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for complex poultry dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p>	<p>Classroom or practice kitchen</p>	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish complex poultry dishes</p> <p>Videos of professional chefs preparing, cooking and finishing complex poultry dishes</p>

<b>Module 7: Prepare, cook and finish complex poultry dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Trainees need to practice their skills in assembling food and equipment to prepare, cook and finish complex poultry dishes in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex poultry dishes Support materials for equipment used to prepare, cook and finish complex poultry dishes
LU2: Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex poultry dishes for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex poultry dishes Own notes on preparing complex poultry dishes
LU3: Use equipment and multi-stage methods independently to cook and finish complex poultry dishes	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex poultry dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex poultry dishes Own notes on cooking and finishing complex poultry dishes
LU4: Independently present complex poultry dishes for service	Trainees need to practice their skills in independently present complex poultry dishes for service, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex poultry dishes Own notes on presenting complex poultry dishes

**Module 7: Prepare, cook and finish complex poultry dishes**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex poultry dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.	Practice or commercial kitchen	Learner guide Learner self-assessment forms

# CHEF



© TVET SSP

Module-8

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

## Module 8: Prepare, cook and finish complex fish and shellfish dishes

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex fish and shellfish dishes</p>	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing complex fish and shellfish dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of complex fish and shellfish dishes</li> <li>• Pre-preparation methods for complex fish and shellfish dishes</li> <li>• Dry cooking, moist cooking and combination cooking methods for complex fish and shellfish dishes</li> <li>• Finishing and seasoning complex fish and shellfish dishes</li> <li>• Storing complex fish and shellfish dishes</li> <li>• Critical hygiene issues when handling, preparing and cooking shellfish</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for complex fish and shellfish dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p>	<p>Classroom or practice kitchen</p>	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish complex fish and shellfish dishes</p> <p>Videos of professional chefs preparing, cooking and finishing complex fish and shellfish dishes</p>

<b>Module 8: Prepare, cook and finish complex fish and shellfish dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Trainees need to practice their skills in assembling food and equipment to prepare, cook and finish complex fish and shellfish dishes in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex fish and shellfish dishes Support materials for equipment used to prepare, cook and finish complex fish and shellfish dishes
LU2: Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex fish and shellfish dishes Own notes on preparing complex fish and shellfish dishes
LU3: Use equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex fish and shellfish dishes Own notes on cooking and finishing complex fish and shellfish dishes
LU4: Independently present complex fish and shellfish dishes for service	Trainees need to practice their skills in independently present complex fish and shellfish dishes for service, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex fish and shellfish dishes Own notes on presenting complex fish and shellfish dishes

**Module 8: Prepare, cook and finish complex fish and shellfish dishes**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex fish and shellfish dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.	Practice or commercial kitchen	Learner guide Learner self-assessment forms



# CHEF



© TVET SSP

Module-9

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

**Module 9: Prepare, cook and finish fresh pasta and rice dishes**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Independently assemble food and equipment to prepare, cook and finish fresh pasta and rice dishes</p>	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing fresh pasta and rice dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of fresh pasta and rice dishes</li> <li>• Pre-preparation methods for fresh pasta and rice dishes</li> <li>• Dry and moist cooking methods for fresh pasta and rice dishes</li> <li>• Finishing and seasoning fresh pasta and rice dishes</li> <li>• Storing fresh pasta and rice dishes</li> <li>• Al-dente as a feature of cooked pasta dishes</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for fresh pasta and rice dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p>	<p>Classroom or practice kitchen</p>	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish fresh pasta and rice dishes</p> <p>Videos of professional chefs preparing, cooking and finishing fresh pasta and rice dishes</p>

<b>Module 9: Prepare, cook and finish fresh pasta and rice dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Trainees need to practice their skills in assembling food and equipment to prepare, cook and finish fresh pasta and rice dishes in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for fresh pasta and rice dishes Support materials for equipment used to prepare, cook and finish fresh pasta and rice dishes
LU2: Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for fresh pasta and rice dishes Own notes on preparing fresh pasta and rice dishes
LU3: Use equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for fresh pasta and rice dishes Own notes on cooking and finishing fresh pasta and rice dishes
LU4: Independently present fresh pasta and rice dishes for service	Trainees need to practice their skills in independently present fresh pasta and rice dishes for service, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for fresh pasta and rice dishes Own notes on presenting fresh pasta and rice dishes

**Module 9: Prepare, cook and finish fresh pasta and rice dishes**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish fresh pasta and rice dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.	Practice or commercial kitchen	Learner guide Learner self-assessment forms

# CHEF



© TVET SSP

Module-10

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

**Module 10: Prepare, cook and finish complex vegetable dishes**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex vegetable dishes</p>	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing complex vegetable dishes. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of complex vegetable dishes</li> <li>• Pre-preparation methods for complex vegetable dishes</li> <li>• Dry cooking, moist cooking and combination cooking methods for complex vegetable dishes</li> <li>• Finishing and seasoning complex vegetable dishes</li> <li>• Storing complex vegetable dishes</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for complex vegetable dishes and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p>	<p>Classroom or practice kitchen</p>	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish complex vegetable dishes</p> <p>Videos of professional chefs preparing, cooking and finishing complex vegetable dishes</p>

<b>Module 10: Prepare, cook and finish complex vegetable dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Trainees need to practice their skills in assembling food and equipment to prepare, cook and finish complex vegetable dishes in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex vegetable dishes Support materials for equipment used to prepare, cook and finish complex vegetable dishes
LU2: Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex vegetable dishes Own notes on preparing complex vegetable dishes
LU3: Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex vegetable dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex vegetable dishes Own notes on cooking and finishing complex vegetable dishes
LU4: Independently present complex vegetable dishes for service	Trainees need to practice their skills in independently present complex vegetable dishes for service, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex vegetable dishes Own notes on presenting complex vegetable dishes

**Module 10: Prepare, cook and finish complex vegetable dishes**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex vegetable dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.	Practice or commercial kitchen	Learner guide Learner self-assessment forms



# CHEF



© TVET SSP

Module-11

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

<b>Module 11: Prepare, cook and finish complex hot sauces</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex hot sauces	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing complex hot sauces. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Understanding the main function of sauces</li> <li>• Food and ingredients for the preparation and cooking of complex hot sauces</li> <li>• Pre-preparation methods for complex hot sauces</li> <li>• Dry cooking, moist cooking and combination cooking methods for complex hot sauces</li> <li>• Finishing and seasoning complex hot sauces</li> <li>• Storing complex hot sauces</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for complex hot sauces and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p> <p>Trainees need to practice their skills in assembling food and equipment to prepare, cook and finish complex hot sauces in a real or realistic environment.</p>	Classroom or practice kitchen	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish complex hot sauces</p> <p>Videos of professional chefs preparing, cooking and finishing complex hot sauces</p>
	Practice or commercial kitchen	<p>Learner guide</p> <p>Allocated recipe for complex hot sauces</p> <p>Support materials for equipment used to prepare, cook and finish complex hot sauces</p>	

<b>Module 11: Prepare, cook and finish complex hot sauces</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex hot sauces for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex hot sauces Own notes on preparing complex hot sauces
LU3: Use equipment and multi-stage methods independently to cook and finish complex hot sauces	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex hot sauces, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex hot sauces Own notes on cooking and finishing complex hot sauces
LU4: Independently present complex hot sauces for service	<p>Trainees need to practice their skills in independently present complex hot sauces for service, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex hot sauces. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for complex hot sauces Own notes on presenting complex hot sauces</p> <p>Learner guide Learner self-assessment forms</p>

# CHEF



© TVET SSP

Module-12

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---

**Module 12: Prepare, cook and finish dressings and cold sauces**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
<p>LU1: Independently assemble food and equipment to prepare, cook and finish dressings and cold sauces</p>	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing dressings and cold sauces. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of dressings and cold sauces</li> <li>• Pre-preparation methods for dressings and cold sauces</li> <li>• Cooking and mixing methods for dressings and cold sauces</li> <li>• Finishing and seasoning dressings and cold sauces</li> <li>• Storing dressings and cold sauces</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for dressings and cold sauces and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p>	<p>Classroom or practice kitchen</p>	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish dressings and cold sauces</p> <p>Videos of professional chefs preparing, cooking and finishing dressings and cold sauces</p>

<b>Module 12: Prepare, cook and finish dressings and cold sauces</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Trainees need to practice their skills in assembling food and equipment to prepare, cook and finish dressings and cold sauces in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for dressings and cold sauces Support materials for equipment used to prepare, cook and finish dressings and cold sauces
LU2: Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for dressings and cold sauces Own notes on preparing dressings and cold sauces
LU3: Use equipment and multi-stage methods independently to cook and finish dressings and cold sauces	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish dressings and cold sauces, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for dressings and cold sauces Own notes on cooking and finishing dressings and cold sauces
LU4: Independently present dressings and cold sauces for service	Trainees need to practice their skills in independently present dressings and cold sauces for service, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for dressings and cold sauces Own notes on presenting dressings and cold sauces

**Module 12: Prepare, cook and finish dressings and cold sauces**

<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish dressings and cold sauces. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.	Practice or commercial kitchen	Learner guide Learner self-assessment forms

# CHEF



© TVET SSP

Module-13

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---



**Module 13: Prepare, cook and finish complex bread and dough products**

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex bread and dough products</p>	<p>Begin this session with an illustrated presentation on preparing, cooking and finishing complex bread and dough products. Ensure that the presentation addresses the following points, including demonstrations of equipment, preparation and cooking methods where appropriate:</p> <ul style="list-style-type: none"> <li>• Food and ingredients for the preparation and cooking of complex bread and dough products</li> <li>• Pre-preparation methods for complex bread and dough products</li> <li>• Cooking methods for complex bread and dough products</li> <li>• The effects of steaming on dough products</li> <li>• Finishing and seasoning complex bread and dough products</li> <li>• Risks for bread and dough products if not cooled correctly</li> <li>• Storing complex bread and dough products</li> </ul> <p>Arrange a question and answer session to clarify trainee understanding.</p> <p>To prepare for the practical sessions, allocate each trainee one recipe for complex bread and dough products and ask them to produce an agreed number of portions (this may vary depending on the recipe and the complexity of preparing and cooking the dish). Check that each trainee understands their task.</p>	<p>Classroom or practice kitchen</p>	<p>Learner guide</p> <p>Illustrations from catalogues or the internet of equipment used to prepare, cook and finish complex bread and dough products</p> <p>Videos of professional chefs preparing, cooking and finishing complex bread and dough products</p>

<b>Module 13: Prepare, cook and finish complex bread and dough products</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	Trainees need to practice their skills in assembling food and equipment to prepare, cook and finish complex bread and dough products in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex bread and dough products Support materials for equipment used to prepare, cook and finish complex bread and dough products
LU2: Use equipment and multi-stage methods independently to prepare complex bread and dough products for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex bread and dough products for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex bread and dough products Own notes on preparing complex bread and dough products
LU3: Use equipment and multi-stage methods independently to cook and finish complex bread and dough products	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex bread and dough products, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex bread and dough products Own notes on cooking and finishing complex bread and dough products
LU4: Independently present complex bread and dough products for service	Trainees need to practice their skills in independently present complex bread and dough products for service, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex bread and dough products Own notes on presenting complex bread and dough products

<b>Module 13: Prepare, cook and finish complex bread and dough products</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
	After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex bread and dough products. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.	Practice or commercial kitchen	Learner guide Learner self-assessment forms

# CHEF



© TVET SSP

Module-14

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

---



<b>Module 14: Prepare, cook and finish complex sweet dishes</b>			
<b>Learning Unit</b>	<b>Suggested Teaching/ Learning Activities</b>	<b>Delivery Context</b>	<b>Media</b>
LU2: Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking	Trainees need to practice their skills in using equipment and multi-stage methods independently to prepare complex sweet dishes for cooking, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex sweet dishes Own notes on preparing complex sweet dishes
LU3: Use equipment and multi-stage methods independently to cook and finish complex sweet dishes	Trainees need to practice their skills in using equipment and multi-stage methods independently to cook and finish complex sweet dishes, in a real or realistic environment.	Practice or commercial kitchen	Learner guide Allocated recipe for complex sweet dishes Own notes on cooking and finishing complex sweet dishes
LU4: Independently present complex sweet dishes for service	<p>Trainees need to practice their skills in independently present complex sweet dishes for service, in a real or realistic environment.</p> <p>After the practical sessions are complete, lead a feedback session. Ask learners to complete a self-assessment form on their ability to prepare, cook and finish complex sweet dishes. Ask questions to confirm their understanding. Provide opportunities for trainees to ask their own questions.</p>	<p>Practice or commercial kitchen</p> <p>Practice or commercial kitchen</p>	<p>Learner guide Allocated recipe for complex sweet dishes Own notes on presenting complex sweet dishes</p> <p>Learner guide Learner self-assessment forms</p>

