



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Breakfast Cookery

leading to

Level 3 QQI Component: Breakfast Cookery 3N0895

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 5 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Breakfast Cookery	2. Component Name and Code Level 3 Breakfast Cookery 3N0895
3. Duration in Hours of Programme Module 50	4. Credit Value 5
5. Assessment Technique Skills Demonstration 80% Collection of Work 20%	6. Specific Requirements Learners must have access to a fully equipped kitchen in compliance with health and safety requirements and current legislation
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies to prepare and present a range of breakfasts, and gain an understanding of safe and hygienic kitchen practices.</p> 8. Objectives: <ul style="list-style-type: none"> • to develop skills in planning, preparing and serving a healthy meal • to create awareness of the principles of preparing food in a safe and hygienic manner • to develop a discerning attitude towards the choice, cooking and presentation of food. 	
9. Learning Outcomes of Level 3 Breakfast Cookery 3N0895 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. explain the basic principles of food safety and associated legislation 2. explain the organisation of a professional kitchen 3. use kitchen terminology, weights and measures appropriately 4. explain how different degrees of cooking affect foods 5. demonstrate basic techniques of tasting, recognition of food freshness and garnishing finished dishes 6. demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering 7. demonstrate basic techniques for preparation of hot and cold cereals and breads 8. assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce 9. comply with current food safety and hygiene legislation and regulation in personal and supervised work practices 10. demonstrate basic understanding of the food cost and quality control cycle. 	
Delivery Strategies and Learning Activities <p>The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.</p>	
10. Guidelines for Teaching and Learning <p>Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.</p>	

Food safety organisations and legislation

Learning Outcome 1: Explain the basic principles of food safety and associated legislation.

Learning Outcome 9: Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices.

*In order to help the learner achieve **Learning Outcome 1 & 9** in particular, consider doing the following:*

- explore with the learner some of the main authorities and agencies concerned with food safety in Ireland, and indicate their roles and functions in this area

Where possible, it may be useful for the learner to access the key information from websites and publicity leaflets. Individual learners may focus on one particular agency before reporting or presenting their findings back to the larger group. Some of the main authorities that may be considered include:

- Food Safety Authority of Ireland (FSAI) which functions to ensure that food purchased, distributed or marketed in Ireland meets the highest standards of food safety and hygiene
- Bord Bia (Irish Food Board) functions to promote Irish produced foods on the international market but it also has a role to play in maintaining standards.
- National Dairy Council's (NDC) role is promoting a sustainable dairy industry in Ireland and educating consumers on the role of dairy in their lives
- Department of Agriculture, Fisheries and Food monitors and controls aspects of Food Safety Regulation of the Agriculture, Fisheries and Food Industries and provides support services to Agriculture, Fisheries, Food and Forestry.
- Identify with the learner relevant food safety legislation.

It is important that the learner is aware of HACCP as a food industry standard. Other regulations and directives that may be considered include:

- European Community (Certain Contaminants in Foodstuffs) Regulations 2010
- European Community (Food and Food Hygiene) Regulations 2009
- European Community (General Food Law) Regulations 2007
- Regulations (EC) No 1333/2008 (OJL354, pg 16, 31/12/2008) of the European Parliament

Food safety

Learning Outcome 1: Explain the basic principles of food safety and associated legislation.

Learning Outcome 9: Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices.

*In order to help the learner achieve **Learning Outcome 1 & 9** in particular, consider doing the following:*

- exemplify with the learner a range of basic food safety practices, for example,
 - separate raw and cooked foods to prevent cross-contamination
 - handle, prepare and store foods in ways that prevent food borne illness
 - cook foods for the appropriate length of time and at the appropriate temperature
 - store food at the proper temperature
 - check and adhere to regulations set down by Irish Food Safety Authorities.
- exemplify with the learner hygienic personal and working practices, for example,
 - wash hands properly/wear disposable gloves

- remove jewellery
- cover cuts and sores
- tie back hair.

Kitchen safety

Learning Outcome 1: Explain the basic principles of food safety and associated legislation.

Learning Outcome 9: Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices.

*In order to help the learner achieve **Learning Outcomes 1 & 9** in particular, consider doing the following:*

- drawing on knowledge gained previously, identify with the learner a range of food safety practices important in the kitchen environment, for example,
 - the importance of maintaining good personal hygiene
 - applying hygienic working practices
 - storing food at the correct temperature
 - identifying food most vulnerable to deterioration or contamination
 - applying appropriate wash up and cleaning procedures
- drawing on knowledge gained previously, identify with the learner a range of safety practices important in the kitchen environment, for example,
 - examine how accidents can happen and be prevented
 - handling utensils and equipment in a safe manner
 - identify and use suitable footwear and clothing in the kitchen
 - ensure adequate lighting and ventilation
 - outline the correct procedures to be followed in the event of fire emergencies
- introduce the learner to the principles of first aid relevant to the kitchen context.

The learner should be made aware of basic first aid techniques, in particular how to treat minor cuts, burns and scalds, and know when to seek professional medical care. Training in basic first aid, information on universal precautions, and visits from relevant experts in the field, should be provided where possible.

Knowing your way around a kitchen

Learning Outcome 2: Explain the organisation of a professional kitchen.

Learning Outcome 3: Use kitchen terminology, weights and measures appropriately.

*In order to help the learner achieve **Learning Outcome 2 & 3** in particular, consider doing the following:*

- exemplify with the learner key terminology appropriate to preparation and serving a range of breakfast menus

The learner must be aware of basic cooking terms and methods (for example, bake, preheat, simmer, etc.), and indicate an understanding of when and how they would be applied. In particular, the learner should be aware of how to follow a recipe, identify ingredients, timing and sequences. In addition, the learner should also be able to identify commonly-used kitchen appliances and equipment (for example, microwave, grill, hob, etc.)

- explore with the learner how a professional kitchen is organised

The learner should be aware of and understand the importance of the following key points:

- adequate lighting
- stainless steel work surfaces
- non-slip floor coverings
- work stations arranged according to food groups
- rotation and storage of raw ingredients and prepared ingredients
- cooler or cold room for storing prepared ingredients and dishes
- positioning of ventilation, cooker hoods, etc
- open shelving to store pots and small utensils
- washing up areas separate from food preparation areas
- hand washing separate from dishwashing areas
- separate changing area of staff
- quality control cycle

If possible, a visit to a professional kitchen, and/or a visit from a professional guest speaker, should be arranged

- explore with the learner some ways in which a domestic kitchen differs from a professional kitchen.

The learner should be aware of the differences in appliances, equipment, layout, personnel and so on. The learner needs to understand that the division of work in the professional kitchen is the same as that of the domestic kitchen (for example, buying and storing food, preparing, it, etc.) only on a much larger scale.

Useful resources: www.kitchenterms.com
www.scribd.com/doc/12913528/Kitchen-Organisation-New-Trends

Introducing practical cookery skills

Learning Outcome 3: Use kitchen terminology, weights and measures appropriately.

Learning Outcome 4: Explain how different degrees of cooking affect foods.

Learning Outcome 5: Demonstrate basic techniques of tasting, recognition of food freshness and garnishing finished dishes.

Learning Outcome 8: Assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce.

*In order to help the learner achieve **Learning Outcome 3, 4, 5 & 8** in particular, consider doing the following:*

- explore with the learner the concept of weights and quantities and how to measure them accurately

The learner must develop a basic understanding of how to read weighing scales, measuring jugs and spoons, etc., and also estimate weights (for example, guess how much a bag of sugar weighs.) The learner should know how to follow correct procedures for weighing and measuring and estimate yields to avoid wastage. It may be necessary to integrate or relate the delivery of this aspect of the module with other Level 3 FETAC modules in basic numeracy and maths. Assessment evidence must be retained as part of the collection of work for this module. Useful resources:

www.primaryresources.co.uk/maths/mathsE1.htm#mass and similar websites provide worksheets and other resources that can be adapted for the learner.

- explore with the learner basic kitchen skills appropriate to the tasks of preparing hot and cold breakfast

menus

The learner should know how to select and use equipment, appliances and utensils appropriate to the task, and how to handle the utensils, appliances and equipment in a safe manner. The learner should also understand how to follow accurately instructions and recipes particularly in terms of the indicated methods, temperatures and timings.

- identify with the learner the importance of cooking food to the correct temperature and how temperature levels and timing affect the food (for example, difference between a soft boiled and hard boiled egg.)

The learner should be aware that different methods of cooking affect the nutritional value of foods and their digestibility. In addition, the learner should demonstrate a basic knowledge of temperature settings and how to read and check temperature. Again, this aspect of the module can be incorporated in the delivery and assessment of other Level 3 Maths and Numeracy Modules; however evidence must be retained for assessment as part of the collection of work for this module.

- exemplify with the learner the importance of assessing meals in terms of taste and appearance

The learner should know how to evaluate the appearance of completed dishes, (for example, does the dish look dry, moist, overcooked, attractive?) The learner should be aware of the basic principles of evaluating the taste and texture of completed dishes (for example is the texture of the dish chewy, dry, or creamy? Does the dish taste salty, spicy or sweet?)

- exemplify with the learner the importance of assessing the freshness of food

The learner should be aware of how to identify the freshness of foods by appearance, taste, smell and texture. The learner should know 3 basic methods/tests for freshness (e.g. float eggs in water, squeeze bread, smell milk, etc.) The learner should be aware also of the importance of checking the expiry date on food labels and packaging.

- exemplify with the learner the importance of presentation.

The learner should be aware of how to present a completed dish in an attractive and discerning manner (for example, avoids using chipped plates, avoids serving foods all the same colour, etc.) The learner must also understand the purpose of garnishing and demonstrate the simple task of preparing a breakfast garnish.

Breakfast cookery skills

Learning Outcome 6: Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering.

Learning Outcome 7: Demonstrate basic techniques for preparation of hot and cold cereals and breads.

*In order to help the learner achieve **Learning Outcome 6 & 7** in particular, consider doing the following:*

- exemplify with the learner a range of cooking methods to include:
 - grilling
 - poaching
 - shallow frying
 - boiling
 - simmering

The learner should be aware of the difference between each cooking method. The learner must use each of the listed cooking methods to cook a breakfast dish (for example, boil, fry, and poach an egg.)

- identify with the learner when, why and how to use each method in the preparation of a breakfast dish
The learner should be able to compare and contrast each method using the following criteria:
 - suitable foods
 - ease of cooking
 - time required
 - utensils and equipment required
 - nutritional benefits using the food pyramid and current dietary requirements*
- exemplify with the learner breakfast dishes that may be prepared without using the cooking methods listed previously (for example, porridge, cereal, pastries, etc.)

The learner should be able to identify a selection of hot and cold cereals and demonstrate how to prepare and serve a variety of such dishes. It is not necessary to bake breads or pastries using traditional methods, par-baked or convenience produce can be used to reach this learning outcome.

- identify with the learner the differences between what is considered to be a hot Irish breakfast and a cold continental breakfast.

The learner should be able to identify some traditional Irish breakfast foods (for example, rashers, black pudding, etc.), and also traditional continental breakfast-type foods (for example, croissants, muesli, etc.) and be aware of how to prepare and serve them. The learner should also indicate an awareness of the difference between each in terms of nutritional value, ease of preparation, and so on.

*Useful resources: The '5 a day' campaign and 'eat well plate' are useful starting points to explain nutritional requirements and guidelines. For further information the following websites may prove helpful

www.indi.ie

www.gdaguide.ie

Preparing, cooking and serving an Irish and continental breakfast

Learning Outcome 8: Assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- exemplify with the learner the principles of meal planning

The learner must apply the principles of menu planning to both types of breakfast. The plan should indicate the learner's awareness of typical Irish breakfast-type and continental-type foods, how to prepare a time plan for preparing and serving each breakfast and how to identify and gather the necessary ingredients, utensils and equipment. In addition, the learner should be aware of the difference between using fresh and/or home-made and convenience and/or pre-prepared foods and when and why it is most appropriate to use them.

- exemplify with the learner how to prepare the planned breakfasts

In preparing the breakfasts, the learner should wear suitable protective clothing, observe good personal and working hygiene practices, prepare breakfast dishes in accordance with instructions given and periodically wash up and clean surfaces

- exemplify with the learner how to present and serve the breakfasts.

In presenting and serving the breakfasts, the learner must set the table/buffet appropriately, serve each breakfast in a manner appropriate to setting and observe good personal and working and hygiene practices. In addition, the learner should present and garnish the dishes in a pleasing and appropriate manner.

When completing the above tasks, it is important that the learner demonstrates the following skills and capacities:

- show a discriminating attitude towards the choice, cooking and presentation of the food
- organise work efficiently and in correct sequence
- follow their work plan
- demonstrate good manipulative and cooking skills
- demonstrate safe and hygienic work practices
- follow correct recipe methods, temperature and timing
- present dishes with appropriate garnishes.

Reviewing the finished breakfasts

Learning Outcome 9: Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices.

Learning Outcome 10: Demonstrate basic understanding of the food cost and quality control cycle.

*In order to help the learner achieve **Learning Outcome 9 & 10** in particular, consider doing the following:*

- exemplify with the learner how to review and evaluate the completed breakfasts

The learner should be able to review/compare and contrast each breakfast using the following criteria:

- taste
- presentation
- nutritional value
- planning and preparation time

- exemplify with the learner how to cost each breakfast

The learner should understand how to cost each breakfast and identify the individual cost of the main items as well as the total cost.

- exemplify with the learner how to review their own preparation, cooking and presentation skills.

The learner must understand the importance of applying their knowledge of safe and hygienic kitchen practices to the skills demonstration. The learner should be aware in particular of the importance of applying the principles of quality control, especially HACCP as identified previously in learning outcome 1.

A useful resource for this may be '**Safe Catering - your guide to making food safely**' produced by the FSAI, which can be downloaded at www.fsai.ie

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	20%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work that includes the following:</p> <ol style="list-style-type: none"> 1. guidelines/check-list of the principles of food safety and related legislation 2. an indication of the difference between the organisation of a professional and domestic kitchen 3. an understanding of how degrees of cooking affect foods 4. an understanding of basic preparation, cooking and serving techniques relevant to breakfast cookery 5. an understanding of how to plan and cost a breakfast and how to apply the quality control cycle in its preparation. 	
Skills Demonstration	80%
The learner will complete 2 skills demonstrations at appropriate intervals during the delivery of the module. The learner will be allowed 1.5 hours to complete each demonstration. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.	
<p>The learner will complete the following 2 Skills Demonstrations:</p> <ol style="list-style-type: none"> 1. plan, cook and present a plated and buffet style continental breakfast 2. plan, cook and present a plated and buffet style full Irish cooked breakfast. <p>In preparing and cooking the above, the learner must demonstrate:</p> <ul style="list-style-type: none"> • good personal hygiene practices • comply with relevant food safety regulations/legislation • knowledge of quality control issues in the food preparation area • knowledge and use of appropriate terminology, weights and measures • effective and efficient use of appropriate techniques of testing for freshness and tasting • effective and efficient preparation, cooking and presentation skills. 	

11.b Assessment - General Information – Breakfast Cookery 3N0895

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Explain the basic principles of food safety and associated legislation.	Collection of Work
2. Explain the organisation of a professional kitchen.	Collection of Work
3. Use kitchen terminology, weights and measures appropriately.	Collection of Work
4. Explain how different degrees of cooking affect foods.	Collection of Work
5. Demonstrate basic techniques of tasting, recognition of food freshness and garnishing finished dishes.	Collection of Work Skills Demonstration
6. Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering.	Collection of Work Skills Demonstration
7. Demonstrate basic techniques for preparation of hot and cold cereals and breads.	Collection of Work Skills Demonstration
8. Assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce.	Collection of Work Skills Demonstration
9. Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices.	Collection of Work Skills Demonstration
10. Demonstrate basic understanding of the food cost and quality control cycle.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.


Level 3 Breakfast Cookery 3N0895
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

Learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. explain the basic principles of food safety and associated legislation	<ul style="list-style-type: none"> • identify basic principles of food safety practices • identify basic principles of hygienic personal and working practices • identify a range of Irish food safety regulators/authorities • identify a range of food safe regulations/legislation 		
2. explain the organisation of a professional kitchen	<ul style="list-style-type: none"> • compare and contrast ways in which professional and domestic kitchens are organised • identify key personnel found in professional kitchens 		
3. use kitchen terminology, weights and measures appropriately	<ul style="list-style-type: none"> • identify and apply commonly-used kitchen terminology • identify and apply how to measure temperature and weigh ingredients • indicate how appropriate utensils and equipment should be used and stored 		
4. explain how different degrees of cooking affect foods	<ul style="list-style-type: none"> • identify the importance of temperature in cooking food • indicate ways in which different temperature affects food 		
5. demonstrate basic techniques of tasting, recognition of food freshness and garnishing finished dishes	<ul style="list-style-type: none"> • identify appropriate criteria for assessing dishes • identify 3 basic ways of testing food for freshness • identify appropriate garnishes for breakfast cookery • demonstrate the preparation of 3 of these garnishes 		
6. demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering	<ul style="list-style-type: none"> • explain what is meant by grilling, identify two foods that can be cooked this way and prepare one of these foods • explain what is meant by poaching, identify two foods that can be cooked this way and prepare one of these foods • explain what is meant by shallow frying, identify two foods that can be cooked this way and prepare one of these foods • explain what is meant by boiling, identify two foods that can be cooked 		

	<p>this way and prepare one of these foods</p> <ul style="list-style-type: none"> • explain what is meant by simmering, identify two foods that can be cooked this way and prepare one of these foods 		
7. investigate the value of cereals, breads and pastries in breakfast menus	<ul style="list-style-type: none"> • explain the nutritional and convenience value of cereals, breads and pastries • identify a selection of hot and cold cereals • demonstrate the preparation and cooking of a hot cereal • demonstrate the preparation and heating of a range of par baked breads and pastries 		
8. assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce	<ul style="list-style-type: none"> • plan a continental-style breakfast • plan a full Irish -style breakfast • prepare, cook and serve a continental-style breakfast • prepare, cook and serve a full Irish-style breakfast 		
9. comply with current food safety and hygiene legislation and regulation in personal and supervised work practices	<ul style="list-style-type: none"> • apply the basic principles of food safety practices • apply the basic principles of hygienic personal and working practices • comply with relevant food safety regulations/legislation 		
10. demonstrate basic understanding of the food cost and quality control cycle.	<ul style="list-style-type: none"> • indicate how much it costs to make and serve each breakfast • apply the relevant principles of quality control throughout. 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____