



**Programme Module**

**Culinary Operations**

**leading to**

**Level 3 QQI Component: Culinary Operations 3N0549**

**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 10 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
<b>1. Title of Programme Module</b> Culinary Operations	<b>2. Component Name and Code</b> Level 3 Culinary Operations 3N0549
<b>3. Duration in Hours of Programme Module</b> 100	<b>4. Credit Value</b> 10
<b>5. Assessment Technique</b> Skills Demonstration 80% Collection of Work 20%	<b>6. Specific Requirements</b> Learners must have access to a fully equipped kitchen in compliance with health and safety requirements and current legislation
<b>7. Aims of the Programme Module</b> <p>This programme module aims to equip the learner with the knowledge, skills and competencies to prepare and present a range of dishes, and gain an understanding of safe and hygienic kitchen practices.</p> <b>8. Objectives:</b> <ul style="list-style-type: none"> <li>• to develop skills in planning, preparing and serving a healthy meal</li> <li>• to create awareness of the principles of preparing food in a safe and hygienic manner</li> <li>• to develop a discerning attitude towards the choice, cooking and presentation of food.</li> </ul>	
<b>9. Learning Outcomes of Level 3 Culinary Operations 3N0549</b> <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. explain the basic principles of food safety and associated legislation</li> <li>2. explain the organisation of a professional kitchen</li> <li>3. use kitchen terminology, weights and measures</li> <li>4. explain how different degrees of cooking affect various food groups or ingredients</li> <li>5. identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes</li> <li>6. apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes</li> <li>7. demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing, and deep fat frying</li> <li>8. assist in preparing and presenting a full cooked and continental breakfast, plated and buffet style, using a range of fresh and convenience produce</li> <li>9. assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces</li> <li>10. assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and vegetable dishes</li> <li>11. assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches</li> <li>12. reconstitute a range of convenience or pre-prepared foods</li> <li>13. comply with current food safety and hygiene legislation and regulation in personal and supervised work practices</li> <li>14. demonstrate basic understanding of the food cost and quality control cycle.</li> </ol>	
<b>Delivery Strategies and Learning Activities</b> <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

**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 as outlined in section 9.

### Food safety organisations and legislation

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

**Learning Outcome 13:** 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 & 13** 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 lifestyles
- Department of Agriculture, Fisheries and Food monitors and controls aspects of Food Safety Regulation of the Agriculture, Fisheries and Food Industries and providing 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

### Principles of food safety

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

**Learning Outcome 13:** 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 & 13** 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 13:** 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 & 13** 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
  - handle 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 a 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.

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

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

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 and timing sequences, etc. In addition, the learner should 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. In addition, the learner should be aware of the role the lay-out of a kitchen plays in ensuring good work flow.

Useful resources: [www.kitchenterms.com](http://www.kitchenterms.com)  
[www.scribd.com/doc/12913528/Kitchen-Organisation-New-Trends](http://www.scribd.com/doc/12913528/Kitchen-Organisation-New-Trends).

### **Introducing practical cookery skills**

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

**Learning Outcome 4:** Explain how different degrees of cooking affect various food groups or ingredients.

**Learning Outcome 5:** Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes.

**Learning Outcome 6:** Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes.

*In order to help the learner achieve **Learning Outcomes 3, 4, 5 & 6** in particular, consider doing the following:*

- explore with the learner the concept of weights and quantities and how to measure 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. The learner should know how to use a calculator if necessary. It may be necessary to integrate

or relate the delivery of this aspect of the module with other Level 3 QQI 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](http://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 meals

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 a range of factors that affect the quality of food, for example, source, seasonality, freshness, cheaper cuts, etc.,

The learner should have a basic understanding of how to select the ingredient/cut most suitable for the recipe, for example, when to use fatty meat instead of lean, using the self-raising flour instead of plain, and so on.

- 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, appetising? 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 foods

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, for example, 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, avoid chipped plates, avoid serving foods all the same colour, etc. The learner must also understand the purpose of garnishing and demonstrate how to prepare three simple garnishes.

### **Applying the knowledge**

**Learning Outcome 7:** Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing, and deep fat frying.

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



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

The learner should be aware of the difference between each cooking method. The learner must use each of the cooking methods listed to cook a simple dish during the delivery of the module.

- identify with the learner when, why and how to use each method in the preparation of a range of meals/dishes

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\*

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

[www.indi.ie](http://www.indi.ie)

[www.gdaguide.ie](http://www.gdaguide.ie)

### **Preparing, cooking and serving an Irish and continental breakfast**

**Learning Outcome 8:** Assist in preparing and presenting a full cooked and 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. The knowledge and skills gained here should be applied also when completing learning objectives 9, 10 & 11.

- exemplify with the learner how to prepare the planned breakfasts

In preparing the breakfasts, the learner should wear suitable protective clothing, observe good work and personal hygiene practices, prepare breakfast dishes in accordance with instructions given and periodically wash up and clean surfaces. The knowledge and skills gained here should be applied also when completing learning objectives 9, 10 & 11.

- 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 work and personal hygiene practices. In addition, the learner should present and garnish the dishes in a pleasing and appropriate manner. The knowledge and skills gained here should be applied also when completing learning objectives 9, 10 & 11.

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

- 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.

### **Preparing, cooking and presenting stocks, soups and sauces**

**Learning Outcome 9:** Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces.

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

- introduce the learner to the basic principles underpinning the preparation and usage of soups, stocks and sauces

The learner should be aware of different types of stocks, soups and sauces and when and why they are used. The learner should understand the difference between freshly prepared stocks, soups, etc and pre-prepared produce. In addition, the learner should understand the basic principles of preparing each, for example, identify suitable ingredients, equipment, etc

- exemplify with the learner how to prepare, cook and present 1 stock, 1 soup and 1 sauce

In completing this task the learner should be able to identify and assemble the required ingredients, ensuring freshness of both raw and packaged ingredients, identify and assemble the required equipment and the correct cooking times and temperatures. The learner must follow the sequence of operations contained in the method of chosen recipe as well as the time sequence required to prepare the recipe

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

- 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.

### **Preparing cooking and serving a limited range of meat, poultry, fish, farinaceous and vegetable dishes**

**Learning Outcome 10:** Assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and

vegetable dishes.

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

- facilitate the learner to prepare and serve 1 meat, 1 poultry, 1 fish, 1 farinaceous and 1 vegetable dish

Drawing on the skills and knowledge developed previously, exemplify with the learner how to prepare the range of dishes listed above. For example, if the task is bread making, the learner should be aware of the main factors to be considered such as importance of temperature and timing, and potential problems in bread making and appropriate solutions. Similarly when preparing a vegetable dish, the learner should be aware of how to peel, wash and trim vegetable according to dish specifications, identify appropriate cooking methods and understand garnishing and serving requirements for vegetable dishes, and so on for other dishes.

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

- 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.

### **Preparing cooking and serving a range of fresh and convenience salads, dressings and sandwiches**

**Learning Outcome 11:** Assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches.

*In order to help the learner achieve **Learning Outcome 11** in particular, consider doing the following:*

- facilitate the learner to prepare and serve 1 salad, 1 dressing and 1 sandwich

Drawing on the skills and knowledge developed previously, exemplify with the learner how to prepare the range of dishes listed above. As with learning objective 8, 9 & 10, the general aim is to provide the learner with a broad and grounded experience in preparing and cooking a range of commonly cooked dishes. Throughout, the learner should demonstrate the process of preparing, cooking and presenting dishes using a range of commodities and ingredients. It is important that the learner is encouraged to cook meals/dishes that they are likely to prepare and serve at home.

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

- 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.

### **Preparing convenience or pre-prepared foods**

**Learning Outcome 12:** Reconstitute a range of convenience or pre-prepared foods.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following*

- identify with the learner what is understood by convenience/pre-prepared food

It may be useful for the learner to list some advantages and disadvantages of convenience foods in order to understand why some convenience foods are cheaper than homemade. The learner should be able to compare and contrast convenience/pre-prepared foods with freshly prepared/homemade food using the following criteria:

- cost
- preparation time
- taste

- exemplify with the learner how to reconstitute convenience and pre-prepared food.

Again it is important the learner engages with foods that they are likely to eat and serve at home.

### **Reviewing the finished meals/dishes**

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

**Learning Outcome 9:** Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces.

**Learning Outcome 10:** Assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and vegetable dishes.

**Learning Outcome 11:** Assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches.

*In order to help the learner achieve **Learning Outcomes 8, 9, 10 & 11** in particular, consider doing the following:*

- exemplify with the learner how to review and evaluate the completed meals/dishes

It is important that the learner tastes the prepared food and where possible compare and contrast the taste with dishes prepared by others. The learner should be able to review/compare and contrast each meal using the criteria listed here:

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

- exemplify with the learner how to cost one of the completed meals prepared during the delivery of the module, for example, the Irish and continental breakfasts

The learner should understand how to calculate the food cost of each breakfast and determine 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 the quality control cycle, 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](http://www.fsai.ie).

**11.a Specific Information Relating to the Assessment Techniques**

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.

<b>Skills Demonstration</b>	<b>80%</b>
<p>The learner will complete a wide range of culinary Skills Demonstration at appropriate intervals during the programme. 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>	
<p>In completing the Skills Demonstrations, the learner must demonstrate the following:</p> <ul style="list-style-type: none"> <li>• good personal hygiene practices</li> <li>• safe food preparation techniques</li> <li>• knowledge of control issues in the food preparation area</li> <li>• effective and efficient preparation, cooking and presentation skills</li> </ul> <p>The learner will prepare a wide range of nutritious dishes using recipes provided by the teacher/tutor appropriate for the learner. In preparing the dishes, the learner will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• ability to choose and plan a variety of dishes appropriate to dietary requirements and occasion</li> <li>• ability to read and interpret a recipe</li> <li>• ability to choose appropriate ingredients and equipment</li> <li>• understanding and implementing handling of equipment and safe work practices in the kitchen to include:               <ul style="list-style-type: none"> <li>○ knife and chopping board</li> <li>○ peelers</li> <li>○ tin openers</li> <li>○ cooker</li> <li>○ fridge</li> <li>○ microwave</li> <li>○ dishwasher</li> <li>○ freezer</li> <li>○ liquidiser</li> <li>○ food processor</li> <li>○ electric mixer</li> <li>○ toaster</li> </ul> </li> </ul>	

- ability to prepare and cook food appropriately using a range of culinary processes to include:
  - boiling
  - poaching
  - steaming
  - stewing
  - baking
  - grilling
  - shallow and deep fat frying
  - roasting
  - microwave cooking
  
- present and serve food in a way appropriate to the occasion

**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.

The learner will compile a Collection of Work that includes the following:

1. guidelines concerning food safety or information on a legislative requirement governing food safety
2. guidelines for personal preparation when working in a kitchen
3. guidelines for safe and hygienic practices in the kitchen
4. a chart/checklist of basic first aid procedures and treatments
5. an understanding of the organisation of a professional kitchen
6. an understanding of the basic principles of meal planning
7. an understanding of basic culinary terminology
8. an understanding of how to follow a recipe.

**11.b Assessment - General Information – Culinary Operations 3N0549**

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

<b>Mapping Each Learning Outcome to an Assessment Technique</b>	
<b>Learning Outcome</b>	<b>Assessment Technique</b>
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 various food groups or ingredients.	Collection of Work
5. Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes.	Collection of Work
6. Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes.	Collection of Work
7. Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing, and deep fat frying.	Skills Demonstration
8. Assist in preparing and presenting a full cooked and continental breakfast, plated and buffet style, using a range of fresh and convenience produce.	Skills Demonstration
9. Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces.	Skills Demonstration
10. Assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and vegetable dishes.	Skills Demonstration
11. Assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches.	Skills Demonstration
12. Reconstitute a range of convenience or pre-prepared foods.	Skills Demonstration
Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices.	Skills Demonstration
14. 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 Culinary Operations 3N0549**
**Learner Marking Sheet**

Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

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

<p>frying, boiling, simmering, stewing and deep fat frying</p>	<ul style="list-style-type: none"> <li>• explain what is meant by poaching, identify two foods that can be cooked this way and prepare one of these foods</li> <li>• explain what is meant by shallow frying, identify two foods that can be cooked this way and prepare one of these foods</li> <li>• explain what is meant by boiling, identify two foods that can be cooked this way and prepare one of these foods</li> <li>• explain what is meant by simmering, identify two foods that can be cooked this way and prepare one of these foods</li> <li>• explain what is meant by stewing, identify two foods that can be cooked this way and prepare one of these foods</li> <li>• explain what is meant by deep fat frying, identify two foods that can be cooked this way and prepare one of these foods</li> </ul>		
<p>8. assist in preparing and presenting a full cooked and continental breakfast, plated and buffet style using a range of fresh and convenience produce</p>	<ul style="list-style-type: none"> <li>• plan a continental-style breakfast</li> <li>• plan a full Irish-style breakfast</li> <li>• prepare, cook and serve a continental-style breakfast</li> <li>• prepare, cook and serve a full Irish-style breakfast</li> </ul>		
<p>9. assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces</p>	<ul style="list-style-type: none"> <li>• plan 1 stock, 1 soup &amp; 1 sauce</li> <li>• prepare, cook and serve 1 stock, 1 soup &amp; 1 sauce</li> </ul>		
<p>10. assist in preparing and presenting a limited range of meat, fish, farinaceous and vegetable dishes</p>	<ul style="list-style-type: none"> <li>• plan 1 meat, fish, farinaceous and vegetable dish</li> <li>• prepare, cook and serve 1 meat, fish, farinaceous and vegetable dish</li> </ul>		
<p>11. assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches</p>	<ul style="list-style-type: none"> <li>• plan 1 salad, 1 dressing and 1 sandwich</li> <li>• prepare, cook and serve 1 salad, 1 dressing and 1 sandwich</li> </ul>		
<p>12. reconstitute a range of convenience or pre-prepared foods</p>	<ul style="list-style-type: none"> <li>• understand how to reconstitute a range of convenience or pre-prepared foods</li> </ul>		
<p>13. comply with current food safety and hygiene legislation and regulation in personal and supervised work practices</p>	<ul style="list-style-type: none"> <li>• apply the basic principles of food safety practices</li> <li>• apply the basic principles of hygienic personal and working practices</li> <li>• comply with relevant food safe regulations/legislation</li> </ul>		
<p>14. demonstrate basic understanding of the food cost and quality control cycle.</p>	<ul style="list-style-type: none"> <li>• indicate how much it costs to make and serve each breakfast</li> <li>• apply the relevant principles of quality control throughout.</li> </ul>		

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: \_\_\_\_\_