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CBT Curriculum
National Vocational Certificate Level 2

Version 1 - November, 2019



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Introduction

Definition/ Description of the training programme for Cook

Cooks plan, organize, prepare and cook meals. While specific duties vary depending on the type of establishment, it is the cook's responsibility to prepare and cook simple dishes that are both appealing and nutritious. To present a prepared meal attractively is also a cook's responsibility.

Purpose of the training programme

The purpose of the Hospitality Cook 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 work force availability within the country, and meeting and exceeding the needs and expectations of their guests.

Overall objectives of training programme

The overall objectives of the Cook training programme are:

- Selecting tools and equipment used to prepare and cook simple dishes
- Weighing and measuring ingredients according to recipes
- Preparing and cooking food as required by guests' orders
- Checking the quality of food before, during and after preparation and cooking
- Working hygienically and safely.

Competencies to be gained after completion of course

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

- Master basic food preparation and cooking processes and culinary techniques
- Apply food safety and hygiene regulations
- Maintain professional standards throughout shift
- Be aware of nutritional, economic and ecological requirements
- Prepare and cook vegetables
- Prepare, cook and finish meat, poultry and fish dishes
- Prepare and finish simple salad and fruit dishes
- Prepare and cook pasta and rice dishes
- Prepare and cook eggs and egg dishes
- Prepare and cook grain and pulses
- Prepare and cook soups, stocks and sauces
- Prepare, cook and finish simple bread and dough products
- Prepare hot and cold sandwiches
- Prepare and finish simple sweet dishes
- Clean kitchen equipment and cooking utensils
- Complete kitchen shift effectively
- Identify and pursue new business opportunities in the hospitality sector

Possible available job opportunities available immediately and later in the future

Cooks are employed in hotels, clubs, restaurants, catering firms, cafeterias, marriage halls, caterers, institutions, homes, specialty food outlets and isolated camps. Self-employment by founding an enterprise in this field of activity is possible as well. Some jobs for cooks are seasonal and/or part-time. Experienced cooks may advance through promotions with the same employer or by moving to more advanced positions with other employers. They can become:

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

Trainee entry level

- Middle
- ALL ENTRANTS SHOULD HOLD A CURRENT MEDICAL CERTIFICATE

OR

- Trained and qualified as a cook for at least 3 months, with experience in a commercial hospitality kitchen (eg hotel, restaurant, club, industrial canteen)

Trainees must also be competent English and numeracy.

Minimum qualification of trainer

Teaching staff should have at least three years' experience in the role of Chef de Partie. 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.

Recommended trainer: trainee ratio

The recommended maximum trainer: trainee ratio for this programme is 1 trainer for 20 trainees.

Medium of instruction i.e. language 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.

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)
- Information Management Systems
- IS14001
- ISO22000
- Risk Management
- Provincial Food Authority

The team of staff responsible for delivery of the Hospitality Cook 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.

Duration of the course (Total time, Theory & Practical time)

This curriculum comprises 14 modules. The recommended delivery time is 400 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 models of delivery, including part-time and evening delivery.

The full structure of the course is as follow:

Module	Theory ¹ Days/hours	Workplace ² Days/hours	Total hours
Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift	6	24	30
Module 2: Demonstrate basic food preparation and cooking skills	12	48	60
Module 3: Prepare and cook vegetables	5	20	25
Module 4: Prepare, cook and finish meat, poultry and fish dishes	8	32	40
Module 5: Prepare and finish simple salad and fruit dishes	3	12	15
Module 6: Prepare, cook and finish pasta and rice dishes	5	20	25
Module 7: Prepare, cook and finish eggs and egg dishes	3	12	15
Module 8: Prepare and cook grain and pulse dishes	5	20	25
Module 9: Prepare and cook soups, stocks and sauces	7	28	35
Module 10: Prepare, bake and finish simple bread and dough products	5	20	25
Module 11: Prepare hot and cold sandwiches	2	8	10
Module 12: Prepare and finish simple sweet dishes	5	20	25
Module 13: Complete kitchen shift effectively	6	24	30
Module 14: Developing a new business	8	32	40

Sequence of the modules

This qualification is made up of 14 modules. Ten modules relate to preparation, cooking and finishing of particular dishes, for example Module 3: Prepare and cook vegetables; or Module 8: Prepare and cook grain and pulse dishes. A suggested distribution of these modules is presented overleaf. This is not prescriptive and training providers may modify this if they wish.

There are three further modules relating to general skills that a cook must have: Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift; Module 2: Introduction to food preparation and Developing a new business cooking; and Module 13: Complete kitchen shift effectively. These are interdependent with the preparation and cooking modules and need to be delivered in parallel. This is illustrated in the distribution

¹ Learning Module hours in training provider premises

² Training workshop, laboratory and on-the-job workplace

table. One final module – Module 14: Developing a new business – can be delivered at any stage. The distribution table suggests that this should be delivered at the end 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 below:

Module 3: Prepare and cook vegetables	Module 5: Prepare and finish simple salad and fruit dishes	Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift	Module 2: Demonstrate basic food preparation and cooking skills	Module 13: Complete kitchen shift effectively
Module 4: Prepare, cook and finish meat, poultry and fish dishes	Module 9: Prepare and cook soups, stocks and sauces			
	Module 6: Prepare, cook and finish pasta and rice dishes			
Module 8: Prepare and cook grain and pulse dishes	Module 7: Prepare, cook and finish eggs and egg dishes			
Module 10: Prepare, bake and finish simple bread and dough products	Module 11: Prepare hot and cold sandwiches			
Module 12: Prepare and finish simple sweet dishes	Module 14: Developing a new business			

Summary – overview of the curriculum

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 1: Maintain professional kitchen standards for food preparation and cooking throughout the shift</p> <p>Aim: The aim of this module is to develop basic knowledge, skills and understanding of professional kitchen standards need to be maintain throughout the shift</p>	<p>LU1: Ensure personal hygiene and chef’s uniform for kitchen operations meets organisational requirements</p> <p>LU2: Maintain the health, safety and security of the kitchen working environment</p> <p>LU3: Check quality and quantity of food and maintain kitchen and food safety standards at every level of food handling</p> <p>LU4: Ensure wastage from kitchen operations is minimized</p>	6	24	30
<p>Module 2: Demonstrate basic food preparation and cooking skills</p> <p>Aim: The aim of this module is to develop general knowledge, skills and understanding to prepare, cook and finish different dishes. This module is intended to be delivered alongside each of the main cooking modules. It contains common elements that students need to implement throughout their practical work.</p>	<p>LU1: Understand how to assemble food and equipment to prepare and cook simple dishes, with guidance from Chef de Partie and other associates</p> <p>LU2: Understand how to prepare simple dishes for cooking, with guidance from Chef de Partie and other associates</p> <p>LU3: Understand how to cook simple dishes, with guidance from Chef de Partie and other associates</p> <p>LU4: Understand how to present simple dishes for service, with guidance from Chef de Partie and other associates</p>	12	48	60

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 3: Prepare and cook vegetables</p> <p>Aim: The aim of this module is to develop basic knowledge, skills and understanding to prepare, cook and finish vegetables</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetables</p> <p>LU3: Present vegetables for service following guidance</p>	5	20	25
<p>Module 4: Prepare, cook and finish meat, poultry and fish dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, cook and finish meat, poultry and fish dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish meat, poultry and fish dishes</p> <p>LU3: Present meat, poultry and fish dishes for service following guidance</p>	8	32	40
<p>Module 5: Prepare and finish simple salad and fruit dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, simple salad and fruit dishes</p>	<p>LU1: Assemble food and equipment to prepare and finish simple salad and fruit dishes</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple salad and fruit dishes</p> <p>LU3: Finish and present simple salad and fruit dishes for service following guidance</p>	3	12	15

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 6: Prepare and cook pasta and rice dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, pasta and rice dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare, cook pasta dishes for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook rice dishes</p> <p>LU3: Present pasta and rice dishes for service following guidance</p>	5	20	25
<p>Module 7: Prepare and cook eggs and egg dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and cook eggs and egg dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare, edge & edge dishes for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes</p> <p>LU3: Present eggs and egg dishes for service following guidance</p>	3	12	15
<p>Module 8: Prepare and cook grain and pulse dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and cook grain and pulse dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grains and pulses for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook grains and pulses</p> <p>LU3: Present grains and pulses for service following guidance</p>	5	20	25
<p>Module 9: Prepare and cook soups, stocks and sauces</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and cook soups, stocks and sauces</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauce ingredients dishes</p> <p>LU3: Present soups, stocks and sauces for service following guidance</p>	7	28	35

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 10: Prepare, bake and finish simple bread and dough products</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, bake and finish simple bread and dough products</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for cooking</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to bake and finish ingredients for simple bread and dough products dishes</p> <p>LU3: Present simple bread and dough products for service following guidance</p>	5	20	25
<p>Module 11: Prepare hot and cold sandwiches</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare, hot and cold sandwiches</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches</p> <p>LU3: Present hot and cold sandwiches for service following guidance</p>	2	8	10
<p>Module 12: Prepare and finish simple sweet dishes</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to prepare and finish simple sweet dishes</p>	<p>LU1: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes</p> <p>LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries</p> <p>LU3: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple sweets and gâteaux</p>	5	20	25

Module Title and Aim	Learning Units	Theory Days/hours	Workplace Days/hours	Timeframe of modules
<p>Module 13: Complete kitchen shift effectively</p> <p>Aim: The aim of this module to develop basic knowledge, skills and understanding to Complete kitchen shift effectively</p>	<p>LU1: Clear kitchen work area of equipment and food products</p> <p>LU2: Ensure that all kitchen equipment and surfaces are cleaned and sanitized</p> <p>LU3: Ensure all surplus food, equipment and materials are returned from the kitchen to the appropriate department</p> <p>LU4: Hand over to next kitchen shift if appropriate</p>	6	24	30
<p>Module 14: Developing a new business</p> <p>Aim: The aim of this module is to develop the knowledge, skills and understanding to develop a new business</p>	<p>LU1: Identify business opportunities in the hospitality sector</p> <p>LU2: Develop the structure of the new hospitality business</p> <p>LU3: Communicate the new hospitality business's services to guests</p> <p>LU4: Negotiate arrangements for the new hospitality business</p>	8	32	40

Modules

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

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Ensure personal hygiene and chef's uniform for kitchen operations meets organisational requirements	The student will be able to: Keep hair, skin and nails clean and hygienic Follow the recommended procedures for washing hands at all appropriate times Avoid unsafe behaviour that could contaminate the food being prepared or cooked Report any cuts, boils, grazes, injuries, illness and infections promptly to the appropriate person Select appropriate chef's uniform and headgear in line with manufacturer's instructions and organisational procedures Wear chef's uniform and headgear that is clean, fit for use and worn correctly	The importance of having clean hair, skin and nails, for hygiene purposes, including preventing contamination of food being prepared or cooked Recommended procedures for washing hands at all appropriate times, including wash hands for at least 20 seconds with antibacterial soap, washing whole hands thoroughly including the back of the hand, fingers, wrists, and forearms, palms and between fingers, where bacteria and pathogens tend to collect, dry in a sanitary manner: clean, unused paper towels or automatic hand dryer Avoiding unsafe behaviour, including spitting, smoking, touching own face, nose or	Total: 8 hours Theory: 1 hours Practical: 7 hours	Equipment and materials for washing hands, including antibacterial soap, suitable wash basin, paper towels or air dryer Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves) Hazard analysis and critical control points (HACCP) standards Organizational guidelines for personal hygiene	For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts For practical learning: EITHER Training Kitchen OR 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>mouth, blowing nose, scratching, chewing gum and eating, in order to prevent any contamination of food, equipment or work surfaces; organisational standards for safe behaviour in the kitchen</p> <p>The importance of reporting cuts, grazes and skin conditions to the appropriate person (including Chef de Partie or other supervisor/manager), to avoid any risk of spreading infection</p> <p>The importance of reporting illnesses and infections, particularly stomach illnesses, to the appropriate person (including Chef de Partie or other supervisor/manager), to avoid the spread of food-borne illnesses to associates and/or guests</p> <p>Types of chef's uniform which are appropriate to the task being carried out, including to protects the cook from spillages and to</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>show any guests the hygiene values of a kitchen</p> <p>National and organisational requirements for wearing chef's uniform</p> <p>The importance of ensuring that the chef's uniform and headgear being used is clean and fit for use and changed when necessary in line with organisational procedures, to present a professional image and to avoid possible contamination of food through germs carried on dirty clothing</p>			
<p>LU2:</p> <p>Maintain the health, safety and security of the kitchen working environment</p>	<p>The student will be able to:</p> <p>Maintain a safe, hygienic and secure kitchen working environment</p> <p>Keep a look out for hazards in the kitchen</p> <p>Identify any hazards or potential hazards in the kitchen and deal with these correctly</p> <p>Report any accidents or near accidents quickly and accurately to the proper person</p>	<p>The importance of working in a healthy, safe and hygienic way, including working tidily, following proper procedures and instructions, in order to avoid accidents, ensure food is safely prepared and cooked, and that there is no risk to the guest</p> <p>Taking personal responsibility, including taking reasonable care of own safety and the safety of others, following Standard</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>2 hours</p> <p>Practical:</p> <p>8 hours</p>	<p>Different types of emergency notices</p> <p>Standard operating procedures for occupational health and safety</p> <p>Fire equipment</p> <p>First aid equipment</p> <p>Equipment for contacting security, including telephones and other electronic devices</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Deal with problems and unexpected situations in an appropriate manner</p> <p>Practise emergency procedures correctly</p>	<p>Operating Procedures for safe working practice, informing Chef de Partie of anything that might be unsafe or cause an accident</p> <p>Sources of information about health, hygiene and safety in the kitchen, including Standard Operating Procedures for kitchen, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials</p> <p>Features of a healthy workplace, including suitable size; adequate lighting, heating and ventilation; safe floors, stairs, doors and windows; appropriate equipment that is regularly maintained; sufficient storage facilities; hygienic disposal facilities, assembly point for evacuations</p> <p>Working with hazardous substances, including cooking oil, gels or spirits, cleaning chemicals</p> <p>Reducing the risk of working with hazardous</p>		<p>Logbooks for recording accidents and incidents</p> <p>Organisational procedures for dealing with problems, including accidents, fire, evacuations</p> <p>Organisational procedures for dealing with emergencies</p> <p>Contact details for colleagues, supervisors</p> <p>Organisational guidelines for responding to and reporting accidents</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>substances, including proper training using hazardous substances, using appropriate protective equipment (including gloves, goggles, masks), putting warning signs out, using safe working methods</p> <p>Types of hazards to be found in the kitchen, including slips; trips and falls; strains and sprains; sharp objects; cuts and lacerations; burns; hot liquids and surfaces; moving heavy items; working fast; fire risks (including hot stoves, electrical equipment); likelihood and potential impact of hazard</p> <p>Methods to deal with hazards correctly, including providing and 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</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>machinery; adapting the workflow</p> <p>The importance of warning other people (including verbally, using warning notices) about hazards, to avoid accidents and injuries</p> <p>Types of emergencies that may happen in the kitchen (including fire, flood, accidents, gas leaks), and dealing with these, including supporting associates in taking action within own responsibility, evacuating the area or building</p> <p>The location of first aid equipment and the name of the first-aider in the kitchen</p> <p>The importance of following fire safety laws (following safe working practice, preventing the build-up of rubbish, ensuring that flammable materials are not at risk, not smoking except in designated areas), to avoid risk to the lives of associates / guests and the fabric of the building</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>The organisation's emergency procedures, in particular for illness, fire, security, external emergency, tackling the emergency using relevant equipment (fire, first aid)</p> <p>Following emergency procedures, including alerting others, following instructions, taking action</p> <p>The importance of reporting all usual/non-routine incidents (including accidents, spillages, arguments, dangerous work practices, theft) to the appropriate person (including Chef de Partie or other supervisor/manager), to alert them to actions they may need to take</p> <p>Ensuring relevant information is recorded in logbooks, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p>			
<p>LU3: Check quality and quantity of</p>	<p>The student will be able to: Check the delivery from stores to ensure that the quantity of</p>	<p>Check that the food is of the required weight, in order to ensure appropriate</p>	<p>Total: 08 hours</p>	<p>Example notes from daily briefing</p>	<p>For theoretical learning: Class room with</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>food and maintain kitchen and food safety standards at every level of food handling</p>	<p>food delivered is sufficient for the number of covers expected</p> <p>Check that food is delivered at the correct temperature</p> <p>Ensure that any packaged food does not exceed its 'sell-by' or 'use-by' dates</p> <p>Inform Chef de Partie if there are any problems with the quantity or quality of food</p>	<p>quantities of dishes can be prepared</p> <p>Check that food is being kept at an appropriate temperature, to avoid potential food spoilage</p> <p>Check that food flavour, texture and aroma is of acceptable quality, to ensure safe preparation and cooking</p> <p>Check that sufficient food and other ingredients to meet the requirements for the number of covers expected are available, to avoid being unable to provide a full service to food outlets</p> <p>Understanding basic nutrition, including carbohydrates (to provide energy), proteins (including amino acids, for growing and repairing tissues), fats (for energy and certain vitamins), vitamins and minerals for general health), fibre (to aid digestion), water (to aid digestion and most other body processes</p>	<p>Theory: 02 hours</p> <p>Practical: 06 hours</p>	<p>Recipes and methods of preparation and cooking</p> <p>Organisational guidelines for checking the quality and quantity of food</p> <p>Standard operating procedures for quality control of food and safety</p> <p>HACCP standards</p> <p>Food safety guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Problems with food quantity (too much or too little) or quality (including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p> <p>Risks from causes of food poisoning, including chemicals, viruses, moulds, physical contaminants; micro-organisms</p> <p>Steps to avoid food poisoning, including handling food hygienically, preparing and cooking food carefully, storing food in the correct manner, keeping all food preparation areas clean, avoiding cross-contamination (direct, indirect or by drip), cooking all food thoroughly</p> <p>Addressing problems with food quantity or quality, including re-ordering from stores or suppliers</p> <p>Standards for ensuring personal hygiene meets organisational requirements</p> <p>Preparing food for storage and putting it in the correct</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>storage area as quickly as necessary to maintain its safety</p> <p>Making sure storage areas are clean, suitable and maintained at the correct temperature for the type of food</p> <p>Using appropriate systems to manage stock (including First In First Out – FIFO; Last In First Out – LIFO; Last In Last Out – LIFO) according to organisational policy</p>			
<p>LU4:</p> <p>Ensure wastage from kitchen operations is minimized</p>	<p>Identify opportunities for reducing waste</p> <p>Follow organisational policies and procedures for managing and reducing waste</p> <p>Dispose of waste in line with organisational procedures</p>	<p>The impact of kitchen waste, including lost income through food being thrown away, cost of waste removal to the organisation, impact on the environment, potential to attract pests</p> <p>Disposing of kitchen waste promptly, hygienically and appropriately, including disposal or recycling as appropriate</p> <p>Opportunities for waste reduction in the kitchen, including careful weighing / measuring / portioning, checking and using stock</p>	<p>Total:</p> <p>04 hours</p> <p>Theory:</p> <p>1 hours</p> <p>Practical:</p> <p>3 hours</p>	<p>Organisational policy and procedures for disposing of waste</p> <p>Tools and equipment for disposing of waste, including waste disposal units, recycling bins</p> <p>Standard Operating Procedures for kitchen department and for waste handling</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training Kitchen</p> <p>OR</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>before it deteriorates, storing food and dishes correctly</p> <p>Opportunities for avoiding and reducing kitchen waste through reuse and recycling, including using unwanted dishes for staff while they are fresh, following direction from Chef de Partie on adapting recipes to use food appropriately, checking refrigerator and freezer temperatures, packaging food for storage carefully</p> <p>Potential barriers that may limit waste avoidance and reduction in the kitchen, including poor training, failure to follow proper procedure, broken or missing waste disposal equipment, poor portion control, poor refrigerator control</p> <p>Roles and responsibilities for kitchen associates to support waste minimisation, including taking own responsibility for managing</p>		apron, safety trainers or boots, disposable gloves)	clubs, industrial canteens, non-commercial organisations, similar establishments)

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>waste in own kitchen work area</p> <p>Training needs and training for those kitchen associates responsible for reducing waste</p> <p>Benefits achieved through kitchen waste reduction measures, including cost reductions for the organisation, improved profitability, tidy work areas, benefits for the environment</p>			

Module 2: Demonstrate basic food preparation and cooking skills

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Understand how to assemble food and equipment to prepare and cook simple dishes, with guidance from Chef de Partie and other associates</p>	<p>The student will be able to:</p> <p>Understand how to assemble food, ingredients and equipment required to prepare, cook and finish dishes as required</p> <p>Understand the need to defrost ingredients prior to preparation</p> <p>Know how to select appropriate equipment needed to prepare, cook and finish dishes</p> <p>Understand how to check that ingredients meet type, quality and quantity requirements prior to preparation and cooking</p>	<p>Reading the recipe to determine what food and equipment is needed</p> <p>Developing awareness of the nutritional values of different foods, including calories, carbohydrates, amino acids (for proteins), essential fatty acids, minerals and trace minerals, vitamins, roughage / dietary fibre</p> <p>Storage of food prior to preparation, including dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees)</p> <p>Storing fresh and frozen ingredients correctly before cooking</p>	<p>Total: 15 hours</p> <p>Theory: 3 hours</p> <p>Practical: 12 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 colours – refer to HACCP regulations): red – raw meat; blue – raw fish; yellow – cooked meat; green – salad and fruit; brown – vegetables; white – bakery and dairy</p> <p>Utensils: including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER Training Kitchen</p> <p>OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Storage of equipment, including store cupboards, in kitchen preparation areas, on shelves near work area</p> <p>The importance of defrosting ingredients as required before preparation and cooking (including defrosting naturally or using a microwave following directions on packaging), to ensure they are safe for use</p> <p>Checking that ingredients are fit for preparation and cooking, using the appropriate quality specification, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell)</p> <p>Weighing and measuring ingredients accurately in order to prepare and cook dishes</p> <p>Checking for and resolving problems with the ingredients, including physical contamination (including hairs, dust, other foreign bodies), and</p>		<p>openers, peelers, potato cutters, choppers, mincing machine, bone saw cutters, patties maker, beaters, mashers, baking trays</p> <p>Cooking equipment: including burners/stoves, each ovens (convection oven, deck oven), microwaves oven, grill, tilting pan, steamer, salamander, Panini machine, blender heavy duty, bread pans, bun pans, baguette pans, juicers, juice extractor, deep fryer, rolling pins, pastry brushes</p> <p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p> <p>Nutritional values charts</p>	

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>chemical contamination (including mould, fungus, bacteria)</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p>LU2:</p> <p>Understand how to prepare simple dishes for cooking, with guidance from Chef de Partie and other associates</p>	<p>The student will be able to:</p> <p>Understand the requirements for preparing dishes for cooking</p> <p>Know how to use tools and equipment for preparing different dishes correctly</p> <p>Know the appropriate methods to prepare different dishes for cooking</p> <p>Understand how to check that preparation of ingredients meets quality requirements</p>	<p>Preparation requirements: including recipe, quantity required, special ingredients, washing hands, sanitizing work surfaces and equipment as required, washing hands</p> <p>Carrying out the appropriate preparation methods correctly, including beating, blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavouring, grading, greasing, kneading, marinating, measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing,</p>	<p>Total: 15 hours</p> <p>Theory: 3 hours</p> <p>Practical: 12 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 colours – refer to HACCP regulations)</p> <p>Utensils: including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers, potato cutters, choppers, mincing machine, bone saw</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER Training Kitchen</p> <p>OR 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>sorting, spraying, trimming, washing</p> <p>The importance of using the correct tools and equipment (as directed by the recipe), to prepare different dishes, to ensure preparation is of the correct standard</p> <p>Quality requirements following preparation, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>		<p>cutters, patties maker, beaters, mashers, baking trays</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>organisations, similar establishments)</p>
<p>LU3:</p> <p>Understand how to cook simple dishes, with guidance from Chef de Partie and other associates</p>	<p>The student will be able to:</p> <p>Understand the requirements for cooking different dishes</p> <p>Know how to use tools and equipment to cook different dishes correctly</p> <p>Know the appropriate methods to cook different dishes</p>	<p>Understanding the effect of different cooking processes on different ingredients/dishes and their nutritional value</p> <p>Cooking requirements: including recipe, quantity required, special requirements</p>	<p>Total:</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Cooking equipment:</p> <p>burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, pans, deep fryer</p> <p>Chef's uniform according to job requirements (black trousers, white chef's</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Understand how to combine main ingredients with other ingredients</p> <p>Know how to check that dishes have the correct flavour, consistency and quantity</p> <p>Know how to check that cooking of different dishes meets quality requirements</p>	<p>Carrying out the appropriate cooking methods correctly, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, baking, blind baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching, simmering, boiling, steaming), combination cooking methods (braising, stewing)</p> <p>The importance of using the correct tools and equipment (as directed by the recipe), to cook different dishes, to ensure cooking is of the correct standard</p> <p>Combining other ingredients, including herbs and spices, sauces, salt, cream, sugar, milk</p> <p>Quality requirements for cooked different dishes, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell, taste, colour, appearance, cooked according to requirements,</p>		<p>jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>quantity (as required by daily briefing)</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p>LU4:</p> <p>Understand how to present simple dishes for service, with guidance from Chef de Partie and other associates</p>	<p>The student will be able to:</p> <p>Understand the importance of holding and serving different dishes at correct temperature</p> <p>Understand how to safely store cooked dishes and ingredients not for immediate use</p>	<p>The importance of using the correct tools and equipment (as directed by the recipe), to finish dishes, to ensure finishing is of the correct standard</p> <p>Correct temperatures for holding and serving different dishes (above 63 degrees), checking with a temperature probe; maximum holding time of 90 minutes</p> <p>Seeking guidance from Chef de Partie and other associates when appropriate</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>	<p>Total:</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Presentation equipment:</p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Module 3: Prepare and cook vegetables

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare vegetables for cooking</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing vegetables for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish vegetables</p> <p>Use tools and equipment for preparing vegetables correctly</p> <p>Use appropriate methods to prepare vegetables for cooking</p> <p>Check that preparation of vegetables meets quality requirements</p>	<p>Food and ingredients:</p> <p>vegetables including root vegetables, bulbs, flower heads, fungi, tubers, leaves, stems, vegetable fruits, squashes fresh peas, beans and seeds; Other ingredients including cooking oil, cooking salt, herbs, spices, seasoning</p> <p>Pre-preparation methods:</p> <p>washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>2 hours</p> <p>Practical:</p> <p>8 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, peeler, potato cutter, chopper, masher</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>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook vegetable</p>	<p>The student will be able to:</p> <p>Identify requirements for cooking vegetables</p> <p>Use tools and equipment to cook vegetables correctly</p> <p>Use appropriate methods to cook vegetables</p> <p>Combine vegetable ingredients with other ingredients</p> <p>Check that cooking of vegetables meets quality requirements</p>	<p>Food and ingredients: vegetables including root vegetables, bulbs, flower heads, fungi, tubers, leaves, stems, vegetable fruits, squashes fresh peas, beans and seeds; Other ingredients including cooking oil, cooking salt, herbs, spices, seasoning</p> <p>Dry cooking methods: sautéing, pan frying, deep frying, grilling, roasting, griddling, baking</p> <p>Moist cooking methods: simmering, boiling, steaming</p> <p>Combination cooking methods: braising, stewing</p>	<p>Total: 10 hours</p> <p>Theory: 02 hours</p> <p>Practical: 08 hours</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), 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>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p>LU3:</p> <p>Present vegetables for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked vegetables and vegetable</p>	<p>Finishing and seasoning vegetables according to requirements, including butter glaze, cheese topping, browning, herbs and seasonings, garnishes</p> <p>Storing cooked vegetable dishes, including care with potential cross-contamination, labelling,</p>	<p>Total: 5 hours</p> <p>Theory: 1 hours</p> <p>Practical: 04 hours</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	ingredients not for immediate use	correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)		jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	Training Kitchen OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

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

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare meat, poultry and fish dishes for cooking</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing meat, poultry and fish dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish meat, poultry and fish dishes</p> <p>Use tools and equipment for preparing meat, poultry and fish dishes correctly</p> <p>Use appropriate methods to prepare meat, poultry and fish dishes for cooking</p> <p>Check that preparation of meat, poultry and fish dishes meets quality requirements</p>	<p>Food and ingredients: red meat (beef, mutton), including different cuts and joints, (beef steak, beef fillet, mutton quorma (traditional Pakistani), mutton karahi beef jalfrezi beef with vegetables); white meat (chicken, poultry) including whole chicken, thigh, breast, wings; chicken quorma chicken karahi (traditional Pakistani), chicken ginger chicken curry); fish, including white flat fish, white round fish, oily fish, shellfish, (fish steak, fried fish, crumbed fish, Lahori fried fish (traditional Pakistani dish))</p> <p>Pre-preparation methods: cleaning, washing, boning, skinning, dicing, trimming, tying, trussing, slicing, portioning, mincing,</p>	<p>Total: 15 hours</p> <p>Theory: 03 hours</p> <p>Practical: 12 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, chopper, mincing machine, bone saw cutter, patties maker</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		blending, flavouring, marinating, seasoning, coating (including with seasoned flour, with breadcrumbs), stuffing; methods specifically for fish, including shelling, descaling, filleting, wrapping (eg in pastry); particular care with quality points for shellfish; storing prepared ingredients correctly in a refrigerator, disposing of waste		apron, safety trainers or boots, disposable gloves)	
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish meat, poultry and fish dishes</p>	<p>The student will be able to:</p> <p>Identify requirements for cooking meat, poultry and fish dishes</p> <p>Use tools and equipment to cook meat, poultry and fish dishes correctly</p> <p>Use appropriate methods to cook meat, poultry and fish dishes</p> <p>Combine meat, poultry and fish with other ingredients</p> <p>Check that cooking of meat, poultry and fish dishes meets quality requirements</p>	<p>Food and ingredients: red meat (beef, mutton), including different cuts and joints, (beef steak, beef fillet, mutton quorma (traditional Pakistani), mutton karahi beef jalfrezi beef with vegetables); white meat (chicken, poultry) including whole chicken, thigh, breast, wings; chicken quorma chicken karahi (traditional Pakistani), chicken ginger chicken curry); fish, including white flat fish, white round fish, oily fish, shellfish, (fish steak, fried fish, crumbed fish, Lahori</p>	<p>Total:</p> <p>15 hours</p> <p>Theory:</p> <p>03 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Cooking equipment:</p> <p>burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, heavy duty, pans, juicer, juice extractor, deep fryer</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>fried fish (traditional Pakistani dish))</p> <p>Dry cooking methods: sautéing, pan frying, deep frying, roasting, grilling, griddling, baking</p> <p>Moist cooking methods: poaching (including shallow and deep poaching for fish), simmering, boiling, steaming</p> <p>Combination cooking methods: braising, stewing</p>			commercial organisations, similar establishments)
<p>LU3:</p> <p>Present meat, poultry and fish dishes for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked meat, poultry and fish dishes and meat, poultry and fish not for immediate use</p>	<p>Finishing and seasoning meat, poultry and fish dishes according to requirements, including carving, portioning, filleting for service, garnishes, sauces, coating, glazing, herbs and seasonings</p> <p>Storing cooked meat, poultry or fish dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Total: 10 hours</p> <p>Theory: 02 hours</p> <p>Practical: 08 hours</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
					canteens, non-commercial organisations, similar establishments)

Module 5: Prepare and finish simple salad and fruit dishes

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Assemble food and equipment to prepare and finish simple salad and fruit dishes	<p>The student will be able to:</p> <p>Identify requirements for preparing simple salad and fruit dishes</p> <p>Assemble food, ingredients and equipment required to prepare and finish simple salad and fruit dishes</p> <p>Use tools and equipment for preparing simple salad and fruit dishes correctly</p> <p>Use appropriate methods to prepare simple salad and fruit dishes</p> <p>Check that preparation of simple salad and fruit dishes meets quality requirements</p>	<p>Food and ingredients: including fruit and salad dishes, Pakistani fresh salad (traditional Pakistani), mayonnaise salad, Russian salad, lettuce, tomatoes, cucumber, green and black olives, beans, parsley, coriander, lemon, oranges, apples, mangos, bananas, herbs and spices</p> <p>Pre-preparation methods: pre washing, cleaning, sorting, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other types of cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Total: 10 hours</p> <p>Theory: 02 hours</p> <p>Practical: 08 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including, pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, peeler, potato cutter, beater, masher, baking trays</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER Training Kitchen</p> <p>OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU3: Finish and present simple salad and fruit dishes for service following guidance	The student will be able to: Identify requirements for finish simple salad and fruit dishes Use tools and equipment to finish simple salad and fruit dishes correctly Use appropriate methods to finish simple salad and fruit dishes Combine simple salad and fruit dishes with other ingredients Check that finishing of simple salad and fruit dishes meets quality requirements	Finishing and seasoning simple salad and fruit dishes according to requirements, including dressings, sauces, decorating, dusting, herbs and seasonings, garnishes Storing cooked fruit and salad dishes, including care with potential cross-contamination, labelling, correct temperature (room temperature, or 1 – 5 degrees for refrigerator)	Total: 05 hours Theory: 01 hours Practical: 04 hours	Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats Details of requirements, including food check from food outlet Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)	For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts For practical learning: EITHER Training Kitchen OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

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

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare pasta and rice dishes</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing pasta and rice dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish pasta and rice dishes</p> <p>Use tools and equipment for preparing pasta and rice dishes correctly</p> <p>Use appropriate methods to prepare pasta and rice dishes for cooking</p> <p>Check that preparation of pasta and rice dishes meets quality requirements</p>	<p>Food and ingredients:</p> <p>pasta (including fresh, dried, spaghetti, cannelloni, macaroni, tortellini, farfalle, ravioli); rice (including long grain, short grain, round, brown, basmati, risotto); other ingredients including cooking oil, olive oil, vegetables, meat, poultry, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Pre-preparation methods:</p> <p>measuring, dipping, moistening, cleaning, slicing, sautéing, seasoning, trimming, storing, blending, flavouring, marinating, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, noodle machine, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, tin opener, peeler, potato opener, chopper, mincing machine, beater, masher</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>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook pasta and rice dishes</p>	<p>The student will be able to:</p> <p>Identify requirements for cooking pasta and rice dishes</p> <p>Use tools and equipment to cook pasta and rice dishes correctly</p> <p>Use appropriate methods to cook pasta and rice dishes</p> <p>Combine pasta and rice ingredients with other ingredients</p> <p>Check that cooking of pasta and rice dishes meets quality requirements</p>	<p>Food and ingredients: pasta (including fresh, dried, spaghetti, cannelloni, macaroni, tortellini, farfalle, ravioli); rice (including long grain, short grain, round, brown, basmati, risotto); other ingredients including cooking oil, olive oil, vegetables, meat, poultry, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Dry cooking methods: frying, baking</p> <p>Moist cooking methods: boiling, steaming</p> <p>Combination methods: stewing, braising</p> <p>Testing rice and pasta to see when cooking is complete</p> <p>The importance of re-heating rice only once to a core temperature of 75 degrees</p>	<p>Total: 10 hours</p> <p>Theory: 02 hours</p> <p>Practical: 08 hours</p>	<p>Cooking equipment: 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 trainers or boots, disposable gloves)</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p>LU3:</p> <p>Present pasta and rice dishes for service</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p>	<p>Finishing and seasoning pasta and rice dishes according to requirements, including herbs and seasonings, toppings</p>	<p>Total: 05 hours</p> <p>Theory:</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p>	<p>For theoretical learning: Class room with multimedia aid, audio-</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
following guidance	<p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked pasta and rice dishes and pasta and rice ingredients not for immediate use</p>	<p>(including cheese, tomato), sauces, garnishes</p> <p>Storing cooked pasta and rice dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>01 hours</p> <p>Practical:</p> <p>04 hours</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>visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

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

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook eggs</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing eggs and egg dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish eggs and egg dishes</p> <p>Use tools and equipment for preparing eggs and egg dishes correctly</p> <p>Use appropriate methods to prepare eggs and egg dishes for cooking</p> <p>Check that preparation of eggs and egg dishes meets quality requirements</p>	<p>Food and ingredients: including egg, omelette poached egg, mushroom omelette, cheese omelette), cooking oil, olive oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Pre-preparation methods: washing, cleaning, grating, sorting, measuring, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Total: 05 hours</p> <p>Theory: 01 hours</p> <p>Practical: 04 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, tin opener, beater</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER Training Kitchen</p> <p>OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p>LU2:</p> <p>Use basic methods and</p>	<p>The student will be able to:</p>	<p>Food and ingredients: including egg (fried egg, omelette poached egg,</p>	<p>Total: 05 hours</p>	<p>Cooking equipment: burners, stoves, microwaves, pans</p>	<p>For theoretical learning: Class room with</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
equipment (under indirect supervision from Chef de Partie and other associates) to prepare and cook egg dishes	<p>Identify requirements for cooking eggs and egg dishes</p> <p>Use tools and equipment to cook eggs and egg dishes correctly</p> <p>Use appropriate methods to cook eggs and egg dishes</p> <p>Combine ingredients for egg dishes with other ingredients</p> <p>Check that cooking of eggs and egg dishes meets quality requirements</p>	<p>mushroom omelette, cheese omelette), cooking oil, olive oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Dry cooking methods: pan frying, baking, scrambling</p> <p>Moist cooking methods: poaching, boiling</p>	<p>Theory: 01 hours</p> <p>Practical: 04 hours</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>multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p>LU3:</p> <p>Present eggs and egg dishes for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p>	<p>Finishing and seasoning eggs and egg dishes according to requirements, including toppings (cheese, tomato), garnishes, herbs and seasonings</p>	<p>Total: 05 hours</p> <p>Theory: 01 hours</p> <p>Practical: 04 hours</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				apron, safety trainers or boots, disposable gloves)	Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

Module 8: Prepare and cook grain and pulse dishes

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare grain and pulse dishes for cooking</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing grain and pulse dishes for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish grain and pulse dishes</p> <p>Use tools and equipment for preparing grain and pulse dishes correctly</p> <p>Use appropriate methods to prepare grain and pulse dishes for cooking</p> <p>Check that preparation of grain and pulse dishes meets quality requirements</p>	<p>Food and ingredients:</p> <p>pulses, including peas, beans, lentils; grains, including barley, corn/maize, oats, millet, wheat; other ingredients including cooking oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Pre-preparation methods:</p> <p>washing, cleaning, peeling, measuring, soaking, dipping, cutting, portioning, grating, cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, blender, tin opener, peeler</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>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p>LU2:</p> <p>Use basic methods and</p>	<p>The student will be able to:</p>	<p>Food and ingredients:</p> <p>pulses, including peas, beans, lentils; grains,</p>	<p>Total:</p> <p>10 hours</p>	<p>Cooking equipment:</p> <p>burners, stoves, ovens, (convection oven, deck</p>	<p>For theoretical learning:</p> <p>Class room with</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
equipment (under indirect supervision from Chef de Partie and other associates) to cook grain and pulse dishes	<p>Identify requirements for cooking grain and pulse dishes</p> <p>Use tools and equipment to cook grain and pulse dishes correctly</p> <p>Use appropriate methods to cook grain and pulse dishes</p> <p>Combine ingredients for grain and pulse dishes with other ingredients</p> <p>Check that cooking of grain and pulse dishes meets quality requirements</p>	<p>including barley, corn/maize, oats, millet, wheat; other ingredients including cooking oil, vegetables, cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Dry cooking methods: saut�eing, pan frying</p> <p>Moist cooking methods: poaching, boiling, steaming, simmering</p>	<p>Theory: 02 hours</p> <p>Practical: 08 hours</p>	<p>oven), microwaves, steamers, pans</p> <p>Chef’s uniform according to job requirements (black trousers, white chef’s jacket, white chef’s cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, caf�es, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p>LU3:</p> <p>Present grain and pulse dishes for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked grain and pulse dishes and ingredients for grain and pulse dishes not for immediate use</p>	<p>Finishing and seasoning grain and pulse dishes according to requirements, including herbs and seasonings</p> <p>Storing cooked grain and pulse dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator)</p>	<p>Total: 05 hours</p> <p>Theory: 01 hours</p> <p>Practical: 04 hours</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef’s uniform according to job requirements (black trousers, white chef’s jacket, white chef’s cap, white neckerchief, white</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				apron, safety trainers or boots, disposable gloves)	Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

Module 9: Prepare and cook soups, stocks and sauces

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare soups, stocks and sauces for cooking</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing soups, stocks and sauces for cooking</p> <p>Assemble food, ingredients and equipment required to prepare, cook and finish soups, stocks and sauces</p> <p>Use tools and equipment for preparing soups, stocks and sauces correctly</p> <p>Use appropriate methods to prepare soups, stocks and sauces for cooking</p> <p>Check that preparation of soups, stocks and sauces meets quality requirements</p>	<p>Food and ingredients:</p> <p>types of soup, including un-passed, clear, purées, cream soups, cold soups; stocks, including vegetable, chicken, beef, fish, brown, white; sauces, including stock-based brown sauces, veloutés, milk-based béchamels, hollandaise sauces; bouquet garnie</p> <p>Pre-preparation: washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, cutting, mixing, blending, clarification, flavouring, boiling, cooling, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p>	<p>Total:</p> <p>15 hours</p> <p>Theory:</p> <p>3 hours</p> <p>Practical:</p> <p>12 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, peeler, potato cutter, chopper, mincing 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>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to cook and finish soup, stock and sauces</p>	<p>The student will be able to:</p> <p>Identify requirements for cooking soups, stocks and sauces</p> <p>Use tools and equipment to cook soups, stocks and sauces correctly</p> <p>Use appropriate methods to cook soups, stocks and sauces</p> <p>Combine soup, stock and sauce ingredients with other ingredients</p> <p>Check that cooking of soups, stocks and sauces meets quality requirements</p>	<p>Food and ingredients:</p> <p>types of soup, including un-passed, clear, purées, cream soups, cold soups; stocks, including vegetable, chicken, beef, fish, brown, white; sauces, including stock-based brown sauces, veloutés, milk-based béchamels, hollandaise sauces; bouquet garnie</p> <p>Moist cooking methods:</p> <p>simmering, boiling</p> <p>Minimum cooking time for stock, including vegetable stock – 30 minutes; chicken stock – 2 hours; fish stock – 20 minutes; beef stock – 4 hours</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Cooking equipment:</p> <p>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, disposable gloves)</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
<p>LU3:</p> <p>Present soups, stocks and sauces for service following guidance</p>	<p>The student will be able to:</p> <p>Finish, garnish and present the dish to meet organisational specifications</p> <p>Make sure dishes are at correct temperature for holding and serving</p> <p>Safely store cooked soups, stocks and sauces and soup,</p>	<p>Finishing and seasoning soups, stocks and sauces according to requirements, including garnishes and accompaniments, finishing with butter or cream, adjusting consistency and seasoning</p> <p>Storing soups and stocks, including cooling process,</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Presentation equipment:</p> <p>serving dishes, sauceboats, soup bowl</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,</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	stock and sauce ingredients not for immediate use	covering, labelling, care with potential cross-contamination, reducing stock to a glaze to prolong storage life; straining sauces, correct storage temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)		white neckerchief, white apron, safety trainers or boots, disposable gloves)	Training Kitchen OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)

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

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare simple bread and dough products for baking</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing simple bread and dough products for baking</p> <p>Assemble food, ingredients and equipment required to prepare, bake and finish simple bread and dough products</p> <p>Use tools and equipment for preparing simple bread and dough products correctly</p> <p>Use appropriate methods to prepare simple bread and dough products for baking</p> <p>Check that preparation of simple bread and dough products meets quality requirements</p>	<p>Food and ingredients:</p> <p>flour (including white, brown, wholemeal), water, yeast, sugar, salt; specialist Pakistani breads including Chapati, Naan, Roghani Naan, Kandahari Naan, Tandoori roti, Paratha, Kulcha, Sheer-maal, Taftan, Puri</p> <p>Pre-preparation methods:</p> <p>cleaning, measuring, beating, kneading, knocking back, proofing, shaping, moistening, spraying, polishing, greasing, sheeting, cooling, pan greasing, oven pre-heating, cutting, mixing, blending</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, toaster, tin opener, peeler, beater, baking trays</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU2: Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to bake and finish ingredients for simple bread and dough products dishes	The student will be able to: Identify requirements for baking simple bread and dough products Use tools and equipment to bake simple bread and dough products correctly Use appropriate methods to bake simple bread and dough products Combine ingredients for simple bread and dough products with other ingredients Check that baking of simple bread and dough products meets quality requirements	Food and ingredients: flour (including white, brown, wholemeal), water, yeast, sugar, salt; specialist Pakistani breads including Chapati, Naan, Roghani Naan, Kandahari Naan, Tandoori roti, Paratha, Kulcha, Sheer-maal, Taftan, Puri Dry cooking methods: baking, frying (wok)	Total: 10 hours Theory: 02 hours Practical: 08 hours	Cooking equipment: ovens, (convection oven, deck oven, tandoori oven), steamers, salamander, wok, dough mixing machine, dough sheeter, egg beater, egg mixing machine measuring scales, pans, baking 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)	For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts For practical learning: EITHER Training Kitchen OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)
LU3: Present simple bread and dough products for service following guidance	The student will be able to: Finish, garnish and present the dish to meet organisational specifications Safely store baked bread and dough products and ingredients for simple bread	Finishing and seasoning simple bread and dough products according to requirements, including cooling, glazing, adding toppings, icing, coating, portioning, cutting	Total: 05 hours Theory: 01 hours Practical: 04 hours	Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats Details of requirements, including food check from food outlet	For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	and dough products not for immediate use	Storing cooked bread and dough products, including above 63 degrees for hot products (including chapattis and naan breads – limited storage times), at room temperatures, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg fresh cream – maximum storage 24 hours), labelling		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>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Module 11: Prepare hot and cold sandwiches

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare hot sandwiches</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing hot sandwiches</p> <p>Assemble food, ingredients and equipment required to prepare hot sandwiches</p> <p>Use tools and equipment for preparing hot sandwiches correctly</p> <p>Use appropriate methods to prepare hot sandwiches</p> <p>Check that the sandwich has the correct flavour, consistency and quantity</p> <p>Check that preparation of hot sandwiches meets quality requirements</p>	<p>Food and ingredients: including toasted cheese, meat, and chicken sandwiches, cooking oil, olive oil, vegetables, fruits, beans, meat, fish, poultry cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Pre-preparation: washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p>Cooking methods: toasting, grilling, Panini machine</p>	<p>Total: 05 hours</p> <p>Theory: 01 hours</p> <p>Practical: 04 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, tin opener, peeler, potato cutter</p> <p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), grills, pans, deep fryer</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap,</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER Training Kitchen</p> <p>OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
				white neckerchief, white apron, safety trainers or boots, disposable gloves)	
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare cold sandwiches</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing cold sandwiches</p> <p>Assemble food, ingredients and equipment required to prepare cold sandwiches</p> <p>Use tools and equipment for preparing cold sandwiches correctly</p> <p>Use appropriate methods to prepare cold sandwiches</p> <p>Check that the sandwich has the correct flavour, consistency and quantity</p> <p>Check that preparation of cold sandwiches meets quality requirements</p>	<p>Food and ingredients: including vegetable / cheese / meat / egg sandwiches, cooking oil, olive oil, vegetables, fruits, beans, meat, fish, poultry cooking salt, tomatoes, onions, herbs, spices, seasoning</p> <p>Pre-preparation methods: washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grating, julienne and other styles of cutting mixing, blending</p>	<p>Total:</p> <p>05 hours</p> <p>Theory:</p> <p>01 hours</p> <p>Practical:</p> <p>04 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), red – raw meat; blue – raw fish; yellow – cooked meat; green – salad and fruit; brown – vegetables; white – bakery and dairy, utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, tin opener, peeler, potato cutter</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>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU3:</p> <p>Present hot and cold sandwiches for service following guidance</p>	<p>The student will be able to:</p> <p>Garnish and present the sandwich to meet organisational specifications</p> <p>Make sure hot and cold sandwiches are at correct temperature for holding and serving</p> <p>Safely store hot and cold sandwiches not for immediate use</p>	<p>Finishing hot and cold sandwiches, including cutting, trimming, portioning, garnishing</p> <p>Storing hot and cold sandwiches for service, including at service temperature for hot sandwiches (above 63 degrees), at room temperature, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg meat, fish, egg mixtures – maximum storage 24 hours)</p>	<p>Total:</p> <p>hours</p> <p>Theory:</p> <p>hours</p> <p>Practical:</p> <p>hours</p>	<p>Presentation equipment:</p> <p>plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Module 12: Prepare and finish simple sweet dishes

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple cakes and gâteaux</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing and cooking simple gâteaux</p> <p>Assemble food, ingredients and equipment required to prepare and finish simple sweet dishes</p> <p>Use tools and equipment for preparing and cooking simple cakes and gâteaux correctly</p> <p>Use appropriate methods to prepare simple cakes and gâteaux for cooking</p> <p>Check that preparation for simple cakes and gâteaux meets quality requirements</p> <p>Use appropriate methods to cook simple cakes and gâteaux</p> <p>Check that the cakes and gateau has the correct flavour, consistency and quantity</p>	<p>Food and ingredients: including cooking oil, eggs, milk, butter, sugar, cooking salt, flavorings including chocolate and jam</p> <p>Pre-preparation: measuring, weighing, grating, beating, folding, rubbing-in, creaming, mixing, blending, seasoning, whisking, spraying, greasing, sheeting, oven pre-heating, spreading mixture evenly into prepared tins, checking shelving position, cutting, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p>Dry cooking methods: baking</p> <p>Finishing: cooling, removing baking parchment/greaseproof paper, spreading fillings, glazing, decorating, icing,</p>	<p>Total: 10 hours</p> <p>Theory: 02 hours</p> <p>Practical: 08 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), utensils including pans, bowels, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/ greaseproof paper</p> <p>Cooking equipment, burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer, cooling racks</p> <p>Presentation equipment: plates, platters, silver</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER Training Kitchen</p> <p>OR Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	Check that cooking of simple cakes and gâteaux meets quality requirements	<p>piecing, dusting, trimming, portioning</p> <p>Storing simple cakes and gâteaux for service, including at room temperature, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg fresh cream, butter cream – maximum storage 24 hours)</p>		<p>salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	
<p>LU2:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to prepare and finish simple pastries</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing and cooking simple pastries</p> <p>Use tools and equipment for preparing and cooking simple pastries correctly</p> <p>Use appropriate methods to prepare simple pastries for cooking</p> <p>Check that preparation for simple pastries meets quality requirements</p> <p>Use appropriate methods to cook simple pastries</p>	<p>Food and ingredients: types of pastry, including short crust, flaky, choux pastry, hot water crust, suet; ingredients including flour (self-raising or plain, wholemeal), fats (including margarine, butter, lard), cooking salt, cold water, caster sugar, eggs (for choux pastry and hot water crust)</p> <p>Pre-preparation: measuring, weighing, trimming, cutting, grating, mixing, blending, rubbing in, creaming, folding, beating, rolling, shaping, piecing, lining, spooning, stirring,</p>	<p>Total: 10 hours</p> <p>Theory: 02 hours</p> <p>Practical: 08 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP regulations), white for ready to eat, utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Check that the pastries have the correct flavour, consistency and quantity</p> <p>Check that cooking of simple pastries meets quality requirements</p>	<p>moistening, spraying, polishing, seasoning, greasing, sheeting, oven pre-heating, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p>Dry cooking methods: baking, blind baking</p> <p>Finishing: cooling, filling, glazing, dusting, decorating (including with seeds, nuts, sugars), portioning</p> <p>Storing simple pastries for service, including at room temperature, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg meat, fish, egg ingredients – maximum storage 24 hours)</p>		<p>greaseproof paper, rolling pin, pastry brushes</p> <p>Cooking equipment, burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer</p> <p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>canteens, non-commercial organisations, similar establishments)</p>
<p>LU3:</p> <p>Use basic methods and equipment (under indirect supervision from Chef de Partie and other associates) to</p>	<p>The student will be able to:</p> <p>Identify requirements for preparing and cooking simple sweets</p> <p>Use tools and equipment for preparing and cooking simple sweets correctly</p>	<p>Food and ingredients: types of sweets, including ice creams, mousses, egg-based desserts, batter-based desserts, milk puddings, sponge-based desserts, fruit-based desserts; dishes including Pakistani sweets, gulab</p>	<p>Total: 05 hours</p> <p>Theory: 01 hours</p> <p>Practical: 04 hours</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, chopping boards (different colours – refer to HACCP</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
prepare and finish simple sweets	<p>Use appropriate methods to prepare simple sweets for cooking</p> <p>Check that preparation for simple sweets meets quality requirements</p> <p>Use appropriate methods to cook simple sweets</p> <p>Check that the sweets have the correct flavour, consistency and quantity</p> <p>Check that cooking of simple sweets meets quality requirements</p>	<p>jamun, crème brûlée chocolate mousse, rice dishes, cooking oil, eggs, milk, butter, sugar, rice, cooking salt</p> <p>Pre-preparation: cleaning, measuring, trimming, slicing, dicing, portioning, grating, beating, moistening, spraying, polishing, greasing, kneading, sheeting, cooling, oven pre-heating, cutting, mixing, blending, seasoning, storing prepared ingredients correctly in a refrigerator, disposing of waste</p> <p>Dry cooking methods: baking</p> <p>Moist cooking methods: steaming</p> <p>Finishing: cooling, filling, glazing, dusting, decorating, piping, portioning</p> <p>Storing simple sweets for service, including hot dishes (above 63 degrees), at room temperature, covered where necessary to prevent contamination and stop them drying out,</p>		<p>regulations), white for ready to eat, utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, tin opener, baking trays, baking parchment/ greaseproof paper</p> <p>Cooking equipment, burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer</p> <p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		refrigerated for high-risk ingredients (eg egg ingredients, cream – maximum storage 24 hours), frozen (including ice cream)			

Module 13: Complete kitchen shift effectively

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
<p>LU1:</p> <p>Clear kitchen work area of equipment and food products following guidance from Chef de Partie and other associates</p>	<p>The student will be able to:</p> <p>Select and use appropriate tools, specialist equipment and method for cleaning the kitchen work area</p> <p>Restore the kitchen work area to a safe and tidy condition</p> <p>Make sure that any food, tools and equipment needed for the next shift are set up ready for use</p> <p>Store all food, tools and equipment in line with organisational requirements</p> <p>Handle and dispose of waste materials appropriately according to organisational and legal requirements</p> <p>Report any problems associated with cleaning, storing or disposing of materials and equipment to the relevant person</p>	<p>Principles of sanitation, including disinfection, action of chemicals on surfaces, implications for working practice</p> <p>The standards of cleanliness and tidiness that are expected when clearing the kitchen work area</p> <p>The cleaning equipment to use for different tools and equipment, including small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets</p> <p>Cleaning materials, including sanitizer, vinegar, lemon, degreaser</p> <p>Methods and procedures for safe storage of food, tools and equipment</p>	<p>Total: 7 hours</p> <p>Theory: 1 hours</p> <p>Practical: 6 hours</p>	<p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets</p> <p>Cleaning materials, including sanitizer, vinegar, lemon, degreaser</p> <p>HACCP standards and procedures</p> <p>Organisation's waste disposal guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>For theoretical learning: Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Organisation's procedures for dealing with and disposing of waste material</p> <p>Types of waste material generated in the work area, including disposable and recyclable waste</p> <p>Problems associated with cleaning, storing or disposing of materials, including appropriate equipment, insufficient or inappropriate storage facilities, incorrect disposal of materials (eg cooking oils)</p> <p>Personal chef's uniform required</p> <p>National and organisational requirements for personal chef's uniform</p>			
<p>LU2:</p> <p>Ensure that all kitchen equipment and surfaces are cleared, cleaned and sanitized</p>	<p>The student will be able to:</p> <p>Select appropriate equipment and products for cleaning and sanitizing equipment and surfaces</p> <p>Pre-soak any equipment, tools and utensils as required to free food particles and grease</p>	<p>Methods and procedures for safe storage of food, tools and equipment, including making sure that any food, tools and equipment needed for the next shift are set up ready for use, storing all food, tools and equipment in line with organisational requirements, including dry</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Cleaning equipment, including small equipment (cloths, dusters, mops, brushes, buckets), large equipment (dishwashers, jet washers, wet and dry vacuum cleaners); large cleaning equipment, including dishwasher, jet</p>	<p>For theoretical learning:</p> <p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning:</p> <p>EITHER</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
	<p>Use appropriate equipment, products and methods to clean and sanitize equipment and surfaces</p> <p>Ensure that equipment and products used for cleaning are in good condition and changed when required</p> <p>Store equipment and products for cleaning and sanitizing equipment and surfaces after use according to organisational requirements</p> <p>Report to supervisor any problems with cleaning, equipment or products</p>	<p>stores, refrigerator, freezer, returning food and equipment to stores (including documenting returns), storing in cupboards or other storage areas</p> <p>Standards of cleanliness and tidiness expected when clearing the kitchen work area</p> <p>The purpose of cleaning, including reducing the danger of contamination of food, creating a good impression for guests, staff and inspectors, and reducing the risk of accidents and equipment breakdown</p> <p>Principles of sanitisation, including disinfection, action of chemicals on surfaces, implications for working practice</p> <p>Cleaning equipment to use for different tools and equipment, including small equipment (cloths, dusters, mops, brushes, buckets), large equipment (dishwashers, jet washers,</p>		<p>washer, wet and dry vacuum cleaner</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>HACCP standards and procedures</p> <p>Organisation's waste disposal guidelines</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>wet and dry vacuum cleaners)</p> <p>Cleaning materials, including sanitizer, detergents, disinfectants, vinegar, lemon, degreaser</p> <p>Problems with cleaning equipment or products, eg incorrect equipment, equipment not working properly, cleaning product not appropriate to the task, cleaning product out of date (eg congealed, split)</p> <p>Organisation's procedures for dealing with and disposing of waste material, including types of waste material generated in the kitchen work area, disposable or recyclable waste</p> <p>Personal chef's uniform required according to the job requirements</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			
<p>LU3:</p> <p>Ensure all surplus food,</p>	<p>The student will be able to:</p>	<p>Organisational procedures for returning surplus food,</p>	<p>Total:</p> <p>05 hours</p>	<p>Log Books</p> <p>Pen</p>	<p>For theoretical learning:</p> <p>Class room with</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
equipment and materials are returned from the kitchen to the appropriate department	<p>Identify and return unused food items to the kitchen or to the concerned department</p> <p>Identify and return equipment and materials to the appropriate store</p> <p>Maintain proper log books or records of returned items</p> <p>Advise supervisor of any problems with returning surplus food, equipment and material to the appropriate department</p>	<p>equipment and material to the appropriate department</p> <p>The process for recording returns of surplus food, equipment and material to the appropriate department</p> <p>Disciplinary actions against any violation of the rule</p> <p>Organisation's policy and procedures for returning surplus items</p> <p>Problems with returning surplus food, equipment and material to the appropriate department, including not accepted by department, materials should have been disposed of, not returned, equipment is out of order when checked</p> <p>Using appropriate systems to manage stock (including First In First Out – FIFO; Last In First Out – LIFO; Last In Last Out – LIFO) according to organisational policy</p>	<p>Theory: 01 hours</p> <p>Practical: 04 hours</p>	<p>Folders</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>multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>
LU4:	The student will be able to:	Procedures for handing over to next kitchen shift, including cleaning and	Total: 08 hours	Log Books Pen	For theoretical learning: Class room with

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
Hand over to next kitchen shift if appropriate	<p>Ensure that kitchen work area is fully maintained ready for next shift</p> <p>Ensure that next shift is prepared and ready for handover</p> <p>Notify next shift of any relevant issues or problems</p> <p>Complete any logbook entries as required by organisation</p> <p>Leave kitchen promptly and courteously</p>	<p>sanitising the kitchen work area and equipment, ensuring any relevant information is recorded in the log</p> <p>Notifying next kitchen shift any special requirements, events, requests or comments relating to guests, verbally or in writing (including kitchen log and written notes), in order to maintain guest service</p> <p>Notifying next kitchen shift of any checking for and resolving problems with the service, equipment or products, including written record, personal briefing to other associates</p> <p>Making appropriate entries in kitchen logbooks, including appropriate detail, people involved, time, actions taken, to ensure efficient operation</p> <p>Organisation's policies and procedures for handing over a shift</p>	<p>Theory: 02 hours</p> <p>Practical: 06 hours</p>	<p>Folders</p> <p>Standard Operating Procedures for filling logbooks</p> <p>Chef's uniform according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)</p>	<p>multimedia aid, audio-visual facilities and flip charts</p> <p>For practical learning: EITHER</p> <p>Training Kitchen</p> <p>OR</p> <p>Access to a commercial kitchen for training purposes (for example hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments)</p>

Module 14: Develop a new business

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

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

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU1: Identify business opportunities in the hospitality sector	The student will be able to: Look for, and recognise, business opportunities in the hospitality sector Create hospitality business opportunities where they do not obviously exist Quickly identify potential hospitality business developments and how they will affect the new business Identify the additional benefits of potential hospitality business opportunities	Hospitality sector, including hotels, restaurants, cafés, clubs, industrial canteens, non-commercial organisations, similar establishments Size and importance of the hospitality industry in Pakistan, turnover, contribution to the economy Factors affecting the hospitality industry, including tourism, business usage, inflation and other economy issues, terrorism Looking for and identifying opportunities, including new business or existing business, checking profitability, market research (including with guests, competitors, qualitative research – thoughts and opinions, quantitative research – numerical), sales forecasts, competition, strengths and	Total: 10 hours Theory: 02 hours Practical: 08 hours	Directories of existing businesses Examples of business plans Examples of financial plans Advertising materials for potential business premises Copies of job advertisements for hospitality jobs Information on sources of finance Business planner templates Start-up-costs estimator Business information, including company annual reports, journals, magazines, company websites and newspapers	Class room with multimedia aid, audio-visual facilities and flip charts Visits to hospitality businesses Visits to advisors including Chambers of Commerce and Trade Associations, Pakistan Hotels Association, Chefs' Institute of Pakistan, professional and legal advisors, government agencies, accountants, banks and other loan agencies

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>weaknesses, market trends; environmental issues; setting goals and targets</p> <p>Challenges and opportunities in the new business environment (for example, changes in the marketplace, employment issues, competition, government policies or other changes in the environment)</p> <p>Implications of any new venture for the new business's direction, image and profitability</p> <p>Creativity and innovation when recognising new opportunities for the new business, including recognising new areas of business or residential development, responding to new trends in hospitality, including new approaches to cooking such as fusion cooking and healthy eating, changes in social trends, the impact of fast food</p> <p>Taking advantage of opportunities presented, including discussing</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>opportunities with advisors, developing a business plan, seeking funding</p> <p>Taking into account the lessons learned from previous business successes or failures, including poor planning, insufficient staffing, weak arrangements with suppliers and/or guests, lack of marketing plan</p> <p>Identifying and weighing up the risks linked to different courses of action, including considering the likelihood and the impact of the risk, discussing with stakeholders, taking and justifying decisions</p> <p>Collecting and using evidence to support decisions, including appropriate research, developing a sound business plan</p> <p>Own costs to deliver the deal, including margins and break-even point</p> <p>Effect of own behaviour on other people or organisations, including</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>positive and negative behaviours, willingness of others to work with or for the new business</p> <p>Listening to what the other person is really saying, including asking appropriate questions, repeating back important information to the other person, looking attentive</p> <p>Building rapport, empathy and long-lasting relationships, including the value of information available, refocusing the development, identifying strengths and weaknesses, winning guests, improving efficiency, reducing uncertainty</p> <p>The effect of behaving ethically on guests' use of the new business in the future, including behaviour that is fair, honest, not detrimental to the business or its guests</p> <p>Compliance with relevant regulations and standards (see Introduction)</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
LU2: Develop the structure of the new hospitality business	The student will be able to: Check what laws and other regulations will affect the new hospitality business Work out what money needed to start the new hospitality business and keep it running Identify own contribution to running the new hospitality business Determine the staff needed for the new hospitality business Sourcing suppliers for the new hospitality business Decide how to use quality standards in the new hospitality business Decide on the new hospitality business's policy for looking after guests Investigate suitable premises for the new hospitality business Decide how you will get equipment, tools and materials Identifying other sources of support	Business laws and regulations, including trading terms and conditions, obtaining approval of company name through the Securities and Exchange Commission of Pakistan, paying fees for name registration and company incorporation, registering the company, applying for a national tax number and registering for income tax, registering for sales tax by applying for a Sales Tax Number; record keeping Finance, including bank loans, family finance, other investors; personal (and family) survival budget, cost of premises / equipment / supplies, running and staffing costs, forecasting, record keeping Finding and securing the services of a good accountant, including checking advertisements, references, recommendations from other hospitality colleagues	Total: 10 hours Theory: 02 hours Practical: 08 hours	Directories of existing businesses Examples of business plans Examples of financial plans Advertising materials for potential business premises Copies of job advertisements for hospitality jobs Information on sources of finance Business planner templates Start-up-costs estimator Business information, including company annual reports, journals, magazines, company websites and newspapers	Class room with multimedia aid, audio-visual facilities and flip charts Visits to hospitality businesses Visits to advisors including Chambers of Commerce and Trade Associations, Pakistan Hotels Association, Chefs' Institute of Pakistan, professional and legal advisors, government agencies, accountants, banks and other loan agencies

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Own contribution, including technical/operational – relating to products/services, management, recording and checking performance of business, personal selling, administration, previous experience, strengths and weaknesses</p> <p>Staffing for the new business, including skilled, unskilled, number of staff needed, cost implications, timescales, training needed, getting professional help, engaging and dismissing staff, contracts for staff, labour rights, including Industrial Relations Ordinance 2008, Workers Welfare Fund Ordinance 1971, Minimum Wages Ordinance, 1961 and similar legislation</p> <p>Suppliers, including equipment, food and drink, other consumables, local, national, arranging terms, delivery schedules</p> <p>Quality standards, including inspections by Pakistan</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>Tourism Board and similar organisations</p> <p>Guest service policy, including ensuring standards, quality, quantity, nature, performance, balancing the interests of the business and the guest, certification and accreditation from Consumer Rights Commission of Pakistan</p> <p>Suitable premises, including purchase or rental, size suitability, services (gas, water electricity), location, need for maintenance and repair; fire and security protection, sources of advice including associates and other hospitality professionals, legal advice, financial advice</p> <p>Sourcing tools, equipment, materials and consumables, including choosing a supplier, reliability of supplier and equipment, range of tools, equipment and materials required, cost (for equipment, premises, including purchase new, second hand or rent; for</p>			

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>materials and consumables, including discounts for bulk purchasing)</p> <p>Sources of support, including Chambers of Commerce, colleagues in the hospitality industry, associates, training providers</p>			
<p>LU3:</p> <p>Communicate the new hospitality business's services to guests</p>	<p>The student will be able to:</p> <p>Know the competition from other hospitality businesses and be able to explain to guests the advantages of own offer</p> <p>Clearly define what products or services the new business delivers and make sure that it is presented to guests in a way they can relate to</p> <p>Tell potential guests how the new hospitality business is aiming to meet their needs and about new developments</p> <p>Check that the marketing strategy is based on an accurate understanding of potential guest's needs and preferences</p>	<p>The vision of the new business, the products or services it provides (eg food, drink, accommodation, take-away or delivered service), and how best to communicate this information clearly and passionately to potential guests, including ensuring information is clear, focused and persuasive</p> <p>Methods of communication that are available to tell potential guests about the new business, including through advertising, promotions, word of mouth, personal reputation and personal selling, friends and family</p> <p>Improving the experience new guests have when</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Directories of existing businesses</p> <p>Examples of business plans</p> <p>Examples of financial plans</p> <p>Advertising materials for potential business premises</p> <p>Copies of job advertisements for hospitality jobs</p> <p>Information on sources of finance</p> <p>Business planner templates</p> <p>Start-up-costs estimator</p> <p>Business information, including company annual reports, journals,</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visits to hospitality businesses</p> <p>Visits to advisors including Chambers of Commerce and Trade Associations, Pakistan Hotels Association, Chefs' Institute of Pakistan, professional and legal advisors, government agencies, accountants, banks and other loan agencies</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>dealing with the new business, including maintaining contact with them, tailoring products or services to meet their specific needs, offering discounts for guest loyalty</p> <p>Regularly reminding guests of the benefits of dealing with the new business, including in person, by e-mail, through advertising or promotional campaigns</p>		magazines, company websites and newspapers	
<p>LU4:</p> <p>Negotiate arrangements for the new hospitality business</p>	<p>The student will be able to:</p> <p>Clearly explain the features of the arrangements that need to be made and the benefits to the other person or organisation</p> <p>Think whether there is anything to negotiate on other than price</p> <p>Negotiate arrangements calmly and effectively</p> <p>Behave ethically throughout negotiations</p> <p>Sign off arrangements so they are clear to all parties</p>	<p>Arrangements, including with staff, with suppliers, with guests</p> <p>Negotiations other than on price (for example delivery costs and times, product and service specification, service level and extras)</p> <p>The advantages of negotiating on things other than profitability</p> <p>The importance of not getting emotional or personal about a deal, including getting upset or angry, and the impact of this on the deal, including</p>	<p>Total:</p> <p>10 hours</p> <p>Theory:</p> <p>02 hours</p> <p>Practical:</p> <p>08 hours</p>	<p>Case studies of arrangements agreed between hospitality business owners and other people or organisations</p>	<p>Class room with multimedia aid, audio-visual facilities and flip charts</p> <p>Visits to hospitality businesses</p> <p>Visits to advisors including Chambers of Commerce and Trade Associations, Pakistan Hotels Association, Chefs' Institute of Pakistan, professional and legal advisors, government agencies, accountants, banks and other loan agencies</p>

Learning Unit	Learning Outcomes	Learning Elements	Duration	Materials Required	Learning Place
		<p>losing or modifying the deal as a result</p> <p>Recalculating and presenting an offer in a different way to meet developments whilst making a deal</p> <p>Closing a deal, including making assumptions beyond the deal, creating a sense of urgency, using competition as a lever, being prepared not to close</p> <p>Recording the outcome of the deal so it is clear to all parties and legally sound, including contractual arrangements, communicating the agreement by e-mail or fax</p>			

Complete list of tools and equipment

Sr#	Description	Quantity
	Preparation equipment	
1.	Knives (different types), peeling knives, carving knives, chef knives, etc	20 sets
2.	Graters	4
3.	Measuring scale	5
4.	Refrigerators (maintain temperature from 3 to 5 degrees)	2
5.	Freezers (maintain temperature from -18 to -20 degrees)	2
6.	Chopping boards (different colours – refer to HACCP regulations)	12 (3 each) Different color
	Utensils including	
7.	Pans (large, small, medium)	15 (5 each)
8.	Bowls	15 (5 each)
9.	Measuring spoons	5 sets
10.	Forks	10
11.	Bread slicer	1
12.	Mixers (large, small)	2 (1 each)
13.	Blenders	2
14.	Toasters	2
15.	Tin openers	5
16.	Peelers	5
17.	Potato cutter	1
18.	Choppers	3
19.	Mincing machine	1
20.	Bone saw cutters	2
21.	Patties maker	2
22.	Beaters	2
23.	Mashers	2

24.	Baking trays	20
	Cooking equipment	
25.	Burners/stoves	8
26.	Ovens (convection oven, deck oven, tandoori oven)	1 each
27.	Microwaves oven	1
28.	Grill	1
29.	Tilting pan	4
30.	Steamer	2
31.	Salamander	1
32.	Panini machine	1
33.	Wok	1
34.	Blender heavy duty	1
35.	Bread pans	20
36.	Bun pans	20
37.	Baguette pans	20
38.	Juicers	2
39.	Juice extractor	1
40.	Deep fryer	1
41.	Rolling pins	5
42.	Pastry brushes	5
	Presentation equipment	
43.	Plates	20
44.	Platters	20
45.	Silver salvers	20
46.	Serving dishes	20
47.	Sauceboats	20
	Other general equipment and materials	
48.	Organisational guidelines for all operations	1 example copy
49.	Standard Operating Procedures for all procedures	1 example copy
50.	Communication manual	1 example copy
51.	Example notes from daily briefing	20 copies

52.	Recipes and methods of preparation and cooking	20 copies
53.	Nutritional values charts	20
54.	Tools and equipment for disposing of waste, including waste disposal units, recycling bins, garbage drums on wheels (foot operated) with garbage bags included	1 set
	Fire, first aid and safety equipment	
55.	Food safety guidelines	1 example copy
56.	HACCP standards	1 example copy
57.	Equipment and materials for washing hands, including sanitizing soap, suitable wash basin, hand towels	5 sets
58.	Emergency notices	Illustrative range
59.	Fire equipment, including the provision of fire exits, fire doors, fire extinguishers, alarm systems, emergency lighting, fire safety and exit signs	1 set
60.	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 set
61.	Logbooks for recording accidents and incidents	1 example copy
	Cleaning equipment	
62.	Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets	5 sets
63.	Large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner	1 set
	Specific materials for Standard N	1 set
64.	Directories of existing businesses	1 set
65.	Examples of business plans	1 set
66.	Examples of financial plans	1 set
67.	Advertising materials for potential business premises	1 set
68.	Copies of job advertisements for hospitality jobs	1 set
69.	Information on sources of finance	1 set
70.	Business planner templates	1 set
71.	Start-up-costs estimator	1 set

72.	Business information, including company annual reports, journals, magazines, company websites and newspapers	1 set
73.	Details of potential competitors, including brochures, websites and promotional materials	1 class set
74.	Case studies of examples of communication methods and how they are used to promote a business	1 class set
75.	Guest research tools, including questionnaires and surveys	1 completed class copy as example plus 20 blank copies
76.	Case studies of arrangements agreed between business owners and other people or organisations	1 class set

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 flavour
- 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, jafel, jalwatri, 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,
- Aluminum foils
- Baking parchment
- Greaseproof paper
- Cling film
- Gloves
- Markers
- Date and time stickers
- Note Pads

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

Credit values

The credit value of the National Certificate Level 2 in COOK is defined by estimating the amount of time/ instruction hours required to complete each competency unit and competency standard. The NVQF uses a standard credit value of 1 credit = 10 hours of learning (Following Higher Education Commission (HEC) guidelines).

The credit values are as follows:

Competency Standard	Estimate of hours	Credit
A: Maintain professional kitchen standards for food preparation and cooking throughout the shift	60	6
B: Introduction to food preparation and cooking	120	12
C: Prepare and cook vegetables	48	5
D: Prepare, cook and finish meat, poultry and fish dishes	80	8
E: Prepare and finish simple salad and fruit dishes	28	3
F: Prepare, cook and finish pasta and rice dishes	48	5
G: Prepare, cook and finish eggs and egg dishes	32	3
H: Prepare and cook grain and pulse dishes	48	5
I: Prepare and cook soups, stocks and sauces	68	7
J: Prepare, bake and finish simple bread and dough products	48	5
K: Prepare hot and cold sandwiches	32	3
L: Prepare and finish simple sweet dishes	48	5
M: Complete kitchen shift effectively	60	6
N: Developing a new business	80	8

