

# National Vocational & Technical Training Commission (NAVTTTC)



## Curriculum for Chef de Partie

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Islamic Republic of Pakistan  
اسلامی جمہوریہ پاکستان  
Islami Jumhoriyye Pakistan



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# Curriculum specification for Chef de Partie

## 1. Introduction

### The structure of this course

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

Module	Theory <sup>1</sup> Days/hours	Workplace <sup>2</sup> Days/hours	Total hours
Module 1: Co-ordinate the operation of the kitchen section	12	48	60
Module 2: Supervise the kitchen section	12	48	60
Module 3: Maintain production of food	12	48	60
Module 4: Developing advanced skills in food preparation and cooking	12	48	60
Module 5: Prepare, cook and finish complex soups	8	32	40
Module 6: Prepare, cook and finish complex meat dishes	16	64	80

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

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

Module 7: Prepare, cook and finish complex poultry dishes	16	64	80
Module 8: Prepare, cook and finish complex fish and shellfish dishes	16	64	80
Module 9: Prepare, cook and finish fresh pasta and rice dishes	12	48	60
Module 10: Prepare, cook and finish complex vegetable dishes	8	32	40
Module 11: Prepare, cook and finish complex hot sauces	8	32	40
Module 12: Prepare, cook and finish dressings and cold sauces	8	32	40
Module 13: Prepare, cook and finish complex breads and dough products	12	48	60
Module 14: Prepare, cook and finish complex sweet dishes	8	32	40

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

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

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

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

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

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

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

Method competency, communicative competence and learning competence are inherent part of developing expertise, self-competence and social competence in students through the Hospitality Chef de Partie curriculum. Method competence develops in trainees a willingness and ability to use a targeted, tactical approach during the handling of tasks and problems (for example, in the planning of steps). Communication competence develops a willingness and ability to understand and to shape communicative situations, including the ability for students to perceive, understand and to represent their own intentions and needs as well as those of their partners. Learning competence develops in trainees a willingness and ability to understand and evaluate – independently and together with others – information about facts and contexts through the Hospitality Chef de Partie curriculum and to classify these in mental structures. As part of learning competencies, trainees will demonstrate the ability and willingness to develop in his or her professional or private life learning techniques and learning strategies and to use them for lifelong learning.

### **Entry level for trainees**

Trained and qualified as a cook for at least 2 years, with 2 years' experience in a commercial hospitality kitchen (e.g. hotel, restaurant, club, industrial canteen)

OR

Minimum Matric/intermediate plus 4 years' cooking experience in a commercial hospitality kitchen (e.g. hotel, restaurant, club, industrial canteen) and completion of appropriate admission assessment

Trainees should also be competent at Level 3 in English and numeracy. It is preferred that trainees have completed 12 years of education with Intermediate / A Level.

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

### **Minimum teaching qualification**

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

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

### **Medium of instruction**

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

### **Terminology**

This curriculum is for a Hospitality Chef de Partie. Some organizations may use alternative terms to describe this job role. Training providers should examine the Overview of the Curriculum to determine whether this curriculum meets the needs of potential trainees.

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

### **Laws and regulations**

- Training providers must ensure they keep up to date with laws, standards and regulations – at both national and regional levels – relating to health and safety, food safety, guest rights and other relevant issues. These currently include:
- The Pure Food Ordinance 1960

- Pakistan Hotels and Restaurant Act 1976
- Pakistan Standards and Quality Control Authority Act 1996
- Factories Act 1934
- Punjab Factories Rules 1978
- Sindh Factories Rules 1975
- North-West Frontier Province Factories Rules 1975
- West Pakistan Hazardous Occupations Rules 1963
- Mines Act 1923
- Provincial Employees Social Security (Occupational Diseases) Regulation 1967
- Workmen Compensation Act 1923 and Rules 1961
- Dock Labourers Act 1934
- Hazard Analysis and Critical Control Points (HACCP)
- Occupational Health and Environmental Safety (OH & ES)
- Integrated Management Systems
- ISO 14001
- ISO 22000
- Risk Management
- Provincial Food Authority

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

### Suggested distribution of modules

This qualification is made up of 14 modules. Nine modules relate to preparation, cooking and finishing of particular dishes, for example Module 5: Prepare, cook and finish complex soups; or Module 10: Prepare, cook and finish complex vegetable dishes. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

There is one further modules relating to general skills that a Chef de Partie must have: Module 4: Developing advanced skills in food preparation and cooking. This is interdependent with the preparation and cooking modules and need to be delivered in parallel. This is illustrated in the distribution table.

Three further modules relate to the supervisory skills of a Chef de Partie: Module 1: Co-ordinate the operation of the kitchen; Module 2: Supervise the kitchen section; and Module 3: Maintain production of food. The distribution table suggests that these should be delivered at the beginning of the course.

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

The distribution table is shown overleaf:

Module 1: Co-ordinate the operation of the kitchen 60 hours	Module 2: Supervise the kitchen section 60 hours	Module 3: Maintain production of food 60 hours
Module 5: Prepare, cook and finish complex soups	Module 13: Prepare, cook and finish complex breads and dough products	Module 4: Developing advanced skills in food



40 hours	60 hours	preparation and cooking 60 hours
Module 6: Prepare, cook and finish complex meat dishes 80 hours	Module 11: Prepare, cook and finish complex hot sauces 40 hours	
	Module 10: Prepare, cook and finish complex vegetable dishes 40 hours	
Module 7: Prepare, cook and finish complex poultry dishes 80 hours	Module 9: Prepare, cook and finish fresh pasta and rice dishes	
	Module 12: Prepare, cook and finish dressings and cold sauces 40 hours	
Module 8: Prepare, cook and finish complex fish and shellfish dishes 80 hours	Module 14: Prepare, cook and finish complex sweet dishes 40 hours	

## **2. Competency Standard – “CHEF DE PARTIE” (NVQF – Level 3)**

### **Definition**

Chefs de Partie are responsible for running a section in a traditional kitchen. While specific duties vary depending on the type of establishment, the duties of Chefs de Partie will include preparing, cooking and presenting complex dishes that involve several stages. Chefs de Partie are also responsible for teams of cooks and trainees.

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

- Managing a kitchen section
- Selecting tools and equipment used to prepare, cook and present complex dishes
- Weighing and measuring ingredients accurately according to recipes
- Sequencing the different stages of preparation and cooking
- Preparing and cooking complex dishes as required by guest's orders
- Checking the quality of food before, during and after preparation and cooking
- Working hygienically and safely.

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

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

- Master complex food preparation and cooking processes and culinary techniques
- Lead a kitchen team
- Understand and apply nutritional, economic and ecological requirements
- Supervise the application of food safety and hygiene regulations
- Co-ordinate the operation of the kitchen section
- Supervise the kitchen section

- Maintain production of food
- Develop advanced skills in food preparation and cooking
- Prepare, cook and finish complex soups
- Prepare, cook and finish complex meat dishes
- Prepare, cook and finish complex poultry dishes
- Prepare, cook and finish complex fish and shellfish dishes
- Prepare, cook and finish fresh pasta and rice dishes
- Prepare, cook and finish complex vegetable dishes
- Prepare, cook and finish complex hot sauces
- Prepare, cook and finish dressings and cold sauces
- Prepare, cook and finish complex breads and dough products
- Prepare, cook and finish complex sweet dishes

### **Personal requirements**

Chef de Partie need the following characteristics:

- A genuine interest in preparing and cooking food
- A keen sense of taste and smell
- Good health and stamina – able to stand for long duty hours in kitchen environment
- Able to lead and work as a member of a team
- Willing to maintain the high standard of cleanliness necessary in any food establishment
- Capacity to be creative
- Organizational skills
- Flexibility
- Teamwork and leadership
- Guest focussed
- Desire to learn

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

Chefs de Partie are employed in hotels, clubs, restaurants, catering firms, cafeterias, marriage halls, caterers, institutions, homes, specialty food outlets and isolated camps. Experienced Chefs de Partie may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

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

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

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

### 3. Overview of the curriculum for Chef de Partie

Module Title and Aim	Learning Units	
<p><b>Module 1:</b> Co-ordinate the operation of the kitchen section</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding of coordinating the operation of the kitchen section</p>	<p>LU1: Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis</p> <p>LU2: Manage requisition requirements for kitchen section</p> <p>LU3: Manage food availability and prepare the kitchen section for cooking</p> <p>LU4: Develop productive working relationships with kitchen associates</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory<sup>3</sup> Days/hours</b>
		12 hours
		<b>Workplace<sup>4</sup> Days/hours</b>
48 hours		
<p><b>Module 2:</b> Supervise the kitchen section</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to supervise the kitchen section</p>	<p>LU1: Ensure the kitchen section prepares, cooks and presents food effectively in the section</p> <p>LU2: Ensure the kitchen section opens and finalizes the shift effectively</p> <p>LU3: Ensure that kitchen section team follows health and safety requirements</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		12 hours
		<b>Workplace Days/hours</b>
48 hours		

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

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

Module Title and Aim	Learning Units	
<p><b>Module 3:</b> Maintain production of food</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to maintain production of food</p>	<p>LU1: Lead the kitchen team in the preparation and cooking of food</p> <p>LU2: Support the sous chef</p> <p>LU3: Supervise cooks/assistants</p> <p>LU4: Supervise storage of food within kitchen section</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		12 hours
		<b>Workplace Days/hours</b>
48 hours		
<p><b>Module 4:</b> Developing advanced skills in food preparation and cooking</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish different dishes</p>	<p>LU1: Understand how to independently assemble food and equipment to prepare, and cook complex dishes</p> <p>LU2: Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking</p> <p>LU3: Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes</p> <p>LU4: Understand how to independently present complex dishes for service</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		12 hours
		<b>Workplace Days/hours</b>
48 hours		
<p><b>Module 5:</b> Prepare, cook and finish complex soups</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex soups</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex soups for cooking</p>	<b>Timeframe of modules</b>
		40 hours
		<b>Theory Days/hours</b>

Module Title and Aim	Learning Units	
<p>understanding to prepare, cook and finish complex soups</p>	<p>LU3: Use equipment and multi-stage methods independently to cook and finish complex soups</p> <p>LU4: Independently present complex soups for service</p>	8 hours
		<b>Workplace Days/hours</b>
		32 hours
<p><b>Module 6:</b> Prepare, cook and finish complex meat dishes</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex meat dishes</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex meat dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex meat dishes</p> <p>LU4: Independently present complex meat dishes for service</p>	<b>Timeframe of modules</b>
		80 hours
		<b>Theory Days/hours</b>
		16 hours
		<b>Workplace Days/hours</b>
		64 hours
<p><b>Module 7:</b> Prepare, cook and finish complex poultry dishes</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex poultry dishes</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex poultry dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex poultry dishes</p> <p>LU4: Independently present complex poultry dishes for service</p>	<b>Timeframe of modules</b>
		80 hours
		<b>Theory Days/hours</b>
		16 hours
		<b>Workplace Days/hours</b>
		64 hours

Module Title and Aim	Learning Units	
<p><b>Module 8:</b> Prepare, cook and finish complex fish and shellfish dishes</p> <p><b>Aim:</b> The aim of this module to develop advance knowledge, skills and understanding to prepare, cook and finish complex fish and shellfish dishes</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex fish and shellfish dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes</p> <p>LU4: Independently present complex fish and shellfish dishes for service</p>	<b>Timeframe of modules</b>
		80 hours
		<b>Theory Days/hours</b>
		16 hours
		<b>Workplace Days/hours</b>
64 hours		
<p><b>Module 9:</b> Prepare, cook and finish fresh pasta and rice dishes</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish fresh pasta and rice dishes</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish fresh pasta and rice dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes</p> <p>LU4: Independently present fresh pasta and rice dishes for service</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		12 hours
		<b>Workplace Days/hours</b>
48 hours		
<p><b>Module 10:</b> Prepare, cook and finish complex vegetable dishes</p> <p><b>Aim:</b> The aim of this module to develop advanced</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex vegetable dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking</p>	<b>Timeframe of modules</b>
		40 hours
		<b>Theory Days/hours</b>



Module Title and Aim	Learning Units	
<p>knowledge, skills and understanding to prepare, cook and finish complex vegetable dishes</p>	<p>LU3: Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes</p> <p>LU4: Independently present complex vegetable dishes for service</p>	8 hours
		<b>Workplace Days/hours</b>
		32 hours
<p><b>Module 11:</b> Prepare, cook and finish complex hot sauces</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex hot sauces</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex hot sauces</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex hot sauces</p> <p>LU4: Independently present complex hot sauces for service</p>	<b>Timeframe of modules</b>
		40 hours
		<b>Theory Days/hours</b>
		8 hours
		<b>Workplace Days/hours</b>
		32 hours
<p><b>Module 12:</b> Prepare, cook and finish dressings and cold sauces</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish dressings and cold sauces</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish dressings and cold sauces</p> <p>LU2: Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish dressings and cold sauces</p> <p>LU4: Independently present dressings and cold sauces for service</p>	<b>Timeframe of modules</b>
		40 hours
		<b>Theory Days/hours</b>
		8 hours
		<b>Workplace Days/hours</b>
		32 hours

Module Title and Aim	Learning Units	
<p><b>Module 13:</b> Prepare, cook and finish complex bread and dough products</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex breads and dough products</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex bread and dough products</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex bread and dough products for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex bread and dough products</p> <p>LU4: Independently present complex bread and dough products for service</p>	<b>Timeframe of modules</b>
		60 hours
		<b>Theory Days/hours</b>
		12 hours
		<b>Workplace Days/hours</b>
48 hours		
<p><b>Module 14:</b> Prepare, cook and finish complex sweet dishes</p> <p><b>Aim:</b> The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex sweet dishes</p>	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex sweet dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex sweet dishes</p> <p>LU4: Independently present complex sweet dishes for service</p>	<b>Timeframe of modules</b>
		40 hours
		<b>Theory Days/hours</b>
		8 hours
		<b>Workplace Days/hours</b>
32 hours		

## **4. Teaching and Learning Guide for Chef de Partie**

The aim of the training is for trainees to be able to act independently and responsibly in their field of study, by following an educational programme where this is part of the overall methodological concept.

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

#### 4.1. Module 1: Co-ordinate the operation of the kitchen section

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding needed to co-ordinate the operation of the kitchen section

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<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>The trainee will be able to:</b> Determine the current and future levels of bookings for the kitchen's food and beverage service outlet Determine the current and future levels of staffing, taking account of the rota, periods of annual leave and permanent changes in the team Evaluate the capacity of the kitchen to service the requirements of current and future levels of bookings for the</p>	<p><b>The trainee should have knowledge of:</b> Understanding of the kitchen operation, including hierarchy, roles and responsibilities, capacity  Determining the current and future levels of staffing, including taking account of the rota, periods of annual leave, permanent changes in the team, checking job descriptions and associates' capabilities, understanding roles and responsibilities  Understanding the capacity of the kitchen to service the requirements of current and future levels of bookings, including checking with team that there are no outstanding problems or difficulties</p>	<p><b>Total:</b> 17 hours <b>Theory:</b> 3 hours <b>Practical:</b> 14 hours</p>	<p>Kitchen equipment, preparation utensils  Daily event sheets  Regular and à-la-carte menu  Requisitions  Cost reports  Weekly consumption reports  Fire equipment (see Section 5 for details)  First aid equipment (see Section 5 for</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b> Training kitchen  <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>kitchen's food and beverage service outlet</p> <p>Assemble team at appropriate time and deliver team briefing about requirements and the individual roles and responsibilities needed to complete the work of the shift</p> <p>Ensure that team are wearing appropriate chef's uniform</p> <p>Determine which tasks and duties are to be allocated to each associate</p> <p>Communicate the deliverables to each individual and check that they understand their role and responsibilities</p> <p>Monitor the achievement of allocated tasks throughout the shift</p>	<p>Tasks and duties that can be allocated to each associate, including knowledge of job specifications for each associate, existing or developing capabilities</p> <p><b>The trainee should have ability of:</b></p> <p>Briefing the team effectively, including informing team of daily requirements for food and beverage services, how many bookings are expected, any special bookings, special requirements, special menu items or special offers available; choosing the right style of communication (verbal communication, clear voice, good body language)</p> <p>Checking that team fully understands the briefing and what their duties for the day are, including observing team during briefing, asking questions to confirm understanding</p> <p>Determining the current and future levels of bookings for the kitchen's food and beverage service outlet, including checking bookings, events diaries and logs, level of business for the day, number of bookings,</p>		<p>details)</p> <p>Equipment for contacting security</p> <p>Bookings diary</p> <p>Details of special bookings, special requirements or special offers available</p> <p>Standard operating procedures for the kitchen operations</p> <p>Job descriptions and appraisals for team associates</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,</p>	<p>establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>any special bookings, special requirements or special offers available</p> <p>Communicating the deliverables to each associate, including using appropriate technical language, checking that they understand their role and responsibilities, asking questions</p>		<p>disposable gloves)</p> <p>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	
<p><b>LU2:</b></p> <p>Manage requisition requirements for kitchen section</p>	<p><b>The trainee will be able to:</b></p> <p>Obtain details of daily and weekly requirements from function sheet and food outlet bookings</p> <p>Check current stock of food and other items available in the kitchen</p> <p>Prepare requisition sheet to obtain appropriate amounts of food and other items from store</p> <p>Check delivery from store meet type, quality and quantity requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p>Understanding of current and future requirements of business, including level of business for the day, number of bookings, any special bookings, special requirements or special offers available</p> <p>Understanding yield levels for different food and other items, including using yield checklists and organisational guidelines</p> <p><b>The trainee should have ability of:</b></p> <p>Checking current stock of food and other items available in the kitchen, including physical check, checking against stock records</p>	<p><b>Total:</b></p> <p>13 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p>Kitchen equipment, preparation utensils</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Existing requisitions records and pads for developing new requisitions from stores</p> <p>Yield values checklists</p> <p>Cost reports</p> <p>Weekly</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Ensure that associates operate appropriate stock management system according to organisation procedures</p> <p>Ensure that associates meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet</p>	<p>Preparing requisition sheet to obtain appropriate amounts of food and other items from store, including using known information of booking levels and existing stock levels</p> <p>Checking delivery from store meet type, quality and quantity requirements, including checking against requisition sheet for type and quantity, checking quality including appearance (size, shape, colour, gloss, and consistency), texture, flavour, smell</p> <p>Ensuring that associates understand the benefits of different systems for managing stock, e.g. First In First Out (FIFO), Last In First Out (LIFO), Last In Last Out (LILO)</p> <p>Ensuring that associates operate appropriate stock management system according to organisation procedures, including checking stock usage, monitoring how associates select food for preparation and cooking</p> <p>Checking that the team has monitored the</p>		<p>consumption reports</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>Food</p> <p>Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	<p>organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>type, quality and quantity of food and other ingredients they will be using, including by observation, questioning associates</p> <p>Ensuring that associates meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet, including checking against yield values checklists</p>			
<p><b>LU3:</b></p> <p>Manage food availability and prepare the kitchen section for cooking</p>	<p><b>The trainee will be able to:</b></p> <p>Check that the food and other items are of the type and quality required to meet the day's food outlet requirements</p> <p>Ensure that associates have all the required food, other ingredients, tools and equipment for the day's requirements</p> <p>Ensure that associates have checked that the food and other ingredients they will use meet the requirements of</p>	<p><b>The trainee should have knowledge of:</b></p> <p>Understanding the relationship between food/ingredients, recipes/menus and yield</p> <p><b>The trainee should have ability of:</b></p> <p>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, including observing preparation by associates, asking questions to confirm understanding</p> <p>Checking the problems with equipment, services or surroundings, including equipment not working, gas or water at low</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>Kitchen equipment, preparation utensils (see Section 5 and individual modules for details)</p> <p>Standard Operating procedures for the kitchen</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Job descriptions for associates</p> <p>Rota for</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>type, quality and quantity</p> <p>Advise the engineering department of any issues or problems with equipment, services or surroundings</p>	<p>pressure, chipped floor or wall tiles</p>		<p>associates on duty</p> <p>Organisational quality standards for food and other items</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>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	<p>organizations, similar establishments)</p>
<b>LU4:</b>	<b>The trainee will be able</b>	<b>The trainee should have knowledge of:</b>	<b>Total:</b>	Job descriptions	Class room with

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
Develop productive working relationships with kitchen associates	<p><b>to:</b></p> <p>Support associates and help them adjust to and develop their roles and responsibilities</p> <p>Identify, agree and implement with associates ways to provide support each other's roles and responsibilities</p> <p>Agree with associates appropriate methods to communicate with</p> <p>Use agreed methods of communication to share appropriate information and knowledge with associates</p> <p>Actively support associates throughout the shift</p> <p>Share feedback with associates on the effort of the team and how this can be improved</p> <p>Work with associates to</p>	<p>Understanding the importance of making sure each associate understands and supports the roles and responsibilities of others, including delivering a clear briefing, asking questions, encouraging team working</p> <p>Understanding the importance of good communications with all types of associates and communication methods to use, including verbal, written, using clear technical language</p> <p>Compliance with relevant regulations and standards (see Introduction)</p> <p><b>The trainee should have ability of:</b></p> <p>The processes to follow to help associates adjust to and develop their roles and responsibilities</p> <p>Understanding the employer's responsibilities for associates, including keeping them safe while working, providing safe equipment, tools and surrounding to</p>	<p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p>and appraisals</p> <p>Rotas</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</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>Food</p> <p>Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	<p>multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	deal with conflict constructively	<p>work in, training them for their own role and responsibilities, providing fire, first aid and safety equipment, maintaining records</p> <p>Actively supporting the team as they prepare the section for food preparation and cooking, including providing direct support (helping with preparation), indirect support (asking other associates to help)</p> <p>Sharing information and knowledge with associates, including delivering a clear briefing, developing and supporting good communications between associates</p> <p>Encouraging others to give feedback on performance of the kitchen team, including developing good relations with food outlets teams and Captains, responding positively to feedback by agreeing positive actions and solutions</p> <p>Types of conflict that may occur with associates, including disagreements on allocation of tasks, personal confrontations, resolving these in a constructive way,</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		including managing discussions, agreeing positive outcomes			

#### 4.2. Module 2: Supervise the kitchen section

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to supervise the kitchen section

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Ensure the kitchen section prepares, cooks and presents food effectively in the section</p>	<p><b>The trainee will be able to:</b></p> <p>Supervise the preparation, cooking and finishing procedures in own specific section of the kitchen</p> <p>Ensure that the preparation, cooking and finishing procedures are completed within organisational expectations</p> <p>Ensure that dishes are presented for service at the right time</p> <p>Monitor the food preparation and cooking processes to ensure that planned yields are met</p>	<p><b>The trainee should have knowledge of:</b></p> <p>Understanding of operation, current and future requirements of business, including level of business for the day, number of bookings, any special bookings, special requirements or special offers available</p> <p><b>The trainee should have ability of:</b></p> <p>Supervising the preparation, cooking and finishing procedures in his/her specific section of the kitchen, including checking understanding of roles, responsibilities and capabilities of each associate;</p> <p>understanding the capability of each associate, understanding recipes and menus, timings and yield for each recipe, allocating work effectively, monitoring the work of associates, providing extra support where needed, observation, asking</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 6 hours</p> <p><b>Practical:</b> 24 Hours</p>	<p>Kitchen equipment, preparation utensils</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Job descriptions</p> <p>Standard Operating Procedures for preparation and cooking of food</p> <p>Emergency notices</p> <p>Fire equipment (see Section 5 for details)</p> <p>First aid</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Monitor the presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen</p> <p>Ensure that associates keep and maintain the work area neat and clean at all times</p> <p>Deal with any problems that may arise in own section of kitchen</p>	<p>questions, tasting, checking against yield values checklists, ensuring that the preparation, cooking and finishing procedures are completed within organisational expectations</p> <p>Different methods and approaches to portion control, including cutting, weighing, measuring, counting, in order to deliver agreed yield</p> <p>Monitoring the presentation of dishes, to ensure that portion control meets the requirements of the food outlet and the kitchen</p> <p>Assessing the problems that may arise in the specific section of the kitchen, including time pressures, quality or quantity issues, and dealing with these, including consulting with Sous Chef, re-distributing roles and responsibilities, seeking help from other associates</p>		<p>equipment (see Section 5 for details)</p> <p>Equipment for contacting security</p> <p>Logbooks for recording accidents and incidents</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>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU2:</b> Ensure the kitchen section opens and finalizes the shift effectively	<p><b>The trainee will be able to:</b></p> <p>Ensure that all associates arrive for duty at the prescribed time</p> <p>Ensure that all associates are wearing appropriate chef's uniform in line with organisational requirements</p> <p>Ensure that all associates have checked that all equipment is in good working order</p> <p>Ensure that all associates have checked that the food they will prepare is of the type, quality and quantity required</p> <p>Ensure that all associates clear work area of equipment and food products</p>	<p><b>The trainee should have knowledge of:</b></p> <p>Understanding how to manage duty rota and any sickness, other absence and holiday entitlements</p> <p>Types of chef's uniform and organisational requirements, including black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves; specialist protective clothing for cleaning purposes</p> <p><b>The trainee should have ability of:</b></p> <p>Ensuring that all associates are fully prepared at the start of the shift, including allocating roles and responsibilities effectively, observing, asking questions</p> <p>Checking that all equipment is in good working order, including questioning associates, testing equipment</p> <p>Cleaning and sanitizing routines and materials, including small cleaning</p>	<p><b>Total:</b> 10 hours</p> <p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 8 Hours</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Notice board</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets</p> <p>Large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner</p> <p>Chef's uniform according to job requirements</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	Ensure that all associates contribute to closing the shift effectively and efficiently	<p>equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets; large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner</p> <p>Ensuring that all associates finalise the shift correctly and efficiently, including managing surplus food, checking that cleaning and sanitising has been carried out effectively, ensuring that associates communicate with the next shift using appropriate technical language</p>		<p>(black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p> <p>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	
<p><b>LU3:</b></p> <p>Ensure that kitchen section team follows health and safety requirements</p>	<p><b>The trainee will be able to:</b></p> <p>Ensure that all associates are aware of and follow health and safety requirements in line with organisational requirements</p> <p>Ensure that associates identify any hazards or potential hazards and</p>	<p><b>The trainee should have knowledge of:</b></p> <p>The importance of working in a healthy, safe and hygienic way, to ensure there are no risks to guests or associates</p> <p>Advising associates of the 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,</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p>Emergency notices</p> <p>Standard operating procedures for health and safety</p> <p>Equipment for contacting security, including telephones and other electronic</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>deal with these correctly</p> <p>Ensure that associates report any accidents or near accidents quickly and accurately to the proper person</p> <p>Ensure that associates practise emergency and security procedures correctly</p> <p>Complete records as required to demonstrate that section team follows health and safety requirements</p>	<p>training materials</p> <p>Supporting and developing safe work methods, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages</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; likelihood and potential impact of hazard</p> <p>Understanding risks from faulty equipment, including trapped hands or fingers, impact of a heavy object, contact with hot equipment, faulty electrical equipment, inappropriate use of equipment</p> <p>Understanding the effects and implications of accidents, including wastage of materials,</p>		<p>devices</p> <p>Fire equipment (see Section 5 for details)</p> <p>First aid equipment (see Section 5 for details)</p> <p>Logbooks for recording accidents and incidents</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>Food Thermometer</p> <p>Measuring Cups</p>	<p>commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>wastage of time, increase in workload for other associates, disruption of workflow, loss of revenue, increase in costs</p> <p>Ensuring that associates understand 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)</p> <p>Ensuring that associates know the location of first aid equipment and the name of the first-aider in the workplace</p> <p>The possible causes of fire in the workplace, including poor working practices, build-up of waste, faulty equipment, careless practice</p> <p>Location of fire alarms and checking that associates know how to set them off</p>		Measuring Spoons	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Reasons to never approach a fire unless it is safe to do so, including identifying the risks, using the correct equipment</p> <p>The importance of following fire safety laws, including preserving life, preserving the fabric of the building, equipment and materials, assembly point for evacuations</p> <p>The importance of following fire safety laws, including preserving life, preserving the fabric of the building, equipment and materials, assembly point for evacuations</p> <p><b>The trainee should have ability of:</b></p> <p>Food safety and hygiene practices, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages</p> <p>Ensuring that associates know and</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>understand methods to deal with hazards correctly, including providing and using chef's uniform; non-slip flooring; working tidily, following proper procedures, warning others when necessary, providing additional training to use equipment and machinery correctly; maintaining equipment and machinery; adapting the workflow</p> <p>Types of external emergency incidents requiring evacuation of the building, including turning off all power supplies, closing all doors and windows, not gathering personal possessions, gathering in a designated area, taking roll call of names to ensure no-one is missing</p> <p>Ensuring that associates understand how to deal with different types of emergency, including supporting associates in taking action within own responsibility, notifying engineering department, supervising the evacuation of the area or building</p> <p>Ensuring that associates following emergency and security procedures, including raising the alarm, alerting others,</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>following instructions, taking action</p> <p>Minimising the risk of fire, including monitoring working practices and ensuring they meet organisational standards, ensuring that disposal and recycling of waste is being properly carried out, checking equipment is in good working order, managing associates' working practice</p> <p>Keeping the kitchen area secure, including security of areas (key control), personal possessions, security of visitors and guests, following close-down procedures, in order to protect staff, visitors and guests on the premises, to reduce theft and pilfering, and to keep the kitchen area safe and secure</p> <p>The importance of following fire safety laws, including preserving life, preserving the fabric of the building, equipment and materials, assembly point for evacuations</p>			

### 4.3. Module 3: Maintain production of food

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to Maintain production of food

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b> Lead the kitchen team in the preparation and cooking of food</p>	<p><b>The trainee will be able to:</b> Set out and positively communicate the purpose and objectives of the kitchen team to all associates  Ensure that each member of the kitchen team knows their role and responsibilities and understands how these will contribute to achievement of the team's objectives  Encourage and support kitchen associates to carry out their role and provide recognition when objectives have been achieved</p>	<p><b>The trainee should have knowledge of:</b> Types of team and departmental difficulties and challenges that may arise, including staffing levels, capabilities of staff team, and identifying and overcoming them, including communication (using both appropriate technical and social language), sharing information, agreeing positive solutions  The members, purpose, objectives and plans of the kitchen team, including knowing job descriptions, capabilities of team members, levels of business expected, correct timing of service, achieving high standards of production, delivering quality products, sharing known problems and issues  The personal roles and responsibilities of members of the kitchen team, including</p>	<p><b>Total:</b> 20 hours <b>Theory:</b> 4 hours <b>Practical:</b> 16 hours</p>	<p>Kitchen equipment, preparation utensils  Daily event sheets  Regular and à-la-carte menu  Job descriptions and appraisals for team associates  Markers and pens  Notebook  Log book  Record of allocated duties and tasks  Notice board  Chef's uniform according to job</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b> Training kitchen  <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Support the team in addressing team and departmental problems</p> <p>Give kitchen associates support and advice when they need it</p> <p>Motivate kitchen associates to present their own ideas and listen to what they say</p> <p>Monitor activities and progress across the kitchen team without interfering</p>	<p>team hierarchy, allocating roles and responsibilities, delegating, ensuring associates understand their own roles and responsibilities</p> <p>Standards of performance for the work of the team, including making sure that kitchen Standard Operating Procedures are known and understood</p> <p><b>The Trainee should have ability of:</b></p> <p>Communicating in different ways effectively with members of a kitchen team, including verbally, in writing, standard written instructions, using appropriate technical language</p> <p>Selecting and successfully applying different methods for motivating, supporting and encouraging kitchen associates and recognising their achievements, including setting realistic and achievable targets, working together, setting and leading by examples, celebrating success</p>		<p>requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p> <p>Food</p> <p>Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>The types of support and advice that kitchen associates are likely to need, including communicating levels of business, clarifying roles and responsibilities, identifying additional training needs, and responding to these, including good communication, motivating the team and associates, arranging training where required</p> <p>Planning the achievement of kitchen team objectives, including the importance of involving associates in this process, the importance of and being able to show associates how personal roles and responsibilities contribute to achievement of team objectives</p>			
<p><b>LU2:</b> Support the sous chef</p>	<p><b>The trainee will be able to:</b></p> <p>Discuss and agree on methods and formats of communication with the sous chef</p> <p>Agree with the sous chef daily and medium term</p>	<p><b>The trainee should have knowledge of:</b></p> <p>Agreeing on methods and formats of communication with the sous chef, including formal, informal, verbally, in writing, through the log, using appropriate technical language</p> <p>Areas for responsibilities delegated by Sous</p>	<p><b>Total:</b> 13 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 10 hours</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Notice board</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>areas for delegated responsibilities</p> <p>Support the sous chef in undertaking training and inspections</p> <p>Ensure that every day food and beverages requirements of section are signed off by sous chef</p>	<p>Chef on a daily and medium term basis, including operational, administrative and supervisory support</p> <p>Agreeing with the sous chef daily and medium term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills</p> <p><b>The trainee should have ability of:</b></p> <p>Methods and formats for communication with the Sous Chef, including verbally, in writing, using the log; communicating through positive body language</p> <p>Supporting the sous chef in undertaking training and inspections, including observation, developing and providing training, recording the outcomes of inspections, evaluating the effectiveness of training</p> <p>Ensuring that every day food and beverages requirements of section are signed off by sous chef, including presenting completed</p>		<p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Standard Operating Procedures for the kitchen</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>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	<p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		requisitions for sign-off, raising queries and issues			
<b>LU3:</b> Supervise cooks / assistants	<b>The trainee will be able to:</b> Ensure that cooks / assistants are punctual and efficient in carrying out their duties Communicate instructions and other information clearly to kitchen staff Motivate the kitchen staff in a timely and efficient manner to complete all their duties Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for guests Create a friendly, professional environment which inspires teamwork within section of his / her	<b>The trainee should have knowledge of:</b> Encouraging punctuality and efficiency, including leading by example, observing, investigating problems and issues Creating a friendly, professional environment which inspires teamwork, including a positive working environment, good communications between kitchen associates (and others), using appropriate technical and social language, effective team leadership and management Compliance with relevant regulations and standards (see Introduction) <b>The trainee should have ability of:</b> Applying the communication methods with kitchen associates, including verbally and in writing, using appropriate technical language, and using them effectively, including managing the volume and tone of verbal communications, ensuring written	<b>Total:</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 hours	Markers and pens Notebook Log book Record of allocated duties and tasks Notice board Daily event sheets Regular and à-la-carte menu Fire equipment (see Section 5 for details) First aid equipment (see Section 5 for details) Equipment for contacting security Standard operating procedures for the	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>kitchen</p> <p>Ensure high quality dishes are presented for service</p>	<p>communications are legible and passed on to the right person</p> <p>Motivating staff effectively, including leading by example, praise and encouragement at the right time, providing additional support where required</p> <p>Ensuring that all associates are performing at optimum levels, including optimum allocation of roles and responsibilities, monitoring workloads, providing additional support where required</p> <p>Ensuring that cooks / assistants are producing the highest quality of product (including seasoning, portion size, appearance), including checking on preparation and cooking of food, standards of finished dishes, enhancing the guest experience</p>		<p>kitchen</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>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	
<p><b>LU4:</b></p> <p>Supervise storage of food</p>	<p><b>The trainee will be able to:</b></p> <p>Ensure that all food</p>	<p><b>The trainee should have knowledge of:</b></p> <p>The importance of ensuring that all food tagged for storage is properly logged</p>	<p><b>Total:</b></p> <p>12 hours</p> <p><b>Theory:</b></p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p>	<p>Class room with multimedia aid, audio-visual facilities and flip</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
within kitchen section	<p>safety and hygiene standards are followed when preparing food for storage</p> <p>Ensure that cross-contamination procedures are strictly followed throughout food storage procedures</p> <p>Ensure that all food is safely and hygienically prepared for storage</p> <p>Ensure that all food prepared for storage is properly tagged according to organisational requirements</p>	<p>according to organisational requirements</p> <p>The importance of ensuring that different foods are stored in the correct location and at the correct temperature according to organisational requirements</p> <p><b>The trainee should have ability of:</b></p> <p>Preparing food for storage, including tagging and logging food for storage, following organisational procedures, completing all required documentation</p> <p>Ensuring associates prevent cross contamination when preparing food for storage, including direct (foods coming into direct contact with each other), indirect (contact through using the same equipment knives, chopping boards, bowls, pans etc – for different foods), drip (storing raw foods including meat above cooked foods; and allowing liquids including blood to drip onto foods below)</p> <p>Ensuring associates store food correctly and at the correct temperature, including</p>	<p>2 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p>Notice board</p> <p>Tagging and logging materials</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>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	<p>charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		preparation for storing food (wrapping correctly), storing in dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees)			

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

**Objective of the module:** The aim of this module to develop advanced 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	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Understand how to independently assemble food and equipment to prepare, and cook complex dishes</p>	<p><b>The trainee will be able to:</b></p> <p>Understand the benefits of assembling food, ingredients and equipment required to prepare, cook and finish complex dishes as required</p> <p>Understand the risks associated with defrosting ingredients prior to preparation</p> <p>Know how to select appropriate equipment needed for different stages when preparing, cooking and finishing</p>	<p><b>The trainee should have knowledge of:</b></p> <p>Reading the recipe to determine what food and equipment is needed</p> <p>Benefits of assembling food, ingredients and equipment required, including planning, time management</p> <p>Understanding seasonality of foods and its impact on ingredients, including freshness, cost, availability</p> <p>Understanding the principles of stock rotation, including maintaining quality, avoiding wastage</p>	<p><b>Total:</b> 13 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 10 hours</p>	<p>Recipes to determine what food, other ingredients and equipment is needed</p> <p>Pre-preparation equipment: including sets of knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scale, refrigerators, freezers, chopping boards (different</p>	<p><b>For theoretical learning:</b> Classroom</p> <p><b>For practical learning:</b> <b>EITHER</b> Training Kitchen</p> <p><b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>complex dishes</p> <p>Understand the purpose of checking that ingredients for complex dishes meet type, quality and quantity requirements prior to preparation and cooking</p>	<p>The benefits of storage of equipment, including store cupboards, in kitchen preparation areas, on shelves near work area, to support planning, saving time, efficient work methods</p> <p>The principles of defrosting ingredients as required before preparation and cooking, including keeping thawing raw items well away from other foods, thawing in a cool room or bottom of refrigerator, thawing on a tray to allow juices to collect, keeping thawed items refrigerated and cook within 24 hours, never refreezing a thawed item</p> <p>Compliance with relevant regulations and standards (see Introduction)</p> <p>Risks associated with storage of food prior to preparation, including frozen/chilled foods, packaged, fresh, dry goods</p> <p><b>The Trainee have the ability of:</b></p> <p>Analysing the nutritional values of different foods, including calories, carbohydrates, amino acids (for proteins), essential fatty</p>		<p>colours)</p> <p><b>Utensils:</b> including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato cutters, choppers, mincing machine, bone saw cutters, patties maker, beaters, mashers, baking trays,</p> <p>Food Thermometer Measuring Cups Measuring Spoons</p>	<p>establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>acids, minerals and trace minerals, vitamins, roughage / dietary fibre</p> <p>Preventing spoilage, including cross-contamination, infestation, mould</p> <p>Checking the condition of ingredients for preparation and cooking, ensuring that poor quality ingredients are not used to prepare poor quality dishes</p> <p>Checking for and resolving problems with ingredients, including physical contamination (including hairs, dust, other foreign bodies), and chemical contamination (including mould, fungus, bacteria)</p> <p>Working independently, including planning, organisational skills, multi-tasking skills, discipline, communication skills, flexibility</p>		<p><b>Cooking equipment:</b> including burners/stoves, each ovens (convection oven, deck oven), microwaves oven, grill, tilting pan, steamer, salamander, Panini machine, blender heavy duty, bread pans, bun pans, baguette pans, juicers, juice extractor, deep fryer, rolling pins, pastry brushes,</p> <p><b>Presentation equipment:</b> including plates, platters, silver salvers, serving dishes, sauceboats</p>	



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				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)  Nutritional values charts	
<b>LU2:</b>  Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking	<b>The trainee will be able to:</b>  Understand the requirements for independently preparing complex dishes for cooking  Know how to use tools and equipment for different stages when preparing complex dishes independently  Know the appropriate	<b>The trainee should have knowledge of:</b>  <b>Preparation requirements:</b> including recipe, quantity required, special ingredients, washing hands, sanitizing work surfaces and equipment as required,  The importance of using the correct tools and equipment (as directed by the recipe), to prepare complex dishes, to ensure preparation is of the correct standard	<b>Total:</b> 17 hours  <b>Theory:</b> 3 hours  <b>Practical:</b> 14 hours	Recipes to determine what food, other ingredients and equipment is needed  <b>Pre-preparation equipment:</b> including sets of knives (different types), peeling knives, carving knives, chef knives, etc,	<b>For theoretical learning:</b> Classroom  <b>For practical learning:</b> <b>EITHER</b> Training Kitchen  <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>sequence of multi-stage methods when independently preparing complex dishes for cooking</p> <p>Understand how to check that preparation of ingredients meets quality requirements for complex dishes</p>	<p>Compliance with relevant regulations and standards (see Introduction)</p> <p><b>The trainee should have ability of:</b></p> <p>Sequencing the appropriate multi-stage 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>Weighing and measuring ingredients accurately in order to prepare and cook complex dishes</p> <p>Quality requirements following preparation for complex dishes, including appearance (size, shape, color, gloss, consistency), texture, taste, flavor, fresh smell</p> <p>Working independently, including planning,</p>		<p>graters, measuring scale,</p> <p>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p> <p>refrigerators, freezers, chopping boards (different colours – refer to HACCP regulations),</p> <p><b>Utensils:</b> including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato cutters, choppers, mincing machine, bone saw cutters,</p>	<p>clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		organisational skills, multi-tasking skills, discipline, communication skills, flexibility		patties maker, beaters, mashers, 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)  Food Thermometer  Measuring Cups  Measuring Spoons	
<b>LU3:</b>  Understand how to use equipment and multi-stage methods	<b>The trainee will be able to:</b>  Understand the requirements for independently cooking	<b>Cooking requirements:</b> including recipe, quantity required, special requirements  <b>The trainee should have knowledge of:</b>	<b>Total:</b> 17 hours  <b>Theory:</b> 3 hours	<b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven),	<b>For theoretical learning:</b> Classroom  <b>For practical learning:</b>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
independently to cook and finish complex dishes	<p>complex dishes</p> <p>Know how to use tools and equipment for different stages when cooking complex dishes independently</p> <p>Know the appropriate sequence of multi-stage methods when independently cooking complex dishes</p> <p>Understand how to combine main ingredients with other ingredients at different stages</p> <p>Know how to check that complex dishes have the correct flavour, consistency and quantity at different stages</p> <p>Know how to check that cooking of complex dishes meets quality requirements at different stages</p>	<p>Understanding the effect of different and multi-stage cooking processes on different ingredients/dishes and their nutritional value</p> <p>The importance of using the correct tools and equipment (as directed by the recipe), to cook complex dishes, to ensure cooking is of the correct standard</p> <p>Quality requirements for cooked complex dishes, including appearance (taste, aroma, flavour, consistency, presentation), cooked according to requirements, quantity (as required by daily briefing)</p> <p>Compliance with relevant regulations and standards (see Introduction)</p> <p><b>The trainee should have ability of:</b></p> <p>Sequencing the appropriate multi-stage 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,</p>	<b>Practical:</b> 14 hours	<p>microwaves, grills, 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><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>steaming), combination cooking methods (braising, stewing)</p> <p>Combining other ingredients at different stages of the cooking process, including herbs and spices, sauces, salt, cream, sugar, milk (see Section 6 for full list of ingredients)</p> <p>Working independently, including planning, organisational skills, multi-tasking skills, discipline, communication skills, flexibility</p>			
<p><b>LU4:</b></p> <p>Understand how to independently present complex dishes for service</p>	<p><b>The trainee will be able to:</b></p> <p>Understand the importance of holding and serving complex dishes at correct temperature</p> <p>Understand how to safely store complex cooked dishes and ingredients not for immediate use</p>	<p><b>The trainee should have knowledge of:</b></p> <p>The importance of using the correct tools and equipment (as directed by the recipe), to finish complex dishes, to ensure finishing is of the correct standard</p> <p>Principles of holding and serving complex dishes, including pre-heating holding equipment, not using the equipment to re-heat food, checking the equipment regularly if hot water is used (including topping up with hot water, not cold), keeping food fully in lit areas when heated lights are used; using a temperature probe to check internal</p>	<p><b>Total:</b></p> <p>13 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>10 hours</p>	<p><b>Presentation equipment:</b></p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements</p>	<p><b>For theoretical learning:</b></p> <p>Classroom</p> <p><b>For practical learning:</b></p> <p><b>EITHER</b></p> <p>Training Kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>temperatures</p> <p>The importance of using a temperature probe, including checking that the internal temperature has reached the correct level, cleanliness of the probe, sterilising before and after each use to prevent contamination</p> <p>Compliance with relevant regulations and standards (see Introduction)</p> <p><b>The trainee should have ability of:</b></p> <p>Working independently, including planning, organisational skills, multi-tasking skills, discipline, communication skills, flexibility</p>		<p>(black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

#### 4.5. Module 5: Prepare, cook and finish complex soups

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex soups

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Use equipment and multi-stage methods independently to prepare complex soups for cooking	<b>The trainee will be able to:</b> Identify requirements for preparing complex soups for cooking Use tools and equipment for preparing complex soups correctly Use appropriate methods to prepare complex soups for cooking Check that preparation of complex soups meets quality requirements	<b>The trainee should have knowledge of:</b> <b>Food and ingredients:</b> including French onion soup, cream of chicken soup, mulligatawny soup, cooking oil, tomatoes, onions, herbs, spices, seasonings, meat, fish, poultry, meat tenderizer  <b>The trainee should have ability of:</b> <b>Pre-preparation methods:</b> defrosting (where necessary), washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grading, cutting, mixing, blending, clarification, flavouring, boiling, cooling, storing	<b>Total:</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 hours	<b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, 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	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				<p>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>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	
<p><b>LU2:</b></p> <p>Use equipment and multi-stage methods independently to cook and finish complex soup dishes</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for cooking complex soups</p> <p>Use tools and equipment to cook complex soups correctly</p> <p>Use appropriate methods to cook complex soups</p> <p>Combine soup ingredients with other ingredients</p> <p>Check that the dish meets quality and quantity requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including French onion soup, cream of chicken soup, mulligatawny soup, cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p><b>The trainee should have ability of:</b></p> <p><b>Dry Cooking methods:</b> sautéing, frying, pan frying, grilling, deep frying, pan broil,</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p><b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, tilting pan, blender heavy duty, pans, juicer, juice extractor</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,</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		griddle, deep cooking  <b>Moist Cooking methods:</b> simmering, boiling, steaming  <b>Combination Cooking methods:</b> stewing		disposable gloves) Food Thermometer Measuring Cups Measuring Spoons	clubs, industrial canteens, non-commercial organizations, similar establishments)
<b>LU3:</b> Present complex soups for service	<b>The trainee will be able to:</b> Finish, garnish and present the dish to meet organisational specifications  Make sure dishes are at correct temperature for holding and serving  Safely store cooked complex soups and soup ingredients not for immediate use	<b>The trainee should have ability of:</b> Finishing and seasoning complex soups according to requirements, including garnishes and accompaniments, advanced finishing techniques, including adding butter, whipped cream, fresh cream and egg yolk liaisons, adjusting consistency and seasoning  Storing soups, including cooling process, covering, labelling, care with potential cross-contamination, straining sauces, correct storage temperature (1 – 5 °C for refrigerator, -18 to -20 °C for freezer)	<b>Total:</b> 10 hours <b>Theory:</b> 2 hours <b>Practical:</b> 8 Hours	Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats  Details of requirements, including food check from food outlet  Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b> Training kitchen  <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

#### 4.6. Module 6: Prepare, cook and finish complex meat dishes

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex meat dishes

**Duration** 80 hours **Theory:** 16 hours **Practical:** 64 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for preparing complex meat dishes for cooking</p> <p>Use tools and equipment for preparing complex meat dishes correctly</p> <p>Use appropriate methods to prepare complex meat dishes for cooking</p> <p>Check that preparation of complex meat dishes meets quality requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including beef, mutton, lamb, (mutton qorma (traditional Pakistani), beef pepper steak with Barbecue sauce, beef stroganoff, beef nehari, mutton paya, spicy burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p><b>The trainee should have ability of:</b></p> <p><b>Pre-preparation methods:</b> defrosting (where necessary), cleaning, washing, defrosting, julienne and other styles of cutting, slice, stake, seasoning,</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 6 hours</p> <p><b>Practical:</b> 24 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, 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</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		trimming, storing, blending, flavouring, marinating, fillet, storing		maker 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) Food Thermometer Measuring Jugs Measuring Spoons	
<b>LU2:</b> Use equipment and multi-stage methods independently to cook and finish complex meat dishes	<b>The trainee will be able to:</b> Identify requirements for cooking complex meat dishes Use tools and equipment to cook complex meat dishes correctly Use appropriate methods to cook complex meat dishes Combine meat with other ingredients Check that the dish meets quality and quantity	<b>The trainee should have knowledge of:</b> <b>Food and ingredients:</b> including beef, mutton, lamb, (mutton qorma (traditional Pakistani), beef pepper steak with Barbecue sauce, beef stroganoff, beef nehari, mutton paya, spicy burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings	<b>Total:</b> 30 hours <b>Theory:</b> 6 hours <b>Practical:</b> 24 hours	<b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, Panini machine, blender heavy duty, pans, juicer, juice extractor, deep fryer  Chef's uniform according to job requirements (black	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	requirements	<p><b>The trainee should have ability of:</b></p> <p><b>Dry Cooking methods:</b> sautéing, frying, pan frying, grilling, roasting, deep frying, pan broil, griddle</p> <p><b>Moist Cooking methods:</b> poaching, simmering, boiling, steaming</p> <p><b>Combination Cooking methods:</b> braising, stewing</p>		trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)
<p><b>LU3:</b></p> <p>Present complex meat dishes for service</p>	<p><b>The trainee will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked complex meat dishes and meat not for immediate use</p>	<p><b>The trainee should have ability of:</b></p> <p>Finishing and seasoning complex meat dishes according to requirements, including carving, portioning, garnishes, sauces, herbs and seasonings, enhancing the guest experience</p> <p>Storing cooked meat dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 °C for refrigerator, -18 to -20 °C for freezer)</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p><b>Presentation equipment:</b> including 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,</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				white apron, safety trainers or boots, disposable gloves)	clubs, industrial canteens, non- commercial organizations, similar establishments)

#### 4.7. Module 7: Prepare, cook and finish complex poultry dishes

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex poultry dishes

**Duration** 80 hours **Theory:** 16 hours **Practical:** 64 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for preparing complex poultry dishes for cooking</p> <p>Use tools and equipment for preparing complex poultry dishes correctly</p> <p>Use appropriate methods to prepare complex poultry dishes for cooking</p> <p>Check that preparation of complex poultry dishes meets quality requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including poultry (whole chicken, thigh, breast, wings, grilled breast of chicken with creamy basil sauce, chicken tikka (traditional Pakistani), chicken ginger, chicken burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p><b>The trainee should have ability of:</b></p> <p><b>Pre-preparation methods:</b> defrosting (where necessary), thawing, cleaning, washing, julienne and other styles of cutting, slice, stake, seasoning,</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 6 hours</p> <p><b>Practical:</b> 24 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminum foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, chopper, mincing machine, bone saw cutter, patties</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		trimming, storing, blending, flavouring, marinating		<p>maker</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>Food Thermometer</p> <p>Measuring Cups</p> <p>Measuring Spoons</p>	
<p><b>LU2:</b></p> <p>Use equipment and multi-stage methods independently to cook and finish poultry complex dishes</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for cooking complex poultry dishes</p> <p>Use tools and equipment to cook complex poultry dishes correctly</p> <p>Use appropriate methods to cook complex poultry dishes</p> <p>Combine poultry with other ingredients</p> <p>Check that the dish meets</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including poultry (whole chicken, thigh, breast, wings, grilled breast of chicken with creamy basil sauce, chicken tikka (traditional Pakistani), chicken ginger, chicken burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings</p>	<p><b>Total:</b></p> <p>30 hours</p> <p><b>Theory:</b></p> <p>6 hours</p> <p><b>Practical:</b></p> <p>24 hours</p>	<p><b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, Panini machine, blender heavy duty, pans, juicer, juice extractor, deep fryer</p> <p>Chef's uniform according to job requirements (black</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	quality and quantity requirements	<p><b>The Trainee should have ability of:</b></p> <p><b>Dry Cooking methods:</b> sautéing, frying, pan frying, grilling, roasting, deep frying, pan broil, griddle</p> <p><b>Moist Cooking methods:</b> poaching, simmering, boiling, steaming</p> <p><b>Combination Cooking methods:</b> braising, stewing</p>		trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)
<p><b>LU3:</b></p> <p>Present complex poultry dishes for service</p>	<p><b>The trainee will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked complex poultry dishes and poultry not for immediate use</p>	<p><b>The Trainee should have ability of:</b></p> <p>Finishing and seasoning complex poultry dishes according to requirements, including carving, jointing, portioning, garnishes, sauces, coating, glazing, herbs and seasonings, enhancing the guest experience</p> <p>Storing cooked poultry dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 °C for</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p><b>Presentation equipment:</b> including 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,</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		refrigerator, -18 to -20 °C for freezer); particular care with poultry dishes as a high-risk food		white apron, safety trainers or boots, disposable gloves)	clubs, industrial canteens, non-commercial organizations, similar establishments)

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

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex fish and shellfish dishes

**Duration** 80 hours      **Theory:** 16 hours      **Practical:** 64 hours

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for preparing complex fish and shellfish dishes for cooking</p> <p>Use tools and equipment for preparing complex fish and shellfish dishes correctly</p> <p>Use appropriate methods to prepare complex fish and shellfish dishes for cooking</p> <p>Check that preparation of complex fish and shellfish dishes meets quality requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including fish (grilled fish with creamy basil sauce, fried sesames prawn, whole pomfret, Lahori fried fish (traditional Pakistani dish), prawn curry Pakistani style), cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p><b>The trainee should have ability of:</b></p> <p><b>Pre-preparation methods:</b> defrosting (where necessary), cleaning, washing, defrosting, julienne and other styles of cutting, slice, stake, seasoning, trimming, storing, blending,</p>	<p><b>Total:</b> 30 hours</p> <p><b>Theory:</b> 6 hours</p> <p><b>Practical:</b> 24 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, 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</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		flavouring, marinating		<p>maker</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>Food Thermometer</p> <p>Measuring Jugs</p> <p>Measuring Spoons</p>	
<p><b>LU2:</b></p> <p>Use equipment and multi-stage methods independently to cook and finish fish and shellfish complex dishes</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for cooking complex fish and shellfish dishes</p> <p>Use tools and equipment to cook complex fish and shellfish dishes correctly</p> <p>Use appropriate methods to cook complex fish and shellfish dishes</p> <p>Combine fish and shellfish with other ingredients</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including fish (grilled fish with creamy basil sauce, fried sesames prawn, whole pomfret, Lahori fried fish (traditional Pakistani dish), prawn curry Pakistani style), cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p>Understanding the effect of</p>	<p><b>Total:</b></p> <p>30 hours</p> <p><b>Theory:</b></p> <p>6 hours</p> <p><b>Practical:</b></p> <p>24 hours</p>	<p><b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, Panini machine, blender heavy duty, pans, juicer, juice extractor, deep fryer</p> <p>Chef's uniform according to job requirements (black</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	Check that the dish meets quality and quantity requirements	<p>different cooking processes on fish ingredients/dishes and their nutritional value</p> <p><b>The trainee should have ability of:</b></p> <p><b>Dry Cooking methods:</b> sautéing, frying, pan frying, grilling, deep frying, pan broil</p> <p><b>Moist Cooking methods:</b> poaching, simmering, boiling, steaming</p> <p><b>Combination Cooking methods:</b> braising, stewing</p>		trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)
<p><b>LU3:</b></p> <p>Present complex fish and shellfish dishes for service</p>	<p><b>The trainee will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked complex fish and shellfish dishes and fish and shellfish not for immediate use</p>	<p>Finishing and seasoning complex fish and shellfish dishes according to requirements, including filleting, portioning, garnishes, sauces, herbs and seasonings, enhancing the guest experience; managing the risk of the dish drying out when cooked</p> <p>Storing cooked fish and shellfish dishes, including care with potential cross-contamination,</p>	<p><b>Total:</b></p> <p>20 hours</p> <p><b>Theory:</b></p> <p>4 hours</p> <p><b>Practical:</b></p> <p>16 Hours</p>	<p><b>Presentation equipment:</b> including 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</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		labelling, correct temperature (1 – 5 °C degrees for refrigerator, -18 to -20 °C for freezer); particular care with fish and shellfish dishes as high-risk foods		jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

#### 4.9. Module 9: Prepare, cook and finish fresh pasta and rice dishes

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking	<b>The trainee will be able to:</b> Identify requirements for preparing fresh pasta and rice dishes for cooking Use tools and equipment for preparing fresh pasta and rice dishes correctly Use appropriate methods to prepare fresh pasta and rice dishes for cooking Check that preparation of fresh pasta and rice dishes meets quality requirements	<b>The trainee should have knowledge of:</b> <b>Food and ingredients:</b> including fresh pasta (including colours – light yellow, green, red; shaped pasta, flat pasta, stuffed pasta noodle paste), rice (plain rice, biryani, pillau, fried rice, chilmill, biryani, kabli pillau, Kashmiri pillau, chicken biryani, Afghani pillau, mutton Sindhi biryani), cooking oil, tomatoes, onions, herbs, spices, seasonings, olive oil, vegetables, meat, poultry, fish  <b>The trainee should have ability of:</b> <b>Pre-preparation methods:</b> measuring, dipping, moistening,	<b>Total:</b> 23 hours <b>Theory:</b> 5 hours <b>Practical:</b> 18 hours	<b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, noodle machine, measuring scales, refrigeration, freezers, 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,	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		cleaning, julienne and other types of cutting, slicing, seasoning, trimming, storing, blending, flavouring, marinating; adding flavourings and colour to fresh pasta (by adding purées of vegetables)		<p>masher, measuring spoon, digital food thermometer</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>Food Thermometer</p> <p>Measuring Jugs</p> <p>Measuring Spoons</p>	
<p><b>LU2:</b></p> <p>Use equipment and multi-stage methods independently to cook and finish fresh pasta ingredients complex dishes</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for cooking fresh pasta and rice dishes</p> <p>Use tools and equipment to cook fresh pasta and rice dishes correctly</p> <p>Use appropriate methods to cook fresh pasta and rice dishes</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including fresh pasta (including colours – light yellow, green, red; shaped pasta, flat pasta, stuffed pasta noodle paste), rice (plain rice, biryani, pillau, fried rice, chilmon biryani, kabuli pillau, Kashmiri pillau, chicken biryani, Afghani pillau, mutton Sindhi biryani), cooking oil,</p>	<p><b>Total:</b> 23 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 18 hours</p>	<p><b>Cooking equipment:</b> burners, stoves, microwaves, tilting pan, steamers, pans</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Combine fresh pasta ingredients with other ingredients</p> <p>Check that the dish meets quality and quantity requirements</p>	<p>tomatoes, onions, herbs, spices, seasonings, olive oil, vegetables, meat, poultry, fish</p> <p>Understanding al-dente as a feature of cooked pasta dishes</p> <p><b>The Trainee should have ability of:</b></p> <p><b>Dry Cooking methods:</b> sautéing</p> <p><b>Moist Cooking methods:</b> boiling, steaming</p>		trainers or boots, disposable gloves)	commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)
<p><b>LU3:</b></p> <p>Present fresh pasta and rice dishes for service</p>	<p><b>The trainee will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked fresh pasta and rice dishes and fresh pasta ingredients not for immediate use</p>	<p><b>The trainee should have ability of:</b></p> <p>Finishing and seasoning fresh pasta and rice dishes according to requirements, including herbs and seasonings, toppings (including cheese, tomato), sauces, garnishes; managing the risk of overcooking pasta and rice, impact on taste, texture and nutritional value</p>	<p><b>Total:</b> 14 hours</p> <p><b>Theory:</b> 2 hours</p> <p><b>Practical:</b> 12 hours</p>	<p><b>Presentation equipment:</b> including 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</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Storing cooked fresh pasta and rice dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer); importance of not re-using rice that has been refrigerated for more than 3 days (check labelling); importance of short shelf life for fresh pasta, due to high water content; importance of using refrigerated pasta within two days (check labelling)</p>		<p>trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

#### 4.10. Module 10: Prepare, cook and finish complex vegetable dishes

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex vegetable dishes

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for preparing complex vegetable dishes for cooking</p> <p>Use tools and equipment for preparing complex vegetable dishes correctly</p> <p>Use appropriate methods to prepare complex vegetable dishes for cooking</p> <p>Check that preparation of complex vegetable dishes meets quality requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including vegetables (carrot, zucchini, okra/lady finger green peas, green beans, vegetable bhujia, dahl makhani, saag, Lahori Chanay), cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p><b>The trainee should have ability of:</b></p> <p><b>Pre-preparation methods:</b> defrosting (where necessary), washing, cleaning, measuring, sanitizing, trimming, slicing, dicing, cube cutting, portioning, grading, julienne and other</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, 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</p> <p>Chef's uniform</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		styles of cutting mixing, blending		according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)  Food Thermometer  Measuring Jugs  Measuring Spoons	
<b>LU2:</b> Use equipment and multi-stage methods independently to cook and finish vegetable ingredients complex dishes	<b>The trainee will be able to:</b> Identify requirements for cooking complex vegetable dishes  Use tools and equipment to cook complex vegetable dishes correctly  Use appropriate methods to cook complex vegetable dishes  Combine vegetable ingredients with other ingredients  Check that the dish meets quality and quantity	<b>The trainee should have knowledge of:</b>  <b>Food and ingredients:</b> including vegetables (carrot, zucchini, okra/lady finger green peas, green beans, vegetable bhujia, dahl makhani, saag, Lahori Chanay), cooking oil, tomatoes, onions, herbs, spices, seasonings  <b>The trainee should have ability of:</b>  <b>Dry Cooking methods:</b>	<b>Total:</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 hours	<b>Cooking equipment:</b> burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, pans, deep fryer  Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots,	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b>  Training kitchen  <b>OR</b>  Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	requirements	sautéing, frying, pan frying, grilling, roasting, deep frying, griddle  <b>Moist Cooking methods:</b> poaching, simmering, boiling, steaming  <b>Combination Cooking methods:</b> braising, stewing		disposable gloves)	clubs, industrial canteens, non-commercial organizations, similar establishments)
<b>LU3:</b> Present complex vegetable dishes for service	<b>The trainee will be able to:</b> Finish, garnish and present the dish to meet organisational specifications  Make sure dishes are at correct temperature for holding and serving  Safely store cooked complex vegetable dishes and vegetable ingredients not for immediate use	<b>The trainee should have ability of:</b> Finishing and seasoning complex vegetable dishes 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 °C for refrigerator, -18 to -20 °C for freezer)	<b>Total:</b> 10 hours <b>Theory:</b> 2 hours <b>Practical:</b> 8 Hours	<b>Presentation equipment:</b> including plates, platters, silver salvers, serving dishes, sauceboats  Details of requirements, including food check from food outlet  Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments <b>EITHER</b> Training kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
					establishments)

#### 4.11. Module 11: Prepare, cook and finish complex hot sauces

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex hot sauces

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for preparing complex hot sauces for cooking</p> <p>Use tools and equipment for preparing complex hot sauces correctly</p> <p>Use appropriate methods to prepare complex hot sauces for cooking</p> <p>Check that preparation of complex hot sauces meets quality requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including creamy sauce, tomato basil sauce, cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p>Understanding the main function of sauces, including to thicken soups and stews, to enhance the flavour of dishes, to provide the main body for savoury and sweet dishes, to moisten savoury and sweet dishes, to improve the nutritional content of dishes</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, 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</p> <p>Chef's uniform</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p><b>The trainee should have ability of:</b></p> <p><b>Pre-preparation methods:</b> defrosting (where necessary), washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grading, cutting, mixing, blending, clarification, flavouring, boiling, cooling, storing</p>		<p>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>Food Thermometer</p> <p>Measuring Jugs</p> <p>Measuring Spoons</p>	
<p><b>LU2:</b></p> <p>Use equipment and multi-stage methods independently to cook and finish hot sauce ingredients complex dishes</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for cooking complex hot sauces</p> <p>Use tools and equipment to cook complex hot sauces correctly</p> <p>Use appropriate methods to cook complex hot sauces</p> <p>Combine hot sauce ingredients with other ingredients</p> <p>Check that the dish meets quality and quantity requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including creamy sauce, tomato basil sauce, cooking oil, tomatoes, onions, herbs, spices, seasonings</p> <p><b>The trainee should have ability of:</b></p> <p><b>Dry Cooking methods:</b> sautéing, frying, pan frying</p> <p><b>Moist Cooking methods:</b> poaching, simmering, boiling,</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 hours</p>	<p><b>Cooking equipment:</b> burners, stoves, tilting pan, steamers, pans, deep fryer, tilting pan, steamer, Boiler</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>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		steaming  <b>Combination Cooking methods:</b> braising, stewing			clubs, industrial canteens, non-commercial organizations, similar establishments)
<b>LU3:</b> Present complex hot sauces for service	<b>The trainee will be able to:</b> Finish, garnish and present the dish to meet organisational specifications  Make sure dishes are at correct temperature for holding and serving  Safely store cooked complex hot sauces and hot sauce ingredients not for immediate use	<b>The trainee should have ability of:</b>  Finishing and seasoning complex hot sauces according to requirements, including garnishes and accompaniments, finishing with butter or cream, adjusting consistency and seasoning  Storing hot complex sauces, including cooling process, straining, covering (including using a lid with a bain-marie, covering with buttered greaseproof), labelling, care with potential cross-contamination, correct storage temperature (1 – 5 °C for refrigerator, -18 to -20 °C for freezer)	<b>Total:</b> 10 hours <b>Theory:</b> 2 hours <b>Practical:</b> 8 Hours	<b>Presentation equipment:</b> including 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)	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b> Training kitchen  <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)



#### 4.12. Module 12: Prepare, cook and finish dressings and cold sauces

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish dressings and cold sauces

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking	<b>The trainee will be able to:</b> Identify requirements for preparing dressings and cold sauces for cooking Use tools and equipment for preparing dressings and cold sauces correctly Use appropriate methods to prepare dressings and cold sauces for cooking Check that preparation of dressings and cold sauces meets quality requirements	<b>The trainee should have knowledge of:</b> <b>Food and ingredients:</b> including ranch dressing, cocktail sauce, tartar sauce, chili sauce  <b>The trainee should have ability of:</b> <b>Pre-preparation methods:</b> defrosting (where necessary), washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grading, cutting, mixing, blending, clarification, flavouring, cooling, storing, freezing, covering with aluminium foils	<b>Total:</b> 15 hours <b>Theory:</b> 3 hours <b>Practical:</b> 12 hours	<b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, 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	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				<p>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>Food Thermometer</p> <p>Measuring Jugs</p> <p>Measuring Spoons</p>	
<p><b>LU2:</b></p> <p>Use equipment and multi-stage methods independently to cook and finish dressings and cold sauce ingredients complex dishes</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for cooking dressings and cold sauces</p> <p>Use tools and equipment to cook dressings and cold sauces correctly</p> <p>Use appropriate methods to cook dressings and cold sauces</p> <p>Combine dressings and cold sauce ingredients with other ingredients</p> <p>Check that the dish meets</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including ranch dressing, cocktail sauce, tartar sauce, chili sauce</p> <p><b>The trainee should have ability of:</b></p> <p><b>Cooking/mixing methods:</b> mixing, blending</p>	<p><b>Total:</b></p> <p>15 hours</p> <p><b>Theory:</b></p> <p>3 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p><b>Cooking/mixing equipment:</b> heavy duty blender, heavy duty juicer, small mixing machine, 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>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés,</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	quality and quantity requirements				clubs, industrial canteens, non-commercial organizations, similar establishments)
<b>LU3:</b> Present dressings and cold sauces for service	<b>The trainee will be able to:</b> Finish, garnish and present the dish to meet organisational specifications Make sure dishes are at correct temperature for holding and serving Safely store cooked dressings and cold sauces and dressings and cold sauce ingredients not for immediate use	<b>The trainee should have ability of:</b> Finishing and seasoning dressings and cold sauces according to requirements, including enhancing the guest experience Storing dressings and cold sauces, including covering, storing in suitable containers, particular care with labelling, care with potential cross-contamination, correct storage temperature (1 – 5 °C for refrigerator, -18 to -20 °C for freezer)	<b>Total:</b> 10 hours <b>Theory:</b> 2 hours <b>Practical:</b> 8 Hours	<b>Presentation equipment:</b> including 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)	Class room with multimedia aid, audio-visual facilities and flip charts Visit to hospitality establishments <b>EITHER</b> Training kitchen <b>OR</b> Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)

#### 4.13. Module 13: Prepare, cook and finish complex bread and dough products

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex breads and dough products

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p><b>LU1:</b></p> <p>Use equipment and multi-stage methods independently to prepare complex bread and dough products for cooking</p>	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for preparing complex bread and dough products for cooking</p> <p>Use tools and equipment for preparing complex bread and dough products correctly</p> <p>Use appropriate methods to prepare complex bread and dough products for cooking</p> <p>Check that preparation of complex bread and dough products meets quality requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including bread, bun, roll, French baguette, pastries, muffins, croissant, Danish pastries</p> <p><b>The trainee should have ability of:</b></p> <p><b>Pre-preparation methods:</b> defrosting (where necessary), cleaning, measuring, trimming, slicing, dicing, portioning, grading, beating, proofing, moistening, spraying, polishing, greasing, dough making, kneading, sheeting, cooling, pan greasing, oven pre-heating,</p>	<p><b>Total:</b> 23 hours</p> <p><b>Theory:</b> 5 hours</p> <p><b>Practical:</b> 18 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, 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, beater, baking trays, bread pans, bun trays, roll trays, French</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		cutting, mixing, blending		baguette tray  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)  Food Thermometer  Measuring Jugs  Measuring Spoons	
<b>LU2:</b> Use equipment and multi-stage methods independently to cook and finish bread and dough ingredients complex dishes	<b>The trainee will be able to:</b> Identify requirements for cooking complex bread and dough products Use tools and equipment to cook complex bread and dough products correctly Use appropriate methods to cook complex bread and dough products Combine bread and dough ingredients with other	<b>The trainee should knowledge of:</b> <b>Food and ingredients:</b> including bread, bun, roll, French baguette, pastries, muffins, croissant, Danish pastries  Risks for bread and dough products if not cooled correctly, including soggy bases if left on a baking tray	<b>Total:</b> 23 hours <b>Theory:</b> 5 hours <b>Practical:</b> 18 hours	<b>Cooking equipment:</b> ovens, (convection oven, deck oven, tandoori oven), steamers, Panini machine, pans, baking, dough mixing machine, dough sheeter, egg beater, egg mixing machine, measuring scale  Chef's uniform according to job	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b> Training kitchen  <b>OR</b> Access to a commercial kitchen for training purposes (for

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>ingredients</p> <p>Check that the dish meets quality and quantity requirements</p>	<p><b>The trainee should have ability of:</b></p> <p><b>Cooking methods:</b> baking, steaming, proving</p> <p>Understanding the effects of steaming on dough products, including increasing surface temperature, creating a high gloss</p>		<p>requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Present complex bread and dough products for service</p>	<p><b>The trainees will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked complex bread and dough products and bread and dough ingredients not for immediate use</p>	<p>Finishing and seasoning complex bread and dough products according to requirements, including prior to cooking, cooling, glazing/egg washing, 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 (e.g. fresh cream – maximum storage 24 hours),</p>	<p><b>Total:</b></p> <p>14 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>12 hours</p>	<p><b>Presentation equipment:</b> including 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>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		labelling			establishments)

#### 4.14. Module 14: Prepare, cook and finish complex sweet dishes

**Objective of the module:** The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex sweet dishes

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<b>LU1:</b> Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking	<p><b>The trainee will be able to:</b></p> <p>Identify requirements for preparing complex sweet dishes for cooking</p> <p>Use tools and equipment for preparing complex sweet dishes correctly</p> <p>Use appropriate methods to prepare complex sweet dishes for cooking</p> <p>Check that preparation of complex sweet dishes meets quality requirements</p>	<p><b>The trainee should have knowledge of:</b></p> <p><b>Food and ingredients:</b> including pastries, patties, Pakistani sweet, chocolate mousses, Italian tiramisu, blue berry cheese cake; fruits (particular attention to seasonality)</p> <p><b>The trainee should have ability of:</b></p> <p><b>Pre-preparation methods:</b> defrosting (where necessary), cleaning, measuring, trimming, slicing, dicing, portioning, grading, beating, proofing, moistening, spraying, polishing, greasing, kneading, sheeting, cooling, oven pre-heating,</p>	<p><b>Total:</b> 15 hours</p> <p><b>Theory:</b> 3 hours</p> <p><b>Practical:</b> 12 hours</p>	<p><b>Pre-preparation equipment:</b> knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowels, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, toaster, tin opener, baking trays, Cooking equipment: burners,</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>



Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		cutting, mixing, blending		stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer  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)  Food Thermometer  Measuring Jugs  Measuring Spoons	
<b>LU2:</b>  Use equipment and multi-stage methods independently to cook and finish ingredients for complex sweet dishes	<b>The trainee will be able to:</b>  Identify requirements for cooking complex sweet dishes  Use tools and equipment to cook complex sweet dishes correctly  Use appropriate methods to cook complex sweet dishes  Combine ingredients for	<b>The trainee should have knowledge of:</b>  <b>Food and ingredients:</b> including pastries, patties, Pakistani sweet, chocolate mousses, Italian tiramisu, blue berry cheese cake	<b>Total:</b> 15 hours  <b>Theory:</b> 3 hours  <b>Practical:</b> 12 hours	<b>Cooking equipment:</b> ovens, (convection oven, deck oven), steamers, pans, baking, dough mixing machine, dough sheeter, egg beater, egg mixing machine, measuring scales, Heavy duty mixer,	Class room with multimedia aid, audio-visual facilities and flip charts  Visit to hospitality establishments  <b>EITHER</b> Training kitchen  <b>OR</b>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>complex sweet dishes with other ingredients</p> <p>Check that the dish meets quality and quantity requirements</p>	<p><b>The trainee should have ability of:</b></p> <p><b>Dry Cooking methods:</b> baking</p> <p><b>Moist Cooking methods:</b> steaming, Cooking requirements, including recipe, quantity required, special ingredients</p>		<p>blender, juicer</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>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organizations, similar establishments)</p>
<p><b>LU3:</b></p> <p>Present complex sweet dishes for service</p>	<p><b>The trainee will be able to:</b></p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked complex sweet dishes and ingredients for complex sweet dishes not for immediate use</p>	<p><b>The trainee should have ability of:</b></p> <p><b>Finishing:</b> cooling, filling, glazing, dusting, decorating (including praline, nuts, fruits, piping (including rosettes, running piping, quenelles), using chocolate (including for piping and piped motifs, run-outs), portioning</p> <p>Storing complex sweets for service, including hot dishes (above 63 °C), at room temperature, covered where necessary to prevent contamination and stop them drying out, refrigerated for high-</p>	<p><b>Total:</b></p> <p>10 hours</p> <p><b>Theory:</b></p> <p>2 hours</p> <p><b>Practical:</b></p> <p>8 Hours</p>	<p><b>Presentation equipment:</b> including 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>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visit to hospitality establishments</p> <p><b>EITHER</b></p> <p>Training kitchen</p> <p><b>OR</b></p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		risk ingredients (e.g. egg ingredients, cream – maximum storage 24 hours), frozen (including ice cream)			organizations, similar establishments)

## 5. General assessment guidance for the Hospitality Chef de Partie Curriculum

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

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

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

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

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

### Methods of assessment

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

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

Examples for direct assessment of a Chef de Partie include:

- Work performances, for example preparing and cooking a complex meat dishes, or ensuring that the section opens and finalizes the shift effectively
- Demonstrations, for example demonstrating advanced cooking techniques, such as combining a range of main ingredients or Cooking methods
- Direct questioning, where the assessor would ask the student why he is preparing ingredients in a certain way, or how the student will find out about the current and future requirements for the kitchen and its food outlets
- Paper-based tests, such as multiple choice or short answer questions on managing food availability, preparing the section for cooking or developing productive working relationships with associates.

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

Examples for indirect assessment of a Chef de Partie include:

- Work products, such as a completed complex meat or poultry dishes
- Workplace documents, such as a log of food that has been tagged ready for storage.

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

## **Principles of assessment**

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

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

**Validity** means that a valid assessment assesses what it claims to assess. For example, if complex cooking skills are to be assessed and certificated, the assessment should involve performance criteria that are directly related to that cooking activity. An interview about the effect of the cooking processes on different foods would not meet the performance criteria.

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

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

## Assessment strategy for the Hospitality Chef de Partie Curriculum

This curriculum consists of 14 modules:

- Module 1: Co-ordinate the operation of the kitchen section
- Module 2: Supervise the kitchen section
- Module 3: Maintain production of food
- Module 4: Developing advanced skills in food preparation and cooking
- Module 5: Prepare, cook and finish complex soups
- Module 6: Prepare, cook and finish complex meat dishes
- Module 7: Prepare, cook and finish complex poultry dishes
- Module 8: Prepare, cook and finish complex fish and shellfish dishes
- Module 9: Prepare, cook and finish fresh pasta and rice dishes
- Module 10: Prepare, cook and finish complex vegetable dishes
- Module 11: Prepare, cook and finish complex hot sauces
- Module 12: Prepare, cook and finish dressings and cold sauces
- Module 13: Prepare, cook and finish complex breads and dough products
- Module 14: Prepare, cook and finish complex sweet dishes.

### Sessional assessment

The sessional assessment for all modules shall be in two parts: theoretical assessment and practical assessment. The sessional marks shall contribute to the final qualification. Theoretical assessment for all learning modules must consist of a written paper lasting at least one hour per module. This can be a combination of multiple choice and short answer questions.

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

## Final assessment

Final assessment shall be in two parts: theoretical assessment and practical assessment. The final assessment marks shall contribute to the final qualification. The final theoretical assessment shall consist of one 3-hour paper. The paper shall be in two parts.

**Part A** shall last for 2 hours and shall consist of half multiple choice and half short- questions answers. This part shall cover the complex cooking modules:

- Module 4: Developing advanced skills in food preparation and cooking
- Module 5: Prepare, cook and finish complex soups
- Module 6: Prepare, cook and finish complex meat dishes
- Module 7: Prepare, cook and finish complex poultry dishes
- Module 8: Prepare, cook and finish complex fish and shellfish dishes
- Module 9: Prepare, cook and finish fresh pasta and rice dishes
- Module 10: Prepare, cook and finish complex vegetable dishes
- Module 11: Prepare, cook and finish complex hot sauces
- Module 12: Prepare, cook and finish dressings and cold sauces
- Module 13: Prepare, cook and finish complex breads and dough products
- Module 14: Prepare, cook and finish complex sweet dishes.

**Part B** shall last for 1 hour and shall consist of short answer and at least two extended questions answers. This part shall cover the supervisory modules:

- Module 1: Co-ordinate the operation of the kitchen section
- Module 2: Supervise the kitchen section
- Module 3: Maintain production of food



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

**Module 4:** Developing advanced skills in food preparation and cooking shall not be assessed separately, but must be assessed during each of the four practical sessions.

There is no final practical assessment for Module 1: Co-ordinate the operation of the kitchen section; Module 2: Supervise the kitchen section; or Module 3: Maintain production of food. Practical work for these modules shall be assessed on a session basis only.

## **The assessment team**

The number of assessors must meet the needs of the trainees and the training provider. For example, where two assessors are conducting the assessment, there must be a maximum of five students per assessor. In this example, a group of 20 trainees shall therefore require assessments to be carried out over a four-day period. For a group of only 10 trainees, assessments would be carried out over a two-day period only.

## **Planning for assessment**

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

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

## Planning aid for session assessments

<b>Module 1: Co-ordinate the operation of the kitchen section</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Find the current and future requirements, brief the kitchen team and delegate responsibilities to associate cooks on daily basis	Explain	Oral questioning	
LU2: Manage requisition requirements for kitchen section	Demonstration	Written test	
LU3: Manage food availability and prepare the kitchen section for cooking	Describe	Practical demonstration	
LU4: Develop productive working relationships with kitchen associates	Explain	Oral questioning	
LU5: Manage communications between the food and beverage service area and other departments	Explain	Practical demonstration	

<b>Module 2: Supervise the kitchen section</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Ensure the kitchen section prepares, cooks and presents food effectively in the section	Demonstration	Practical demonstration	
LU2: Ensure the kitchen section opens and finalizes the shift effectively	Describe	Oral questioning	
LU3: Ensure that kitchen section team follows health and safety requirements	Identify	Oral questioning	
LU4: Monitor efficient and effective use of kitchen equipment	Identify	Practical demonstration	
<b>Module 3: Maintain production of food</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Lead and supervise cook/assistant and support sous chef for the preparation and cooking of food	Explain	Oral questioning	
LU2: Support the sous chef	Explain	Written test	
LU3: Supervise cook/assistant	Explain	Written test	
LU4: Supervise storage of food within kitchen section	Describe	Written test	

LU5: Ensure that kitchen section team follows health and safety requirements	Identify	Written test	
<b>Module 4: Developing advanced skills in food preparation and cooking</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Understand how to independently assemble food and equipment to prepare, and cook complex dishes	Demonstration	Practical demonstration	
LU2: Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking	Demonstration	Practical demonstration	
LU3: Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes	Demonstration	Practical demonstration	
LU4: Understand how to independently present complex dishes for service	Demonstration	Practical demonstration	

<b>Module 5: Prepare, cook and finish complex soups</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex soup	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex soups for cooking	Demonstration	Practical demonstration	
LU3: Use equipment and multi-stage methods independently to cook and finish complex soups	Demonstration	Practical demonstration	
LU4: Independently present complex soups for service	Demonstration	Practical demonstration	
<b>Module 6: Prepare, cook and finish complex meat dishes</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex meat dishes	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking	Demonstration	Practical demonstration	

LU3: Use equipment and multi-stage methods independently to cook and finish complex meat dishes	Demonstration	Practical demonstration	
LU4: Independently present complex meat dishes for service	Demonstration	Practical demonstration	
<b>Module 7: Prepare, cook and finish complex poultry dishes</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex poultry dishes	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking	Demonstration	Practical demonstration	
LU3: Use equipment and multi-stage methods independently to cook and finish complex poultry dishes	Demonstration	Practical demonstration	
LU4: Independently present complex poultry dishes for service	Demonstration	Practical demonstration	

<b>Module 8: Prepare, cook and finish complex fish and shellfish dishes</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex fish and shellfish dishes	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking	Demonstration	Practical demonstration	
LU3: Use equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes	Demonstration	Practical demonstration	
LU4: Independently present complex fish and shellfish dishes for service	Demonstration	Practical demonstration	
<b>Module 9: Prepare, cook and finish fresh pasta and rice dishes</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish fresh pasta and rice dishes	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking	Demonstration	Practical demonstration	

LU3: Use equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes	Demonstration	Practical demonstration	
LU4: Independently present fresh pasta and rice dishes for service	Demonstration	Practical demonstration	
<b>Module 10: Prepare, cook and finish complex vegetable dishes</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex vegetable dishes	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking	Demonstration	Practical demonstration	
LU3: Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes	Demonstration	Practical demonstration	
LU4: Independently present complex vegetable dishes for service	Demonstration	Practical demonstration	



<b>Module 11: Prepare, cook and finish complex hot sauces</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex hot sauces	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking	Demonstration	Practical demonstration	
LU3: Use equipment and multi-stage methods independently to cook and finish complex hot sauces	Demonstration	Practical demonstration	
LU4: Independently present complex hot sauces for service	Demonstration	Practical demonstration	
<b>Module 12: Prepare, cook and finish dressings and cold sauces</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish dressings and cold sauces	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking	Demonstration	Practical demonstration	

LU3: Use equipment and multi-stage methods independently to cook and finish dressings and cold sauces	Demonstration	Practical demonstration	
LU4: Independently present dressings and cold sauces for service	Demonstration	Practical demonstration	
<b>Module 13: Prepare, cook and finish complex bread and dough products</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex breads and dough products	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex breads and dough products for cooking	Demonstration	Practical demonstration	
LU3: Use equipment and multi-stage methods independently to cook and finish complex breads and dough products	Demonstration	Practical demonstration	
LU4: Independently present complex breads and dough products for service	Demonstration	Practical demonstration	

<b>Module 14: Prepare, cook and finish complex sweet dishes</b>			
<b>Learning Units</b>	<b>Recommended formative assessment</b>	<b>Recommended assessment methodology</b>	<b>Scheduled Dates</b>
LU1: Independently assemble food and equipment to prepare, cook and finish complex sweet dishes	Demonstration	Practical demonstration	
LU2: Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking	Demonstration	Practical demonstration	
LU3: Use equipment and multi-stage methods independently to cook and finish complex sweet dishes	Demonstration	Practical demonstration	
LU4: Independently present complex sweet dishes for service	Demonstration	Practical demonstration	

## **6. Tools and equipment**

### **Preparation equipment**

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

3 graters

5, measuring scale

5 sets of Measuring Cups

5 sets of Measuring Spoons

2 refrigerators (maintain temperature from 3 to 5 degrees)

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

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

### **Utensils**

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

15 (5 each), bowls

5 sets measuring spoons

10 forks

1 bread slicer

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

2 blenders

2 toasters

5 tin openers

5 peelers

1 potato cutter

3 choppers

1 mincing machine

1 bone saw cutters

1 patties maker

2 beaters

2 mashers

20 baking trays

### **Cooking equipment**

8 burners /stoves

1 each ovens (convection oven, deck oven)

1 microwaves oven

1 grill

1 tilting pan (Optional)

1 steamer

1 salamander

1 Panini machine

1 blender heavy duty

20 bread pans

20 bun pans

20 baguette pans

2 juicers

1 juice extractor

1 deep fryer

### **Presentation equipment**

20 plates

20 platters

20 silver salvers

20 serving dishes

20 sauceboats

Details of requirements, including food check from food outlet

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

1 example copy of food safety guidelines

1 example copy of HACCP standards

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

Illustrative range of emergency notices

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

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

1 example copy of logbooks for recording accidents and incidents

### **Cleaning equipment**

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

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

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

### **Other materials**

1 example copy Bookings diary

1 example copy Cost reports

1 example copy Daily event sheets

1 example copy Emergency notices

- 1 set of equipment for contacting security, including telephones and other electronic devices
- 1 example copy requisitions records and pads for developing new requisitions from stores
- 1 example copy Job descriptions and appraisals for team associates
- 1 example copy Record of allocated duties and tasks
- 1 set of example regular and à-la-carte menus
- 1 example copy Rota for associates on duty
- 1 example copy Standard operating procedures for kitchen operations
- 1 example copy Tagging and logging materials
- 1 example copy Weekly consumption reports
- 1 example copy Yield values checklists

**Uniform for each student (may be purchased by students)**

Black trousers

White chef's jacket

White chef's cap

White neckerchief

White apron

Disposable gloves

Food thermometer



## 7. List of consumable supplies

Appropriate quantities of:

Perishable commodities

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

Non –perishable commodities

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

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

Aluminium foils

Cling film

Gloves

Markers

Date and time stickers

Note Pads

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