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Norwegian Embassy
Islamabad



CHEF



Module-1

LEARNER GUIDE

National Vocational Certificate Level 3

Version 1 - Novemebr, 2019



Implemented by
giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Published by

National Vocational and Technical Training Commission
Government of Pakistan

Headquarter

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

Responsible

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

Layout & design

SAP Communications

Photo Credits

TVET Sector Support Programme

URL links

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

Document Version

November, 2019

Islamabad, Pakistan

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LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Introduction

Welcome to your Learner's Guide for the Hospitality Chef de Partie Programme. It will help you to complete the programme and to go on to complete further study or go straight into employment.

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

The main elements of your learner's guide are:

- **Introduction:**
 - This includes a brief description of your guide and guidelines for you to use it effectively
- **Modules:**
 - The modules form the sections in your learner's guide
- **Learning Units:**
 - Learning Units are the main sections within each module
- **Learning outcomes:**
 - Learning outcomes of each learning units are taken from the curriculum document
- **Learning Elements:**
 - This is the main content of your learner's guide with detail of the knowledge and skills (practical activities, projects, assignments, practices etc.) you will require to achieve learning outcomes stated in the curriculum
 - This section will include examples, photographs and illustrations relating to each learning outcome
- **Summary of modules:**
 - This contains the summary of the modules that make up your learner's guide
- **Frequently asked questions:**
 - These have been added to provide further explanation and clarity on some of the difficult concepts and areas. This further helps you in preparing for your assessment.
- **Multiple choice questions for self-test:**
 - These are provided as an exercise at the end of your learner's guide to help you in preparing for your assessment.

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Module-1

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Modules

Module 1: Co-ordinate the operation of the kitchen section

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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis</p>	<p>The trainee will be able to: Determine the current and future levels of bookings for the kitchen's food and beverage service outlet Determine the current and future levels of staffing, taking account of the rota, periods of annual leave and permanent changes in the team Evaluate the capacity of the kitchen to service the requirements of current and future levels of bookings for the kitchen's food and beverage service outlet Assemble team at appropriate time and</p>	<p>Operational knowledge and understanding of the kitchen operation, including hierarchy, roles and responsibilities, capacity Determining the current and future levels of bookings for the kitchen's food and beverage service outlet, including checking bookings, events diaries and logs, level of business for the day, number of bookings, any special bookings, special requirements or special offers available Determining the current and future levels of staffing, including taking account of the rota, periods of annual leave, permanent changes in the team, checking job descriptions and associates' capabilities, understanding roles and responsibilities Understanding the capacity of the kitchen to service the requirements of current and future levels of bookings, including checking with team that there are no outstanding problems or difficulties Briefing the team effectively, including informing team of daily requirements for food and beverage services, how many bookings are expected, any special bookings, special requirements, special menu items or special offers available; choosing the right style of communication (verbal communication, clear voice, good body language)</p>	<p>Kitchen equipment, preparation utensils Daily event sheets Regular and à-la-carte menu Requisitions Cost reports Weekly consumption reports Fire equipment First aid equipment Equipment for contacting security Bookings diary Details of special bookings, special requirements or special offers available Standard operating procedures for the kitchen operations</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>deliver team briefing about requirements and the individual roles and responsibilities needed to complete the work of the shift</p> <p>Ensure that team are wearing appropriate protective clothing</p> <p>Determine which tasks and duties are to be allocated to each associate</p> <p>Communicate the deliverables to each individual and check that they understand their role and responsibilities</p> <p>Monitor the achievement of allocated tasks throughout the shift</p>	<p>Checking that team fully understands the briefing and what their duties for the day are, including observing team during briefing, asking questions to confirm understanding</p> <p>Tasks and duties that can be allocated to each associate, including knowledge of job specifications for each associate, existing or developing capabilities</p> <p>Communicating the deliverables to each associate, including using appropriate technical language, checking that they understand their role and responsibilities, asking questions</p>	<p>Job descriptions and appraisals for team associates</p> <p>Protective clothing 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: Manage requisition requirements for kitchen section</p>	<p>The trainee will be able to:</p> <p>Obtain details of daily and weekly requirements from function sheet and food outlet bookings</p> <p>Check current stock of food and other items available in the kitchen</p>	<p>Operational knowledge and understanding of current and future requirements of business, including level of business for the day, number of bookings, any special bookings, special requirements or special offers available</p> <p>Checking current stock of food and other items available in the kitchen, including physical check, checking against stock records</p> <p>Preparing requisition sheet to obtain appropriate amounts of food and other items from store, including using known information of booking levels and existing stock levels</p>	<p>Kitchen equipment, preparation utensils</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Existing requisitions records and pads for developing new requisitions from stores</p> <p>Yield values checklists</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Prepare requisition sheet to obtain appropriate amounts of food and other items from store</p> <p>Check delivery from store meet type, quality and quantity requirements</p> <p>Ensure that associates operate appropriate stock management system according to organisation procedures</p> <p>Ensure that associates meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet</p>	<p>Checking delivery from store meet type, quality and quantity requirements, including checking against requisition sheet for type and quantity, checking quality including appearance (size, shape, colour, gloss, and consistency), texture, flavour, smell</p> <p>Ensuring that associates understand the benefits of different systems for managing stock, eg First In First Out (FIFO), Last In First Out (LIFO), Last In Last Out (LIFO)</p> <p>Ensuring that associates operate appropriate stock management system according to organisation procedures, including checking stock usage, monitoring how associates select food for preparation and cooking</p> <p>Check that the team has monitored the type, quality and quantity of food and other ingredients they will be using, including by observation, questioning associates</p> <p>Understanding yield levels for different food and other items, including using yield checklists and organisational guidelines</p> <p>Ensuring that associates meet the yield requirements for food and other items used in the preparation and cooking of dishes for the outlet, including checking against yield values checklists</p>	<p>Cost reports</p> <p>Weekly consumption reports</p> <p>Protective clothing 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>LU3:</p> <p>Manage food availability and prepare the kitchen section for cooking</p>	<p>The trainee will be able to:</p> <p>Check that the food and other items are of the type and quality required to meet the day's food outlet requirements</p> <p>Ensure that associates have all the required food, other ingredients, tools and equipment for the day's requirements</p>	<p>Understanding the relationship between food/ingredients, recipes/menus and yield</p> <p>Checking that associates have all the required food, other ingredients (including of the right quality and quantity), together with tools and equipment for the day's requirements, including observing preparation by associates, asking questions to confirm understanding</p> <p>Problems with equipment, services or surroundings, including equipment not working, gas or water at low pressure, chipped floor or wall tiles</p>	<p>Kitchen equipment, preparation utensils (see individual modules for details)</p> <p>Standard Operating procedures for the kitchen</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Ensure that associates have checked that the food and other ingredients they will use meet the requirements of type, quality and quantity</p> <p>Advise the engineering department of any issues or problems with equipment, services or surroundings</p>		<p>Job descriptions for associates</p> <p>Rota for associates on duty</p> <p>Organisational quality standards for food and other items</p> <p>Protective clothing 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>LU4: Develop productive working relationships with kitchen associates</p>	<p>The trainee will be able to:</p> <p>Support associates and help them adjust to and develop their roles and responsibilities</p> <p>Identify, agree and implement with associates ways to provide support each other's roles and responsibilities</p> <p>Agree with associates appropriate methods to communicate with</p>	<p>The processes to follow to help associates adjust to and develop their roles and responsibilities</p> <p>Understanding the employer's responsibilities for associates, including keeping them safe while working, providing safe equipment, tools and surrounding to work in, training them for their own role and responsibilities, providing fire, first aid and safety equipment, maintaining records</p> <p>The importance of making sure each associate understands and supports the roles and responsibilities of others, including delivering a clear briefing, asking questions, encouraging team working</p> <p>The importance of good communications with all types of associates and communication methods to use, including verbal, written, using clear technical language</p>	<p>Job descriptions and appraisals</p> <p>Rotas</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Use agreed methods of communication to share appropriate information and knowledge with associates</p> <p>Actively support associates throughout the shift</p> <p>Share feedback with associates on the effort of the team and how this can be improved</p> <p>Work with associates to deal with conflict constructively</p>	<p>Actively supporting the team as they prepare the section for food preparation and cooking, including providing direct support (helping with preparation), indirect support (asking other associates to help)</p> <p>Sharing information and knowledge with associates, including delivering a clear briefing, developing and supporting good communications between associates</p> <p>Encouraging others to give feedback on performance of the kitchen team, including developing good relations with food outlets teams and Captains, responding positively to feedback by agreeing positive actions and solutions</p> <p>Types of conflict that may occur with associates, including disagreements on allocation of tasks, personal confrontations, resolving these in a constructive way, including managing discussions, agreeing positive outcomes</p> <p>Compliance with relevant regulations and standards</p>	

Examples and illustrations






Chopping board colours





Chopping board colour coding

Red - Raw meat
Blue - Raw fish
Yellow - Cooked meat
Green - Salad and fruit
Brown - Vegetables
White - Bakery and dairy






----- Need to change chopping board design

Emergency notices

Sign	Description
 A red square sign with a white fire extinguisher and flame icon.	Fire Extinguisher sign - displayed next to all fire extinguishers to easily identify the location of the nearest extinguisher.
 A red square sign with a white hand pointing to a call point and flame icon.	Fire Alarm Call Point sign - located at all fire alarms.
 A red square sign with a white fire hose reel icon.	Fire Hose Reel sign – located at all fire hose points.
 A red square sign with a white fire blanket icon and the text 'Fire Blanket'.	Fire Blanket sign - located at all fire blanked locations
 A red circle with a diagonal slash over a black lift icon.	In Case of Fire, Do Not Use the Lift sign - displayed at all lifts alongside the 'Use Stairs' sign to indicate safe escape route.

Sign	Description
	<p>Fire Door Keep Shut sign - displayed on each side of all fire doors to ensure safety.</p>
	<p>Fire Exit sign - displayed along all designated fire escape routes (with arrows) and above all emergency exits (without arrows).</p>
	<p>Fire Assembly Point - a pictogram or written sign displayed at the outside point of assembly where people must gather after evacuation.</p>
	<p>In Case of Fire, Use Stairs sign - an information sign displayed next to lifts and at the top of staircases so people know not to use the lift for safety reasons.</p>

Main types of portable extinguishers, their uses and colour coding

WATER For wood, cloth, coal, plastics, paper, textile, and other solid material fires.	POWDER For solid material, liquid, gas, and electrical fires.	FOAM For solid material and liquid fires.	CARBON DIOXIDE (CO₂) For liquid and electrical fires.	WET CHEMICAL For fires that involve cooking oils and fats.
				
NOT SUITABLE FOR all other types of fires.	NOT SUITABLE FOR chip or fat pan fires or metal fires (unless it is M28 or L2)	NOT SUITABLE FOR gas, metal, electrical, or chip and fat pan fires.	NOT SUITABLE FOR gas, metal, or chip and fat pan fires.	NOT SUITABLE FOR other types of fires (use a more appropriate extinguisher).

For more detailed information, please visit <https://www.highspeedtraining.co.uk/hub/fire-safety-signs/>

First aid equipment



Need to change as per local standard

Standard Kit Contents:	Small	Medium	Large
Guidance Leaflet	1	1	1
Medium Sterile Dressings	4	6	8
Large Sterile Dressing	1	2	2
Triangular Bandages	2	3	4
Safety Pins	6	12	24
Eye Pad Sterile Dressings	2	3	4
Blue Detectable Plasters	40	60	100
Sterile Cleansing Wipes	20	30	40
Adhesive Tape	1	1	1
Nitrile Disposable Gloves (Pairs)	6	9	12
Finger Sterile Dressings	2	3	4
Resuscitation Face Shield	1	1	2
Foil Blanket	1	2	3
Hydrogel Burn Dressing	1	2	2
Shears	1	1	1
Conforming Bandage	1	2	2
Green Moulded Case	1	1	1

For more detailed information, please visit

<https://www.eurekadiirect.co.uk/First-Aid-Kits-Cabinets/Catering-First-Aid-Kits/Catering-Kit-BS85991-Compliant-Standard-Case>

Accident and incident log



Accident and Incident Log



Date & Time	Who was involved	What happened	Outcome	A & I Form completed by	Who was responsible for taking to office & when	
					Print Name	
					Print Name	
					Sign	
					Date	
					Print Name	
					Sign	
					Date	
					Print Name	
					Sign	
					Date	
					Print Name	
					Sign	
					Date	

Accident & Incident log uploaded to web June 2014

For more detailed information, please visit www.partnersforinclusion.org/ (Need to change as per local standard)

Daily briefings

A daily briefing (with the whole team if numbers are small enough to make this logistically possible is ideal, or by department) can update everyone on anything that affects that day's operation. It's also a great way to get feedback from them too on things that need addressing sooner rather than later.

Cover such information as:

- VIP guests
- Special needs (e.g. disabled guests, special diets)
- Regular guests and any known preferences, so staff can anticipate their requirements
- Today's menu and tasting, with details of **all** the ingredients of **each dish**, what to promote today, and what's in short supply (even if only one dish has changed from yesterday's menu, make sure it is communicated)
- Staff shortages, and cover of responsibilities

These actions ensure your staff are fully briefed and competent to deal with any guest's queries or concerns.

A daily briefing also provides an opportunity for you to get feedback on any guest comments. You can discuss any questions or suggestions your team may have about operational issues that could have a bearing on the level of service or sales potential of the hotel. So, even on your busiest mornings make sure these briefings still happen – it's generally on the days that are your busiest that things go wrong, and it's generally your busiest days when you have the best opportunities for increasing sales.

For more detailed information, please visit <https://www.naturallyloyal.com/hotel-leadership-daily-briefings/>

Sample job descriptions (Need to change as per local standard)

Commis Chef (Cook)

We are looking for a Commis Chef to join us and be a part of the expansion of Yoobi – a sushi restaurant having opened as London's first temakeria. We are currently looking to expand and add a succession of new sites, and need you to help us with the growth of Yoobi.

We are looking for a passionate and energetic Commis Chef to work as part of our team to prepare and deliver high quality food. All of the food we prepare is fresh and seasonal, so experience with high quality seasonal ingredients is necessary. Hard work, attention to detail, and an ability to learn quickly and grasp new concepts is essential.

The ideal candidate will have:

- 1-2 years experience working within a kitchen
- A strong work ethic
- A passion for food with a desire to learn
- Speed and focus go together in parallel
- Drive and ambition to progress your career in an expanding restaurant group
- The legal right to work in the UK
- UK Bank Account and NI Number

In return we will offer:

- A competitive remuneration package
- A team that nurtures growth and development
- Meals on duty and company staff benefits -

Your application will only be considered if you fulfil the criteria above.

Looking forward to your application.

Job Type: Full-time

- Salary: £8.50 /hour

Experience:

- Chef: 1 year (Preferred)

Chef de Partie

Overlooking the Marina, in a secluded corner of Lossiemouth, the Harbour LightsCafe & Bistro is looking for a chef/cook to join our friendly team immediately.

What we offer you:

- 5 day week
- £10 per hour
- We close Christmas Eve, Christmas Day and Boxing Day and the 1st, 2nd and 3rd of January.

What we need:

We are currently looking for a professional person to join our small kitchen team, to deliver excellent consistent quality dishes for our busy restaurant. Experience in a busy kitchen, ideally in a similar role is essential. No formal qualifications are required but SVQ 2 or 3 level or equivalent and basic food hygiene certificate would be an advantage.

The successful candidate will be invited for an interview followed by a trial shift.

Our Restaurant is open 7 days a week 8.00- 4.00pm and a Saturday evening.

What skills you need:

- Excellent cooking and good baking skills
- Good knowledge of Health & Safety
- A passion for food and a positive attitude.
- A cool head and the ability to work under pressure
- Good communication skills


Job Type: Full-time




Salary: £10.00 /hour

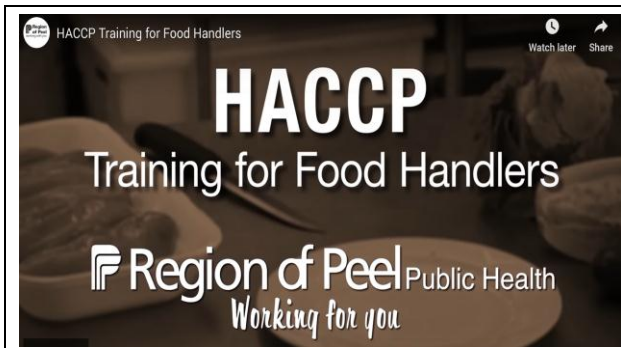
Experience:

- line cook: 1 year (Preferred)

VIDEOS:

	<p>Food Safety & Hygiene Training Video in English Level 1 https://www.youtube.com/watch?v=Ddn1W3Rp-Fk</p>
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	<p>Top 10 Kitchen Safety Tips https://www.youtube.com/watch?v=L-b8gb6_vrw</p>
	<p>Kitchen knife safety tips https://www.youtube.com/watch?v=3rE5ZeJ1k9k</p>
	<p>Dish Washing https://www.youtube.com/watch?v=f1dO8UGAq7A</p>



[HACCP Training for Food Handlers](https://www.youtube.com/watch?v=mE-q9W4jqQg)
<https://www.youtube.com/watch?v=mE-q9W4jqQg>

Chef's uniform



For more detailed information, please visit <https://www.russums-shop.co.uk/>

Food Cost Yield Calculator

The Food Cost Yield Calculator is a flexible Microsoft Excel® set of spreadsheets designed to aid restaurant owners, chefs, and managers in determining the true cost of the raw products used to produce menu items.

Shrinkage, waste and trim are significant factors that can negatively impact your bottom line. If you cut your own steaks, seafood, or poultry, or offer cooked meats such as prime rib, smoked brisket, ribs, roast beef or pulled , then it is a certainty that the true cost per pound of the finished product will be significantly greater the original purchase price.

This easy to use tool automatically calculates the adjusted true cost of each menu ingredient by determining the yield percentage of usable product after trim, shrinkage, and waste have been factored in.

Summary of Features & Benefits:

- Great for determining the true cost of the steaks you are cutting.
- Includes several sample yield tests for different products.
- Easily tracks shrinkage of cooked products.
- Helps to achieve more accurate food and menu costing.

For more detailed information, please visit <https://www.restaurantowner.com/public/Food-Cost-Yield-Calculator.cfm>

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Module-2

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 2: Supervise the kitchen section

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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Ensure the kitchen section prepares, cooks and presents food effectively in the section</p>	<p>The trainee will be able to: Supervise the preparation, cooking and finishing procedures in own specific section of the kitchen Ensure that the preparation, cooking and finishing procedures are completed within organisational expectations Ensure that dishes are presented for service at the right time Monitor the food preparation and cooking processes to ensure that planned yields are met Monitor the presentation of dishes to ensure that portion control meets the requirements of the food outlet and the kitchen</p>	<p>Operational knowledge and understanding of current and future requirements of business, including level of business for the day, number of bookings, any special bookings, special requirements or special offers available Supervising the preparation, cooking and finishing procedures in his/her specific section of the kitchen, including checking understanding of roles, responsibilities and capabilities of each associate; understanding the capability of each associate, understanding recipes and menus, timings and yield for each recipe, allocating work effectively, monitoring the work of associates, providing extra support where needed, observation, asking questions, tasting, checking against yield values checklists, ensuring that the preparation, cooking and finishing procedures are completed within organisational expectations Different methods and approaches to portion control, including cutting, weighing, measuring, counting, in order to deliver agreed yield Monitoring the presentation of dishes, to ensure that portion control meets the requirements of the food outlet and the kitchen Problems that may arise in the specific section of the kitchen, including time pressures, quality or quantity issues, and dealing with these, including consulting with Sous Chef, re-distributing roles and responsibilities, seeking help from other associates</p>	<p>Kitchen equipment, preparation utensils Daily event sheets Regular and à-la-carte menu Job descriptions Standard Operating Procedures for preparation and cooking of food Emergency notices Fire equipment First aid equipment Equipment for contacting security Logbooks for recording accidents and incidents Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Ensure that associates keep and maintain the work area neat and clean at all times</p> <p>Deal with any problems that may arise in own section of kitchen</p>		
<p>LU2:</p> <p>Ensure the kitchen section opens and finalizes the shift effectively</p>	<p>The trainee will be able to:</p> <p>Ensure that all associates arrive for duty at the prescribed time</p> <p>Ensure that all associates are wearing appropriate protective clothing in line with organisational requirements</p> <p>Ensure that all associates have checked that all equipment is in good working order</p> <p>Ensure that all associates have checked that the food they will prepare is of the type, quality and quantity required</p> <p>Ensure that all associates clear work area of equipment and food products</p>	<p>Understanding how to manage duty rota and any sickness, other absence and holiday entitlements</p> <p>Ensuring that all associates are fully prepared at the start of the shift, including allocating roles and responsibilities effectively, observing, asking questions</p> <p>Types of protective clothing and organisational requirements, including black trousers, white chef's jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves; specialist protective clothing for cleaning purposes</p> <p>Checking that all equipment is in good working order, including questioning associates, testing equipment</p> <p>Cleaning and sanitizing routines and materials, including small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets; large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner</p> <p>Ensuring that all associates finalise the shift correctly and efficiently, including managing surplus food, checking that cleaning and sanitising has been carried out effectively, ensuring that associates communicate with the next shift using appropriate technical language</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Noticeboard</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Small cleaning equipment to use for different tools and equipment, including cloths, dusters, mops, brushes, buckets</p> <p>Large cleaning equipment, including dishwasher, jet washer, wet and dry vacuum cleaner</p> <p>Protective clothing according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief, white</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	Ensure that all associates contribute to closing the shift effectively and efficiently		apron, safety trainers or boots, disposable gloves)
<p>LU3: Ensure that kitchen section team follows health and safety requirements</p>	<p>The trainee will be able to: Ensure that all associates are aware of and follow health and safety requirements in line with organisational requirements Ensure that associates identify any hazards or potential hazards and deal with these correctly Ensure that associates report any accidents or near accidents quickly and accurately to the proper person Ensure that associates practise emergency and security procedures correctly Complete records as required to demonstrate that section team follows health and safety requirements</p>	<p>The importance of working in a healthy, safe and hygienic way, to ensure there are no risks to customers or associates Food safety and hygiene practices, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages Advising associates of the sources of information about health, hygiene and safety in the kitchen, including Standard Operating Procedures for kitchen, manuals, data sheet and instructions from manufacturers and suppliers, websites, training materials Supporting and developing safe work methods, including carrying out tasks in the right order, finishing one before starting the next, assembling ingredients and equipment before starting the task, allowing sufficient time and space to complete the task involved, following a logical sequence, ensuring there are no spillages Types of hazards to be found in the kitchen, including slips; trips and falls; strains and sprains; sharp objects; cuts and lacerations; burns; hot liquids and surfaces; moving heavy items; working fast; likelihood and potential impact of hazard Ensuring that associates know and understand methods to deal with hazards correctly, including providing and using protective clothing; non-slip flooring; working tidily, following proper procedures, warning others when necessary, providing additional training to use equipment and machinery correctly; maintaining equipment and machinery; adapting the workflow</p>	<p>Emergency notices Standard operating procedures for health and safety Equipment for contacting security, including telephones and other electronic devices Fire equipment First aid equipment Logbooks for recording accidents and incidents Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>Understanding risks from faulty equipment, including trapped hands or fingers, impact of a heavy object, contact with hot equipment, faulty electrical equipment, inappropriate use of equipment</p> <p>Understanding the effects and implications of accidents, including wastage of materials, wastage of time, increase in workload for other associates, disruption of workflow, loss of revenue, increase in costs</p> <p>Ensuring that associates understand the importance of warning other people (including verbally, using warning notices) about hazards, to avoid accidents and injuries</p> <p>Types of emergencies that may happen in the kitchen (including fire, flood, accidents, gas leaks)</p> <p>Types of external emergency incidents requiring evacuation of the building, including turning off all power supplies, closing all doors and windows, not gathering personal possessions, gathering in a designated area, taking roll call of names to ensure no-one is missing</p> <p>Ensuring that associates understand how to deal with different types of emergency, including supporting associates in taking action within own responsibility, notifying engineering department, supervising the evacuation of the area or building</p> <p>Ensuring that associates following emergency and security procedures, including raising the alarm, alerting others, following instructions, taking action</p> <p>Ensuring that associates know the location of first aid equipment and the name of the first-aider in the workplace</p> <p>The possible causes of fire in the workplace, including poor working practices, build-up of waste, faulty equipment, careless practice</p>	

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
		<p>Minimising the risk of fire, including monitoring working practices and ensuring they meet organisational standards, ensuring that disposal and recycling of waste is being properly carried out, checking equipment is in good working order, managing associates' working practice</p> <p>Location of fire alarms and checking that associates know how to set them off</p> <p>Reasons to never approach a fire unless it is safe to do so, including identifying the risks, using the correct equipment</p> <p>The importance of following fire safety laws, including preserving life, preserving the fabric of the building, equipment and materials</p> <p>Keeping the kitchen area secure, including security of areas (key control), personal possessions, security of visitors and customers, following close-down procedures, in order to protect staff, visitors and customers on the premises, to reduce theft and pilfering, and to keep the kitchen area safe and secure</p> <p>The importance of maintaining records of and reporting all usual/non-routine incidents to the appropriate person, including name of those involved; date, place and time of incident, who was involved and what they saw, description of what happened, whether anyone was hurt, any damage to property, whether emergency services were called</p>	

Examples and illustrations

The 9 Skills Every Great Supervisor Needs

If you're a supervisor, chances are you feel you don't always get the respect you deserve. Some lower-level staff think supervision is easy. Outsiders, too, may look at the organisation's figureheads – the top bosses and the young talent – and think "these are the people driving success."

They couldn't be more wrong. The fact is, a good supervisor tends to deal with more responsibilities in any 10-minute period than most other employees handle in a week.

A supervisor often supports team members in a range of roles, which means they need to understand lots of different jobs, and how to solve all the problems associated with each one.

A good supervisor also motivates. They make sure their team has the tools to do their job, and the confidence to do it brilliantly. Without a supervisor, things break down fast.

None of the above is easy. But then, you probably know that – and you might be doing it already.

Or, perhaps you're a newly-promoted supervisor - and you're working hard to develop the skills you need to be a truly great one.

To help, we've broken down this important specialism into 9 essential skills that every great supervisor needs. Check if you already have them, identify the ones you need to work on - and learn how to use them.

1. Being proactive

As a supervisor, your team needs you to (1) set standards, (2) give direction and (3) provide support when things go wrong. That means you need to be one step ahead of your staff. You must be ready with instructions and answers.

In other words, you must be proactive. Make sure you:

- Plan ahead
- Solve problems as soon as you spot them

2. Creativity

Ever heard someone say, "no two days are alike in this job"? You might have said it a few times yourself! As a supervisor, you're constantly challenged by new problems and goals. That means you must be creative in solving them. To be a creative problem solver you must:

- Be open to new ideas
- Keep your mind on your job – think about how to improve performance, even when away from work

3. Quick-thinking

Two things make the modern workplace hectic: constant change, and the quest for higher performance. As a supervisor, you must be ready to grasp new ideas fast, and juggle multiple problems at once. The skill of quick-thinking is essential. Great supervisors demonstrate it by:

- Being alert to new challenges
- Addressing issues as soon as they arise

4. Technical expertise

At the heart of the supervisor's role is the need for a conscientious expert - someone who can make sure the team's work meets the high standards required. That person is you.

Great supervisors have comprehensive technical knowledge of each role they support. It takes a high-calibre individual – but nobody ever said being a supervisor was easy. Make sure you have:

- The right qualifications
- The experience needed to measure help improve performance

5. Being a continuous learner

Standards and technologies change over time. So, to remain an expert, you must never stop learning or refreshing your knowledge.

A great supervisor should:

- Stay abreast of current trends, by reading relevant journals and studies
- Updates your training and qualifications regularly
- Always be on the lookout new ideas that can benefit the team

6. Good communication

This is perhaps the most important skill on our list. You can possess every other skill in spades – technical, mental, or strategic – but if you can't connect with your team, you're done for.

A supervisor's job is ultimately to support the team. You need to give them what they need to excel at their job, whether that is a pep talk, advice, or a telling off. Everything you give them requires good communication. Great supervisors are, undoubtedly, great communicators too. Make sure you:

- Speak regularly to every member of your team, whether at employee review meetings or in normal work settings
- Tell supervisees about problems, successes, and new methods
- Are respectful and supportive

7. Having self-control

Things get heated in every workplace - when work pressures are high, when personalities clash, or when colleagues disagree on the right way forward. In these situations, the staff you supervise may lose their tempers and resort to arguments and name-calling, and it's up to you to sort this out. If you have your own issues with anger, the charity Mind has help and advice.

A great supervisor sets the right example by having self-control. When things get heated, you bring the focus back to work by keeping a level head. Check your self-control by making sure you:

- Don't lose your temper unnecessarily

- Bring something positive to every interaction – never start or escalate negative situations

8. Listening

As we said earlier, being a supervisor is a support role. It's not just about telling people what to do, or what they did wrong. You also need to help your staff to solve problems and become better at their job.

That means being a good listener. Make sure you:

- Are approachable and your team know they can talk to you
- Listen carefully to supervisees' needs
- Act on team members' requests in a way that helps improve performance

9. Being even-handed

Finally, good supervisors always reward their supervisees fairly. When something goes wrong, you need to make sure the person responsible know how to improve next time. But as their supervisor, you must also take responsibility. And when you achieve success, a fair supervisor shares the credit with the team. You'll quickly lose their respect otherwise.

A fair supervisor:

- Is just as ready to give praise as to accept it
- Accepts responsibility when things go wrong
- Only uses disciplinary measures to address real problems, never for personal reasons

Conclusion

Being a great supervisor requires more intelligence and guile than most people realise.

As we've seen, your skills make everyone else better at their jobs. Without a great supervisor, morale and performance suffer.

But with a supervisor who is pro-active, communicative, supportive and fair? That's when a team can really succeed. If you learn the nine skills described above, you'll be well on your way to greatness.

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Module-3

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 3: Maintain production of food

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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Lead the kitchen team in the preparation and cooking of food</p>	<p>The trainee will be able to: Set out and positively communicate the purpose and objectives of the kitchen team to all associates Ensure that each member of the kitchen team knows their role and responsibilities and understands how these will contribute to achievement of the team's objectives Encourage and support kitchen associates to carry out their role and provide recognition when objectives have been achieved Support the team in addressing team and departmental problems</p>	<p>Different ways of communicating effectively with members of a kitchen team, including verbally, in writing, standard written instructions, using appropriate technical language Planning the achievement of kitchen team objectives, including the importance of involving associates in this process, the importance of and being able to show associates how personal roles and responsibilities contribute to achievement of team objectives Selecting and successfully applying different methods for motivating, supporting and encouraging kitchen associates and recognising their achievements, including setting realistic and achievable targets, working together, setting and leading by examples, celebrating success Types of team and departmental difficulties and challenges that may arise, including staffing levels, capabilities of staff team, and identifying and overcoming them, including communication (using both appropriate technical and social language), sharing information, agreeing positive solutions The members, purpose, objectives and plans of the kitchen team, including knowing job descriptions, capabilities of team members, levels of business expected, correct timing of service, achieving high standards of production, delivering quality products, sharing known problems and issues The personal roles and responsibilities of members of the kitchen team, including team hierarchy, allocating roles and</p>	<p>Kitchen equipment, preparation utensils Daily event sheets Regular and à-la-carte menu Job descriptions and appraisals for team associates Markers and pens Notebook Log book Record of allocated duties and tasks Noticeboard Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Give kitchen associates support and advice when they need it</p> <p>Motivate kitchen associates to present their own ideas and listen to what they say</p> <p>Monitor activities and progress across the kitchen team without interfering</p>	<p>responsibilities, delegating, ensuring associates understand their own roles and responsibilities</p> <p>The types of support and advice that kitchen associates are likely to need, including communicating levels of business, clarifying roles and responsibilities, identifying additional training needs, and responding to these, including good communication, motivating the team and associates, arranging training where required</p> <p>Standards of performance for the work of the team, including making sure that kitchen Standard Operating Procedures are known and understood</p>	
<p>LU2: Support the sous chef</p>	<p>The trainee will be able to:</p> <p>Discuss and agree on methods and formats of communication with the sous chef</p> <p>Agree with the sous chef daily and medium term areas for delegated responsibilities</p> <p>Support the sous chef in undertaking training and inspections</p> <p>Ensure that every day food and beverages requirements of section are signed off by sous chef</p>	<p>Methods and formats for communication with the Sous Chef, including verbally, in writing, using the log; communicating through positive body language</p> <p>Agreeing on methods and formats of communication with the sous chef, including formal, informal, verbally, in writing, through the log, using appropriate technical language</p> <p>Areas for responsibilities delegated by Sous Chef on a daily and medium term basis, including operational, administrative and supervisory support</p> <p>Agreeing with the sous chef daily and medium term areas for delegated responsibilities, including through discussion, negotiating own goals, developing own skills</p> <p>Supporting the sous chef in undertaking training and inspections, including observation, developing and providing training, recording the outcomes of inspections, evaluating the effectiveness of training</p> <p>Ensuring that every day food and beverages requirements of section are signed off by sous chef, including presenting completed requisitions for sign-off, raising queries and issues</p>	<p>Markers and pens</p> <p>Notebook</p> <p>Log book</p> <p>Record of allocated duties and tasks</p> <p>Noticeboard</p> <p>Daily event sheets</p> <p>Regular and à-la-carte menu</p> <p>Standard Operating Procedures for the kitchen</p> <p>Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU3: Supervise cooks / assistants</p>	<p>The trainee will be able to: Ensure that cooks / assistants are punctual and efficient in carrying out their duties Communicate instructions and other information clearly to kitchen staff Motivate the kitchen staff in a timely and efficient manner to complete all their duties Ensure that all staff are performing at the optimum level when preparing, cooking and finishing dishes for customers Create a friendly, professional environment which inspires teamwork within section of his / her kitchen Ensure high quality dishes are presented for service</p>	<p>Encouraging punctuality and efficiency, including leading by example, observing, investigating problems and issues The methods of communication with kitchen associates, including verbally and in writing, using appropriate technical language, and using them effectively, including managing the volume and tone of verbal communications, ensuring written communications are legible and passed on to the right person Motivating staff effectively, including leading by example, praise and encouragement at the right time, providing additional support where required Ensuring that all associates are performing at optimum levels, including optimum allocation of roles and responsibilities, monitoring workloads, providing additional support where required Ensuring that cooks / assistants are producing the highest quality of product (including seasoning, portion size, appearance), including checking on preparation and cooking of food, standards of finished dishes, enhancing the customer experience Creating a friendly, professional environment which inspires teamwork, including a positive working environment, good communications between kitchen associates (and others), using appropriate technical and social language, effective team leadership and management Compliance with relevant regulations and standards</p>	<p>Markers and pens Notebook Log book Record of allocated duties and tasks Noticeboard Daily event sheets Regular and à-la-carte menu Fire equipment First aid equipment Equipment for contacting security Standard operating procedures for the kitchen Protective clothing 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>LU4: Supervise storage of food</p>	<p>The trainee will be able to:</p>	<p>Preparing food for storage, including tagging and logging food for storage, following organisational procedures, completing all required documentation</p>	<p>Markers and pens Notebook</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
within kitchen section	<p>Ensure that all food safety and hygiene standards are followed when preparing food for storage</p> <p>Ensure that cross-contamination procedures are strictly followed throughout food storage procedures</p> <p>Ensure that all food is safely and hygienically prepared for storage</p> <p>Ensure that all food prepared for storage is properly tagged according to organisational requirements</p>	<p>Ensuring associates prevent cross contamination when preparing food for storage, including direct (foods coming into direct contact with each other), indirect (contact through using the same equipment – knives, chopping boards, bowls, pans etc – for different foods), drip (storing raw foods including meat above cooked foods; and allowing liquids including blood to drip onto foods below)</p> <p>Ensuring associates store food correctly and at the correct temperature, including preparation for storing food (wrapping correctly), storing in dry store, refrigerator (maintain temperature from 3 to 5 degrees), freezer (maintain temperature from -18 to -20 degrees)</p> <p>The importance of ensuring that all food tagged for storage is properly logged according to organisational requirements</p> <p>The importance of ensuring that different foods are stored in the correct location and at the correct temperature according to organisational requirements</p>	<p>Log book</p> <p>Noticeboard</p> <p>Tagging and logging materials</p> <p>Protective clothing 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>

Examples and illustrations

Supporting the sous chef

A Sous Chef is the culinary chef located just below the executive or head chef in a kitchen's chain of command. Therefore, the Sous Chef has a vital role in any commercial kitchen. As second-in-command, he/she has a large amount of responsibility in the kitchen.

Communication methods

What are the different methods of communication?

The following are some different methods of communication that are commonly used within the workplace:

Verbal

Verbal communication is simply speaking. This can be done one-on-one, in a group setting, over the phone, etc. Verbal communication is a personal means of communication and should be utilized more than just emails or phone calls when possible. Being able to see the person you are communicating with face to face can help you gauge their response by reading their body language and actively participating in dialogue.

When you use verbal communication, be aware of your tone of voice, speed, and inflection. Avoid sarcasm or angry tones, as they can put the people you are speaking with on the defensive. When speaking to a group or your team, make sure you speak loudly and clearly so everyone can understand you. Arrange for a microphone if you are addressing a group in a large room.

Verbal communication is best when you need to discuss something in detail, or when complimenting or reprimanding someone.

Written

You can't avoid written communication in the workplace; it's everywhere. Emails, memos, reports, and other written documents are all part of every day business life.

Written communication is the most appropriate when detailed instructions are required, when something needs to be documented, or when the person is too far away to easily speak with over the phone or in person.

Email is a lifesaver for many people, especially in the business world. If you rely on emails and memos to conduct your business, it's very important to portray a professional image. Don't use abbreviations unless they pertain to your field, and always use spell check and read over your email before you send it to make sure it's clear and concise. Emails should be brief and to the point.

Non-verbal

Non-verbal communication plays a large role in the way you communicate with others. Unless you're using sign language, however, you probably don't want to rely on it as your sole means of communication.

You do, however, need to be aware of it. Your gestures, eye contact and movement, and the way you stand and sit all convey a message to the person you are communicating with. Use gestures appropriately, or leave your hands at your sides. Don't fidget, which is distracting, and avoid crossing your arms, which sends off the appearance of being angry or closed off. Always look the person you are speaking to in the eye, and don't roll your eyes or stare while they talk.

Which method is right for me?

There is not one "right" way to communicate, but you should be aware of what is appropriate and when. Your chosen method of communication is dependent on the situation. Put yourself in your employees' shoes. If you needed to have a certain message conveyed to you, think first how you would like to receive it. Use your good judgment of the situation and be considerate of your employees, and you will be an effective communicator.

Motivational Skills

Introduction

Motivation at work plays vital role. Source of motivation can be internal and external. You can feel motivated internally only when you have burning desires to achieve. External motivation comes through bosses, peers, parents or spouse.

Motivational skill is very important for the leaders to lead from front in order to get task done effectively and on scheduled time.

To motivate team, you need to apply following skills.

- 1. Give recognition to the team's achievement.
- 2. Giving respect would motivate people to give best.
- 3. Extend help.
- 4. Provide opportunities to grow.

Motivation means encouragement. It's a driving force that helps any individual to move further. Many a times we are made to do the same job everyday. This is where motivation comes into picture. By motivating the individual he may be encouraged to work and bring new prospects and revenues.

Points to remember:

- From a professional perspective motivation can be given in the form of perks, bonus etc.
- It may not always be monetary. Listening to grievances of the individual can be an important factor to motivate.
- Every individual has a different way of being motivated.
- Motivation skills are not just about how good can you motivate others; but how good can you motivate yourself.
- Creating challenges occasionally is also a form of motivation.

Why motivation?



- Reduces boredom.
- Brings new prospects and revenues.
- Leads to job satisfaction and mental peace.
- Avoids jealousy and prejudice amongst team.
- Helps to achieve deadlines faster.

Ways of motivating

New and old employees can be motivated by

- Offering perks and incentives regularly
- Incentives may not always be monetary
- For old employees, a friendly and supportive atmosphere matters
- To retain old employees, appraisals works the best
- Organizing events and programs to reduce monotony
- Sending employees on site.
- Giving them new challenges apart from their daily tasks.
- Appreciating their hard work.

Videos

 <p>Safety Food Storage for Commercial Kitchens</p> <ol style="list-style-type: none">1. The FIFO Rule2. Store Meat Below Other Items3. Food Should Be Stored in Air Tight Containers4. Store Food off The Floor <p>3:25</p>	<p>Safe food storage</p> <p>https://www.youtube.com/watch?v=B3V4iKsE-DQ</p>
 <p>1:57</p>	<p>How to monitor food safety</p> <p>https://www.youtube.com/watch?v=GpadLIVONXc</p>

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Module-4

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 4: Develop advanced skills in food preparation and cooking

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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Understand how to independently assemble food and equipment to prepare, and cook complex dishes</p>	<p>The trainee will be able to: Understand the benefits of assembling food, ingredients and equipment required to prepare, cook and finish complex dishes as required Understand the risks associated with defrosting ingredients prior to preparation Know how to select appropriate equipment needed for different stages when preparing, cooking and finishing complex dishes Understand the purpose of checking that ingredients for complex dishes meet type, quality and quantity</p>	<p>Reading the recipe to determine what food and equipment is needed Benefits of assembling food, ingredients and equipment required, including planning, time management Understanding seasonality of foods and its impact on ingredients, including freshness, cost, availability Analysing the nutritional values of different foods, including calories, carbohydrates, amino acids (for proteins), essential fatty acids, minerals and trace minerals, vitamins, roughage / dietary fibre Risks associated with storage of food prior to preparation, including frozen/chilled foods, packaged, fresh, dry goods Prevention of spoilage, including cross-contamination, infestation, mould Understanding the principles of stock rotation, including maintaining quality, avoiding wastage The benefits of storage of equipment, including store cupboards, in kitchen preparation areas, on shelves near work area, to support planning, saving time, efficient work methods The principles of defrosting ingredients as required before preparation and cooking, including keeping thawing raw items well away from other foods, thawing in a cool room or bottom of refrigerator, thawing on a tray to allow juices to collect, keeping</p>	<p>Recipes to determine what food, other ingredients and equipment is needed 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) red – raw meat; blue – raw fish; yellow – cooked meat; green – salad and fruit; brown – vegetables; white – bakery and dairy Utensils: including pans (large, small, medium), bowls, sets measuring spoons, forks, bread slicer, mixers (large, small), blenders, toasters, tin openers, peelers,</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	requirements prior to preparation and cooking	<p>thawed items refrigerated and cook within 24 hours, never refreezing a thawed item</p> <p>Checking the condition of ingredients for preparation and cooking, ensuring that poor quality ingredients are not used to prepare poor quality dishes</p> <p>Checking for and resolving problems with ingredients, including physical contamination (including hairs, dust, other foreign bodies), and chemical contamination (including mould, fungus, bacteria)</p> <p>Working independently, including planning, organisational skills, multi-tasking skills, discipline, communication skills, flexibility</p> <p>Compliance with relevant regulations and standards</p>	<p>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>Protective clothing 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	Materials Required
<p>LU2: Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking</p>	<p>The trainee will be able to: Understand the requirements for independently preparing complex dishes for cooking Know how to use tools and equipment for different stages when preparing complex dishes independently Know the appropriate sequence of multi-stage methods when independently preparing complex dishes for cooking Understand how to check that preparation of ingredients meets quality requirements for complex dishes</p>	<p>Preparation requirements: including recipe, quantity required, special ingredients, washing hands, sanitizing work surfaces and equipment as required, washing hands Sequencing the appropriate multi-stage preparation methods correctly, including beating, blending, clarification, cleaning, cooling, cutting, defrosting, dicing, dipping, flavouring, grading, greasing, kneading, marinating, measuring, mixing, moistening, pan greasing, polishing, portioning, pre washing, proofing, sanitizing, seasoning, sheeting, slicing, sorting, spraying, trimming, washing The importance of using the correct tools and equipment (as directed by the recipe), to prepare complex dishes, to ensure preparation is of the correct standard Weighing and measuring ingredients accurately in order to prepare and cook complex dishes Quality requirements following preparation for complex dishes, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell Working independently, including planning, organisational skills, multi-tasking skills, discipline, communication skills, flexibility Compliance with relevant regulations and standards</p>	<p>Recipes to determine what food, other ingredients and equipment is needed 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), red – raw meat; blue – raw fish; yellow – cooked meat; green – salad and fruit; brown – vegetables; white – bakery and dairy 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 cutters, patties maker, beaters, mashers, baking trays,</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
			Protective clothing 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>LU3: Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes</p>	<p>The trainee will be able to: Understand the requirements for independently cooking complex dishes Know how to use tools and equipment for different stages when cooking complex dishes independently Know the appropriate sequence of multi-stage methods when independently cooking complex dishes Understand how to combine main ingredients with other ingredients at different stages Know how to check that complex dishes have the correct flavour,</p>	<p>Understanding the effect of different and multi-stage cooking processes on different ingredients/dishes and their nutritional value Cooking requirements: including recipe, quantity required, special requirements Sequencing the appropriate multi-stage cooking methods correctly, including dry cooking methods (sautéing, pan frying, deep frying, grilling, roasting, griddling, baking, blind baking, scrambling), moist cooking methods (simmering, boiling, steaming, poaching), combination cooking methods (braising, stewing) The importance of using the correct tools and equipment (as directed by the recipe), to cook complex dishes, to ensure cooking is of the correct standard Combining other ingredients at different stages of the cooking process, including herbs and spices, sauces, salt, cream, sugar, milk (see Section 6 for full list of ingredients) Quality requirements for cooked complex dishes, including appearance (size, shape, colour, gloss, consistency), texture, taste, flavour, fresh smell, taste, colour, appearance, cooked according to requirements, quantity (as required by daily briefing) Working independently, including planning, organisational skills, multi-tasking skills, discipline, communication skills, flexibility Compliance with relevant regulations and standards</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, pans, deep fryer Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>consistency and quantity at different stages</p> <p>Know how to check that cooking of complex dishes meets quality requirements at different stages</p>		
<p>LU4:</p> <p>Understand how to independently present complex dishes for service</p>	<p>The trainee will be able to:</p> <p>Understand the importance of holding and serving complex dishes at correct temperature</p> <p>Understand how to safely store complex cooked dishes and ingredients not for immediate use</p>	<p>The importance of using the correct tools and equipment (as directed by the recipe), to finish complex dishes, to ensure finishing is of the correct standard</p> <p>Principles of holding and serving complex dishes, including pre-heating holding equipment, not using the equipment to re-heat food, checking the equipment regularly if hot water is used (including topping up with hot water, not cold), keeping food fully in lit areas when heated lights are used; using a temperature probe to check internal temperatures</p> <p>The importance of using a temperature probe, including checking that the internal temperature has reached the correct level, cleanliness of the probe, sterilising before and after each use to prevent contamination</p> <p>Working independently, including planning, organisational skills, multi-tasking skills, discipline, communication skills, flexibility</p> <p>Compliance with relevant regulations and standards</p>	<p>Presentation equipment: plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

Videos

	<p>Knife skills https://www.youtube.com/watch?v=G-Fg7I7G1zw</p>
	<p>Basic vegetable cuts https://www.youtube.com/watch?v=kd6-1v2HCho</p>

Food cooking temperatures

Ensuring foods reach this safe minimum internal temperature with a food thermometer is the only reliable way to ensure safety and to determine the doneness of cooked meats, poultry, egg dishes and leftovers.

Category	Food	Temperature
Ground Meat and Meat Mixtures	Beef, Veal and Lamb	160°F

	(Beef)burgers (prepared as patties, meatballs, etc.)	160°F
	Turkey and Chicken	165°F
Fresh Beef, Veal and Lamb	Steaks, Roasts and Chops*	145°F*
Poultry	Whole Chicken and Turkey	165°F
	Poultry Breasts and Roasts	165°F
	Poultry Thighs, Legs and Wings	165°F
	Duck and Goose	165°F
	Stuffing (cooked in bird or alone)	165°F
Egg Dishes	Egg Dishes	160°F
	Eggs	Cook until yolk and white are firm
Leftovers and Casseroles	Leftovers	165°F
	Casseroles	165°F
Seafood	Fin Fish	145°F or until flesh is opaque and separates easily with a fork
	Shrimp, Lobster and Crabs	Cook until flesh is pearly and opaque
	Clams, Oysters and Mussels	Cook until shells open during cooking
	Scallops	Cook until flesh is milky white or opaque and firm

*Must reach an internal temperature of 145°F and allow to rest for at least 3 minutes before carving or consuming.

Storing left-over foods

What goes in the fridge?

Some foods need to be kept in the fridge to help slow down germs' growth and keep food fresh and safe for longer.

These are foods marked with a "use by" date and "keep refrigerated" on the label, such as milk, meat and ready meals.

Cool down leftovers as quickly as possible (within two hours), store them in the fridge and eat them within two days.

Avoid putting open tin cans in the fridge, as the food inside may develop a metallic taste.

Follow the manufacturer's instructions or place the contents in a storage container or covered bowl before refrigerating.

Fridge maintenance

Keep your fridge temperature at 5C or below.

If your fridge has a digital temperature display you may wish to check it against an internal fridge thermometer now and again to make sure it's accurate.

Clean and inspect your fridge regularly to ensure it remains hygienic and in good working order.

"Use by" dates

No food lasts forever, how ever well it is stored. Most pre-packed foods carry either a "use by" or a "best before" date.

- "Use by" dates appear on foods that go off quite quickly. It can be dangerous to eat foods past this date.
- "Best before" dates are for foods with a longer life. They show how long the food will be at its best.

Food can look and smell fine even after its "use by" date but that doesn't mean it's safe to eat. It could still contain bugs that could make you ill.

Eating food past its "best before" date is not dangerous, but the food may not be good quality.

Freezing food

You can freeze pretty much everything, including:

- yoghurt
- cheese (except soft cheese as the freezing process affects the texture)
- milk
- meat
- fish
- eggs, including boiled eggs
- bananas: peel and wrap them or place in an airtight container before freezing
- baked goods
- rice
- bread

Anything with a high water content like strawberries and tomatoes will go squishy but are still fine to cook with.

Place food in an airtight container or wrap it tightly in freezer bags or similar before placing in the freezer otherwise the cold air will dry it out.

Storing eggs

Eggs are best stored in the fridge as they are kept at a constant temperature.

Eggs can also be frozen. Two ways to freeze eggs:

- crack the egg and separate yolks and whites into separate plastic containers or food bags before freezing. This is handy for baking.
- crack the egg into a plastic tub and beat it before freezing – great for omelettes and scrambled eggs.

You can safely store a boiled egg in the fridge for a couple of days. Boiled eggs can also be frozen.

Storing meat and poultry

It's important to store meat safely in the fridge to stop bacteria from spreading and avoid food poisoning.

Store raw meat and poultry in clean, sealed containers on the bottom shelf of the fridge.

Follow any storage instructions on the label and don't eat meat after its use by date.

Keep cooked meat separate from raw meat and ready-to-eat foods in general.

Freezing and defrosting meat and fish

It's safe to freeze meat and fish as long as you:

- freeze it any time before its use by date
- defrost meat and fish thoroughly before cooking – lots of liquid will come out as meat thaws, so stand it in a bowl to stop bacteria in the juice spreading to other things
- defrost meat or fish in a microwave if you intend to cook straight away, or if not, defrost in the fridge overnight so it doesn't get too warm
- cook food until it's steaming hot throughout

Make sure meat is properly wrapped in the freezer or it might get freezer burn, which can make it tough and inedible.

Date and label meat in the freezer and eat it within 24 hours of defrosting.

You can freeze meat for a long time and it will still be safe to eat, but the quality will deteriorate so it's best to eat it within three to six months.

Don't worry if it's frozen for longer – try marinating it before cooking to improve texture or use herbs and spices to add flavour.

Re-freezing meat and fish

Never re-freeze raw meat (including poultry) or fish that has been defrosted.

You can cook frozen meat and fish once defrosted, and then refreeze them.

You can re-freeze cooked meat and fish once, as long as they have been cooled before going into the freezer. If in doubt, don't re-freeze.

Frozen raw foods can be defrosted once and stored in the fridge for up to 24 hours before they need to be cooked or thrown away.

To reduce wastage, divide the meal into portions before freezing and then just defrost what you need.

Using leftovers

- Cool leftovers as quickly as possible, ideally within two hours.
- Divide leftovers into individual portions and refrigerate or freeze.
- Use refrigerated leftovers within two days.
- When reheating food, make sure it is heated until it reaches a temperature of 70C for two minutes, so that it is steaming hot throughout.

- Always defrost leftovers completely, either in the fridge or in the microwave.
- When defrosted, food should be reheated only once, because the more times you cool and reheat food, the higher the risk of food poisoning.
- Cooked food that has been frozen and removed from the freezer should be reheated and eaten within 24 hours of fully defrosting.
- Foods stored in the freezer, such as ice cream and frozen desserts, should not be returned to the freezer once they have thawed.
- For safety and to reduce waste, only take out of the freezer what you intend to use within the next 24 hours.

Re-using bags

With more people re-using single-use plastic carrier bags or using a reusable bag for life, you can help prevent bacteria spreading to ready-to-eat food by:

- packing raw foods separately from ready-to-eat foods, in separate bags
- keeping one or two reusable bags just for raw foods only – don't use the same bags for ready-to-eat foods
- checking your bags for spillages, such as raw meat juices or soil, after every use

If there has been any spillage, soiling or damage, plastic bags for life or single-use plastic carrier bags should ideally be disposed of.

Cotton and fabric-based bags for life can be put in the washing machine.

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Module-5

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 5: Prepare, cook and finish complex soups

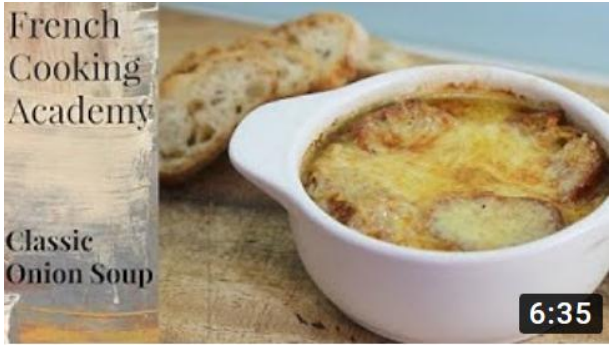

Objective of the module: The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex soups

Duration: 20 hours **Theory:** 4 hours **Practical:** 16 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex soups for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex soups for cooking Use tools and equipment for preparing complex soups correctly Use appropriate methods to prepare complex soups for cooking Check that preparation of complex soups meets quality requirements</p>	<p>Food and ingredients: including French onion soup, cream of chicken soup, mulligatawny soup, cooking oil, tomatoes, onions, herbs, spices, seasonings, meat, fish, poultry, meat tenderizer Pre-preparation methods: defrosting (where necessary), washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grading, cutting, mixing, blending, clarification, flavouring, boiling, cooling, storing</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (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, mixer, blender, tin opener, peeler, potato cutter, chopper, mincing machine, beater Protective clothing 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: Use equipment and multi-stage methods</p>	<p>The trainee will be able to: Identify requirements for cooking complex soups</p>	<p>Food and ingredients: including French onion soup, cream of chicken soup, mulligatawny soup, cooking oil, tomatoes, onions, herbs, spices, seasonings</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, tilting</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
independently to cook and finish complex soup dishes	<p>Use tools and equipment to cook complex soups correctly</p> <p>Use appropriate methods to cook complex soups</p> <p>Combine ingredients for complex soups with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex soups meets quality requirements</p>	<p>Dry Cooking methods: sautéing, frying, pan frying, grilling, deep frying, pan broil, griddle, deep cooking</p> <p>Moist Cooking methods: simmering, boiling</p> <p>Combination Cooking methods: stewing</p>	<p>pan, blender heavy duty, pans, juicer, juice extractOR</p> <p>Protective clothing 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>LU3:</p> <p>Present complex soups for service</p>	<p>The trainee 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 complex soups and soup ingredients not for immediate use</p>	<p>Finishing and seasoning complex soups according to requirements, including garnishes and accompaniments, advanced finishing techniques, including adding butter, whipped cream, fresh cream and egg yolk liaisons, adjusting consistency and seasoning</p> <p>Storing soups, including cooling process, covering, labelling, care with potential cross-contamination, straining sauces, correct storage temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

	<p>French Onion soup https://www.youtube.com/watch?v=Co6ej47MOVE</p>
	<p>Mulligatawny Soup https://www.youtube.com/watch?v=F1gGvEOm2vg</p>

What is the best way to freeze soup?

The best way to freeze anything is to let it cool completely, divide it up into portions, and seal it in an airtight, moisture-proof container before putting it in the freezer. To safely cool a large pot of soup, place the pot in a sink-full of ice water, stirring occasionally, until room temperature. Never put full pots into the refrigerator to chill.

If you're making extra soup to freeze, stop cooking it just before the vegetables are tender. When you freeze, thaw, and then reheat it, you will finish the cooking process. If your soup contains raw eggs or delicate vegetables, leave them out entirely before you freeze the soup. Frozen, thawed and reheated eggs, greens, and potatoes won't come out quite the same the second time around.

Herbs, spices, seasonings for soups¹

¹ <https://oureverydaylife.com/the-best-spices-for-soups-12551457.html>

- Vegetable Soup
 - Add the spices you would typically use in a curry, such as turmeric, curry powder, cumin and cayenne pepper. These spices are great pairings for lentil and chickpea soups, or for soups with chunky vegetables, like potatoes, cauliflower and carrots, particularly if they have a clear broth. Curcumin, one of the components of turmeric, is an anti-inflammatory and natural painkiller.
- Noodle Soup
 - Add a twist to classic Italian minestrone soup by sprinkling a little nutmeg and cinnamon over the top. Any pasta- or noodle-based soup will go well with these spices, but use the cinnamon sparingly as too much will cause the soup to turn bitter. Cinnamon can improve cholesterol levels, particularly among people suffering from diabetes.
- Tomato Soup
 - Tomato soups are often at risk of tasting plain, but they don't have to be if you add paprika, cayenne pepper and/or turmeric. Paprika contains capsaicin, which is an anti-inflammatory ingredient perfect for wintertime prevention of colds and flu. Cinnamon and nutmeg also go well with the slight sweetness of tomato.
- Meat Soup
 - Soups with meat benefit from paprika, turmeric, nutmeg, curry powder and cayenne pepper as well as saffron and cardamom. Saffron will combine particularly well with chicken and . Additionally, it is an important component of the French fish soup bouillabaisse. Use sparingly; a little goes a long way. Saffron contains antioxidants, which help to keep the immune system healthy. Cardamom can be used in equally small amounts to flavor beef soups. It is also high in antioxidants.
- Black Pepper
 - Black pepper is so versatile it can be added to all soups. Grind fresh black pepper into the soup or, for extra spice, add whole black peppercorns. If you're making a pale-colored soup, like onion or potato soup, for instance, you might want to use white pepper. Black pepper has antibacterial properties and can help to bring down a fever, making it another useful spice for winter.

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Module-6

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 6: Prepare, cook and finish complex meat dishes

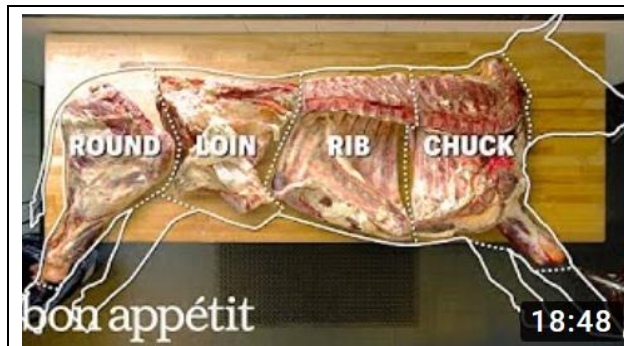
Objective of the module: The aim of this module to develop advanced knowledge, skills and understanding to prepare, cook and finish complex meat dishes

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex meat dishes for cooking Use tools and equipment for preparing complex meat dishes correctly Use appropriate methods to prepare complex meat dishes for cooking Check that preparation of complex meat dishes meets quality requirements</p>	<p>Food and ingredients: including beef, mutton, lamb, (mutton qorma (traditional Pakistani), beef pepper steak with Barbecue sauce, beef stroganoff, beef nehary, mutton payas, spicy burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings Pre-preparation methods: defrosting (where necessary), cleaning, washing, defrosting, julienne and other styles of cutting, slice, stake, seasoning, trimming, storing, blending, flavouring, marinating, fillet, storing</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (red for raw meat), 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 Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish complex meat dishes</p>	<p>The trainee will be able to: Identify requirements for cooking complex meat dishes Use tools and equipment to cook complex meat dishes correctly Use appropriate methods to cook complex meat dishes</p>	<p>Food and ingredients: including beef, mutton, lamb, (mutton qorma (traditional Pakistani), beef pepper steak with Barbecue sauce, beef stroganoff, beef nehary, mutton payas, spicy burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, Panini machine, blender heavy duty, pans, juicer, juice extractor, deep fryer Protective clothing according to job requirements (black trousers, white chef's jacket, white chef's cap, white</p>

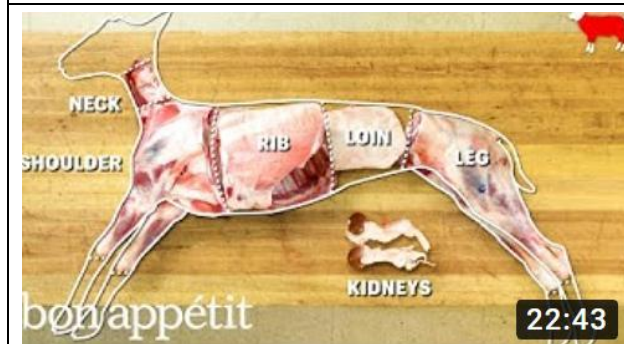
Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Combine ingredients for complex meat dishes with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex meat dishes meets quality requirements</p>	<p>Dry Cooking methods: sautéing, frying, pan frying, grilling, roasting, deep frying, pan broil, griddle</p> <p>Moist Cooking methods: poaching, simmering, boiling, steaming</p> <p>Combination Cooking methods: braising, stewing</p>	<p>neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3: Present complex meat dishes for service</p>	<p>The trainee 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 complex meat dishes and meat not for immediate use</p>	<p>Finishing and seasoning complex meat dishes according to requirements, including carving, portioning, garnishes, sauces, herbs and seasonings, enhancing the customer experience</p> <p>Storing cooked meat dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations



Butchering beef

<https://www.youtube.com/watch?v=WrOzwoMKzH4>





Butchering lamb

https://www.youtube.com/watch?v=Uq_GB3ldQW8



Mutton qorma

<https://www.youtube.com/watch?v=oPBs1oVbM4A&t=18s>

	<p>Beef nehari https://www.youtube.com/watch?v=prZiyc_W4g0</p>
	<p>Mutton payas https://www.youtube.com/watch?v=tbLsywDtT7Q</p>

Cooking meat safely

As all raw meats can carry harmful bacteria on the outside, it is important to cook all meat properly to kill the bacteria that can cause food poisoning. This section advises you on how to handle and cook meat, and how to check that your meat is fully cooked and safe to eat.

Which meats must be cooked all the way through?

Poultry, , rolled joints, burgers, sausages, chicken nuggets, kebabs, kidneys, liver and other types of offal, and any meat or fish that has been minced or skewered. The reason is that with whole cuts of meat, any harmful bacteria will live on the outside only. But if meat has been minced or chopped up, the bacteria get moved around.

How should I cook these meats?

- Select a temperature that is hot enough to cook the meat, but not so hot that the outside will burn before the inside has had a chance to cook

- If you are cooking a number of small pieces of meat such as sausages, move them around and turn them regularly so that each piece cooks evenly
- Temperature and cooking times will vary depending on the type of cut of meat and the method of cooking. All meat should be checked visually to see if it is cooked thoroughly.

How do I check these meats are properly cooked?

- When you pierce the thickest part of the meat with a fork or skewer, the juices should run clear. For a whole chicken or other bird, the thickest part is the leg between the drumstick and the breast
- Cut the meat open with a clean knife to check it is piping hot all the way through – it should be steaming
- Meat changes colour when it is cooked. Make sure there is no pink meat left
- If you're cooking a very large dish, such as a lasagne, check it in a few places, because some parts of the dish may be less hot than others

An alternative to the above checks would be to use a meat thermometer.

How to use a meat thermometer?

A meat thermometer measures the internal temperature of your cooked meat and poultry, or any casseroles, to assure that a safe temperature has been reached and that harmful bacteria have been destroyed.

Poultry and products; minced meat or any type of product made from minced meat (e.g. sausages, burgers); and meats which have been rolled or de-boned or composed of reformed meat pieces, must be cooked to a core temperature of at least 70°C for 2 minutes or equivalent (75°C instantaneously i.e. the immediate temperature reading obtained on inserting a temperature probe into the centre of the food).

Whole fish may be cooked to preference, but products made of minced fish (e.g. fish cakes) should always be cooked to a core temperature of at least 70°C for 2 minutes or equivalent (75°C instantaneously).

Where to insert the meat thermometer:

- **Poultry:** Into the inner thigh area near the breast of the chicken or turkey but not touching the bone. If stuffed, stuffing temperature must reach 75°C. Do this near and at the end of the stand time.
- **Beef, Lamb, Veal, (Beef), Roasts, Steaks or Chops:** Into the center of the thickest part, away from bone, fat and gristle.
- **Minced Meat and Poultry:** In the thickest area of ground meat or poultry dishes like meatloaf. The thermometer may be inserted sideways in thin items such as burgers.
- **Casseroles:** Into the thickest portion.

After each use, **always** wash the stem section of the meat thermometer thoroughly in hot, soapy water.

Which meats can be eaten rare?

Beef steaks, whole joints of beef, lamb chops, whole joints of lamb.

These can be eaten rare in the middle because harmful bacteria can only be on the outside. Vulnerable people, including elderly people, babies and toddlers, pregnant women and people who are unwell, should avoid eating lamb or beef that is rare or pink.

How should I cook these meats?

When you are cooking steaks, or whole joints of beef or lamb, pink or rare, use a high temperature to seal the meat and kill any bacteria that might be on the outside.

You can tell a piece of meat has been properly sealed because all the outside will have changed colour

Is there anything else I should do when handling meat?

Make sure to wash your hands thoroughly before and after handling raw meat. This prevents the spread of bacteria.

Use separate utensils for raw or partially cooked meat and cooked meat.

For more detailed information, please visit <https://www.safefood.eu/Food-safety/Cooking/Cooking-meat.aspx>

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Module-7

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 7: Prepare, cook and finish complex poultry dishes




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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex poultry dishes for cooking Use tools and equipment for preparing complex poultry dishes correctly Use appropriate methods to prepare complex poultry dishes for cooking Check that preparation of complex poultry dishes meets quality requirements</p>	<p>Food and ingredients: including poultry (whole chicken, thigh, breast, wings, grilled breast of chicken with creamy basil sauce, chicken tikka (traditional Pakistani), chicken ginger, chicken burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings Pre-preparation methods: defrosting (where necessary), cleaning, washing, defrosting, julienne and other styles of cutting, slice, stake, seasoning, trimming, storing, blending, flavouring, marinating</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (red for raw meat), 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 Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish poultry complex dishes</p>	<p>The trainee will be able to: Identify requirements for cooking complex poultry dishes Use tools and equipment to cook complex poultry dishes correctly Use appropriate methods to cook complex poultry dishes</p>	<p>Food and ingredients: including poultry (whole chicken, thigh, breast, wings, grilled breast of chicken with creamy basil sauce, chicken tikka (traditional Pakistani), chicken ginger, chicken burger), meat tenderizer, cooking oil, tomatoes, onions, herbs, spices, seasonings</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, Panini machine, blender heavy duty, pans, juicer, juice extractor, deep fryer Protective clothing according to job requirements (black trousers, white chef's jacket, white chef's cap, white</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Combine ingredients for complex poultry dishes with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex poultry dishes meets quality requirements</p>	<p>Dry Cooking methods: sautéing, frying, pan frying, grilling, roasting, deep frying, pan broil, griddle</p> <p>Moist Cooking methods: poaching, simmering, boiling, steaming</p> <p>Combination Cooking methods: braising, stewing</p>	<p>neckerchief, white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3: Present complex poultry dishes for service</p>	<p>The trainee 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 complex poultry dishes and poultry not for immediate use</p>	<p>Finishing and seasoning complex poultry dishes according to requirements, including carving, jointing, portioning, garnishes, sauces, coating, glazing, herbs and seasonings, enhancing the customer experience</p> <p>Storing cooked poultry dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer); particular care with poultry dishes as a high-risk food</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

 <p>3:53</p>	<p>Portioning a chicken https://www.youtube.com/watch?v=GSvzRyu2h5g</p>
 <p>4:54</p>	<p>Chicken tikka https://www.youtube.com/watch?v=iTk6TbgmNNo</p>
 <p>R U B Y S</p> <p>Chicken Tikka Boti 9:58</p>	<p>Chicken boti https://www.youtube.com/watch?v=Or4uEZIVHds</p>



Mughlai chicken gravy recipe

<https://www.youtube.com/watch?v=LX9o2LqC0cc>



Chicken Karahi

https://www.youtube.com/watch?v=C_zpoq0iq_s

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Module-8

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

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




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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex fish and shellfish dishes for cooking Use tools and equipment for preparing complex fish and shellfish dishes correctly Use appropriate methods to prepare complex fish and shellfish dishes for cooking Check that preparation of complex fish and shellfish dishes meets quality requirements</p>	<p>Food and ingredients: including fish (grilled fish with creamy basil sauce, fried sesames prawn, whole pomfret, Lahori fried fish (traditional Pakistani dish), prawn curry Pakistani style), cooking oil, tomatoes, onions, herbs, spices, seasonings Pre-preparation methods: defrosting (where necessary), cleaning, washing, defrosting, julienne and other styles of cutting, slice, stake, seasoning, trimming, storing, blending, flavouring, marinating</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (blue for raw fish), 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 Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish fish and shellfish complex dishes</p>	<p>The trainee will be able to: Identify requirements for cooking complex fish and shellfish dishes Use tools and equipment to cook complex fish and shellfish dishes correctly</p>	<p>Food and ingredients: including fish (grilled fish with creamy basil sauce, fried sesames prawn, whole pomfret, Lahori fried fish (traditional Pakistani dish), prawn curry Pakistani style), cooking oil, tomatoes, onions, herbs, spices, seasonings Understanding the effect of different cooking processes on fish</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, Panini machine, blender heavy duty, pans, juicer, juice extractor, deep fryer Protective clothing according to job requirements (black trousers, white chef's jacket, white chef's cap, white neckerchief,</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Use appropriate methods to cook complex fish and shellfish dishes</p> <p>Combine ingredients for complex fish and shellfish dishes with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex fish and shellfish dishes meets quality requirements</p>	<p>ingredients/dishes and their nutritional value</p> <p>Dry Cooking methods: sautéing, frying, pan frying, grilling, deep frying, pan broil</p> <p>Moist Cooking methods: poaching, simmering, boiling, steaming</p> <p>Combination Cooking methods: braising, stewing</p>	<p>white apron, safety trainers or boots, disposable gloves)</p>
<p>LU3: Present complex fish and shellfish dishes for service</p>	<p>The trainee 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 complex fish and shellfish dishes and fish and shellfish not for immediate use</p>	<p>Finishing and seasoning complex fish and shellfish dishes according to requirements, including filleting, portioning, garnishes, sauces, herbs and seasonings, enhancing the customer experience; managing the risk of the dish drying out when cooked</p> <p>Storing cooked fish and shellfish dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer); particular care with fish and shellfish dishes as high-risk foods</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

	<p>How to fillet a flat fish https://www.youtube.com/watch?v=PnSZjTQeYYE</p>
	<p>How to fillet a round fish https://www.youtube.com/watch?v=OKsl4qCHVMc</p>
	<p>Lahori Fried Fish https://www.youtube.com/watch?v=VnXQrwn2IRQ</p>



[Machli Ka Salan \(Fish Curry \)](https://www.youtube.com/watch?v=C2QCqxIEwEY)

<https://www.youtube.com/watch?v=C2QCqxIEwEY>



Whole pomfret

<https://www.youtube.com/watch?v=QWV3uRDDR0Y>

Cooking fish safely

Healthy and delicious, fish is also incredibly versatile. Once you have chosen your fish, you are spoilt for choice when it comes to cooking it. You can choose from:

- Grilling
- Frying
- Roasting
- Baking
- Poaching
- Steaming
- Microwaving

Our recommendation

- Bake or grill your fish as fried fish is much higher in fat, especially if it is coated in batter.
- Try not to add any salt to your fish. Sometimes all fish needs is a squeeze of fresh lemon juice to taste great!

Points to remember when cooking fish

- You can cook whole fish to preference or pink in the middle, because harmful bacteria can be on the outside but not in the middle. So, as long as the outside of the fish is cooked, any harmful bacteria should be killed.
- You should always make sure that any fish that has been minced or skewered, such as fish cakes has been are cooked until they are piping hot all the way through. This is because products made from minced fish can contain harmful bacteria throughout, so they must be cooked thoroughly to make them safe to eat.

Is there anything else I should do when handling fish?

- Make sure to wash your hands thoroughly before and after handling raw fish. This prevents the spread of bacteria.
- Use separate utensils for raw or partially cooked and cooked fish.

For more detailed information, please visit <https://www.safefood.eu/Food-safety/Cooking/Cooking-fish.aspx>

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Module-9

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

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




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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing fresh pasta and rice dishes for cooking Use tools and equipment for preparing fresh pasta and rice dishes correctly Use appropriate methods to prepare fresh pasta and rice dishes for cooking Check that preparation of fresh pasta and rice dishes meets quality requirements</p>	<p>Food and ingredients: including fresh pasta (including colours – light yellow, green, red; shaped pasta, flat pasta, stuffed pasta noodle paste), rice (plain rice, biryani, pillau, fried rice, chilmill, biryani, kabli pillau, Kashmiri pillau, chicken biryani, Afghani pillau, mutton Sindhi biryani), cooking oil, tomatoes, onions, herbs, spices, seasonings, olive oil, vegetables, meat, poultry, fish Pre-preparation methods: measuring, dipping, moistening, cleaning, julienne and other types of cutting, slicing, seasoning, trimming, storing, blending, flavouring, marinating; adding flavourings and colour to fresh pasta (by adding purées of vegetables)</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, noodle machine, measuring scales, refrigeration, freezers, chopping boards (white for bakery and dairy), 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, measuring spoon, digital food thermometer Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish fresh pasta</p>	<p>The trainee will be able to: Identify requirements for cooking fresh pasta and rice dishes Use tools and equipment to cook fresh pasta and rice dishes correctly</p>	<p>Food and ingredients: including fresh pasta (including colours – light yellow, green, red; shaped pasta, flat pasta, stuffed pasta noodle paste), rice (plain rice, biryani, pillau, fried rice, chilmill, biryani, kabli pillau, Kashmiri pillau, chicken biryani, Afghani pillau, mutton Sindhi biryani), cooking oil, tomatoes, onions, herbs,</p>	<p>Cooking equipment: burners, stoves, microwaves, tilting pan, steamers, pans Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
ingredients complex dishes	<p>Use appropriate methods to cook fresh pasta and rice dishes</p> <p>Combine ingredients for fresh pasta dishes with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of fresh pasta and rice dishes meets quality requirements</p>	<p>spices, seasonings, olive oil, vegetables, meat, poultry, fish</p> <p>Dry Cooking methods: sautéing</p> <p>Moist Cooking methods: boiling, steaming</p> <p>Understanding al-dente as a feature of cooked pasta dishes</p>	
<p>LU3: Present fresh pasta and rice dishes for service</p>	<p>The trainee 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 fresh pasta and rice dishes and fresh pasta ingredients not for immediate use</p>	<p>Finishing and seasoning fresh pasta and rice dishes according to requirements, including herbs and seasonings, toppings (including cheese, tomato), sauces, garnishes; managing the risk of overcooking pasta and rice, impact on taste, texture and nutritional value</p> <p>Storing cooked fresh pasta and rice dishes, including care with potential cross-contamination, labelling, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer); importance of not re-using rice that has been refrigerated for more than 3 days (check labelling); importance of short shelf life for fresh pasta, due to high water content; importance of using refrigerated pasta within two days (check labelling)</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

	<p>Chicken pasta https://www.youtube.com/watch?v=cd8YJTb9hb4&t=13s</p>
	<p>Chilmun Biryani Recipe https://www.youtube.com/watch?v=ABRPVUJ94aM</p>
	<p>Kabli Pillau https://www.youtube.com/watch?v=wj6mSFsvg8s</p>



Sindhi Biryani

<https://www.youtube.com/watch?v=wzFuilZgO5U>

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Module-10

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 10: Prepare, cook and finish complex vegetable dishes




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

Duration: 20 hours **Theory:** 4 hours **Practical:** 16 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex vegetable dishes for cooking Use tools and equipment for preparing complex vegetable dishes correctly Use appropriate methods to prepare complex vegetable dishes for cooking Check that preparation of complex vegetable dishes meets quality requirements</p>	<p>Food and ingredients: including vegetables (carrot, zucchini, okra/lady finger green peas, green beans, vegetable bhujia, dahl makhani, sagg, Lahori Chanay), cooking oil, tomatoes, onions, herbs, spices, seasonings Pre-preparation methods: defrosting (where necessary), washing, cleaning, measuring, sanitizing, trimming, slicing, dicing, cube cutting, portioning, grading, julienne and other styles of cutting mixing, blending</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (brown for vegetables), 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 Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes</p>	<p>The trainee will be able to: Identify requirements for cooking complex vegetable dishes Use tools and equipment to cook complex vegetable dishes correctly Use appropriate methods to cook complex vegetable dishes</p>	<p>Food and ingredients: including vegetables (carrot, zucchini, okra/lady finger green peas, green beans, vegetable bhujia, dahl makhani, sagg, Lahori Chanay), cooking oil, tomatoes, onions, herbs, spices, seasonings Dry Cooking methods: sautéing, frying, pan frying, grilling, roasting, deep frying, griddle</p>	<p>Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, grills, tilting pan, steamers, salamander, pans, deep fryer Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Combine ingredients for complex vegetable dishes with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex vegetable dishes meets quality requirements</p>	<p>Moist Cooking methods: poaching, simmering, boiling, steaming</p> <p>Combination Cooking methods: braising, stewing</p>	
<p>LU3:</p> <p>Present complex vegetable dishes for service</p>	<p>The trainee 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 complex vegetable dishes and vegetable ingredients not for immediate use</p>	<p>Finishing and seasoning complex vegetable dishes 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, correct temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

 A close-up photograph of vegetable bhujia, a popular Indian street food. It consists of a mix of fried vegetables including green beans, potatoes, and cauliflower, served in a dark bowl. A small black box in the bottom right corner of the image contains the text "6:02".	<p>Vegetable bhujia https://www.youtube.com/watch?v=IG7E7QMtheU</p>
 A photograph of a bowl of Dal Makhani, a rich, creamy lentil soup. The dal is garnished with a swirl of white cream and fresh green herbs. The bowl is green and sits on a red patterned surface. Text overlays include "DAL MAKHNI RESTAURANT STYLE" in the top left and "BHARAT KITCHEN" in the bottom left. A small black box in the bottom right corner of the image contains the text "9:01".	<p>Dahl Makhani https://www.youtube.com/watch?v=dkUqZ9cjUr8</p>
 A photograph of Sarson Ka Saag, a traditional Indian dish made from mustard leaves. The saag is a thick, dark green puree served in a white bowl with a decorative pattern. A pat of butter is melting on top of the saag. A small black box in the bottom right corner of the image contains the text "8:00".	<p>Sarson Ka Saag (Mustard Leaves) https://www.youtube.com/watch?v=Q6K-pbOrmro</p>



Lahori Channey

<https://www.youtube.com/watch?v=sHk5Z-cU61w>

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Module-11

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 11: Prepare, cook and finish complex hot sauces

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

Duration: 20 hours **Theory:** 4 hours **Practical:** 16 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex hot sauces for cooking Use tools and equipment for preparing complex hot sauces correctly Use appropriate methods to prepare complex hot sauces for cooking Check that preparation of complex hot sauces meets quality requirements</p>	<p>Food and ingredients: including creamy sauce, tomato basil sauce, cooking oil, tomatoes, onions, herbs, spices, seasonings Understanding the main function of sauces, including to thicken soups and stews, to enhance the flavour of dishes, to provide the main body for savoury and sweet dishes, to moisten savoury and sweet dishes, to improve the nutritional content of dishes Pre-preparation methods: defrosting (where necessary), washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grading, cutting, mixing, blending, clarification, flavouring, boiling, cooling, storing</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (different colours), 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 Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish hot sauce dishes for complex dishes</p>	<p>The trainee will be able to: Identify requirements for cooking complex hot sauces Use tools and equipment to cook complex hot sauces correctly Use appropriate methods to cook complex hot sauces Combine ingredients for hot sauces with other ingredients</p>	<p>Food and ingredients: including creamy sauce, tomato basil sauce, cooking oil, tomatoes, onions, herbs, spices, seasonings Dry Cooking methods: sautéing, frying, pan frying Moist Cooking methods: poaching, simmering, boiling, steaming Combination Cooking methods: braising, stewing</p>	<p>Cooking equipment: burners, stoves, tilting pan, steamers, pans, deep fryer, tilting pan, steamer, Boiler Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex hot sauces meets quality requirements</p>		
<p>LU3: Present complex hot sauces for service</p>	<p>The trainee 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 complex hot sauces and hot sauce ingredients not for immediate use</p>	<p>Finishing and seasoning complex hot sauces according to requirements, including garnishes and accompaniments, finishing with butter or cream, adjusting consistency and seasoning</p> <p>Storing hot complex sauces, including cooling process, straining, covering (including using a lid with a bain-marie, covering with buttered greaseproof), labelling, care with potential cross-contamination, correct storage temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: including serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

Most sauces have more than one function in a dish. A sauce that adds a counterpoint flavour, for example, may also introduce textural and visual appeal. Sauces generally serve one or more of the following purposes.

Introduce complementary or counterpoint flavours

Sauces that are classically paired with particular foods illustrate this function. Suprême sauce is based on a reduction of chicken velouté with chicken stock and finished with cream. This ivory colored sauce has a deep chicken flavour and a velvety texture. When served with chicken, the color and flavour of the sauce complement the delicate meat and help intensify its flavour. The cream in the sauce rounds out the flavours.

Charcutière sauce is made with mustard and cornichons. This sauce is pungent and flavourful. When served with some meats, the sharpness of the sauce introduces a counterpoint flavour, cutting the meat's richness and providing a contrast that is pleasing but not startling to the palate.

The sauce brings out the meat's flavour but might overwhelm a more delicate meat like veal. A sauce that includes a flavour complementary to a food enhances the flavour of that food. Tarragon heightens the mild sweetness of poultry. A pungent green peppercorn sauce highlights the rich flavour of beef by deepening and enriching the overall taste.

Add moisture or succulence

A sauce can add moisture to naturally lean foods (e.g., poultry or fish) or when using cooking techniques that tend to have a drying effect, such as grilling or sautéing. Grilled foods are frequently served with a warm butter emulsion sauce like béarnaise, with compound butter, or with salsa or chutney. Beurre blanc is often served with shallow-poached lean white fish to add a bit of succulence to the dish.

Add visual interest

A sauce can enhance a dish's appearance by adding luster and sheen. Lightly coating a sautéed medallion of lamb with a jus lié creates a glossy finish on the lamb, giving the entire plate more eye appeal. Pooling a red pepper coulis beneath a grilled swordfish steak gives the dish a degree of visual excitement by adding an element of color.

Adjust texture

Many sauces include a garnish that adds texture to the finished dish. A sauce finished with tomatoes and mushrooms enhances Chicken Chasseur, while a smooth sauce adds a textural contrast to pan-fried soft-shell crab.



Classic Velouté Sauce

<https://www.youtube.com/watch?v=KlaPsHV5l6o>



Sauce Suprême

<https://www.youtube.com/watch?v=f6NGV-wDb5A>



Beurre Blanc Sauce

<https://www.youtube.com/watch?v=QLmzaYpBYgw>

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Module-12

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

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

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

Duration: 20 hours **Theory:** 4 hours **Practical:** 16 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing dressings and cold sauces for cooking Use tools and equipment for preparing dressings and cold sauces correctly Use appropriate methods to prepare dressings and cold sauces for cooking Check that preparation of dressings and cold sauces meets quality requirements</p>	<p>Food and ingredients: including ranch dressing, cocktail sauce, tartar sauce, chili sauce Pre-preparation methods: defrosting (where necessary), washing, cleaning, measuring, trimming, slicing, dicing, cube cutting, portioning, grading, cutting, mixing, blending, clarification, flavouring, cooling, storing, freezing, covering with aluminium foils</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (different colours), 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 Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish dressings and cold sauce ingredients for complex dishes</p>	<p>The trainee will be able to: Identify requirements for cooking dressings and cold sauces Use tools and equipment to cook dressings and cold sauces correctly Use appropriate methods to cook dressings and cold sauces</p>	<p>Food and ingredients: including ranch dressing, cocktail sauce, tartar sauce, chili sauce Cooking/mixing methods: mixing, blending</p>	<p>Cooking/mixing equipment: heavy duty blender, heavy duty juicer, small mixing machine, beater Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Combine ingredients for dressings and cold sauces with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of dressings and cold sauces meets quality requirements</p>		
<p>LU3: Present dressings and cold sauces for service</p>	<p>The trainee 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 dressings and cold sauces and dressings and cold sauce ingredients not for immediate use</p>	<p>Finishing and seasoning dressings and cold sauces according to requirements, including enhancing the customer experience</p> <p>Storing dressings and cold sauces, including covering, storing in suitable containers, particular care with labelling, care with potential cross-contamination, correct storage temperature (1 – 5 degrees for refrigerator, -18 to -20 degrees for freezer)</p>	<p>Presentation equipment: including serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations



Ranch dressing

<https://www.youtube.com/watch?v=DmoLSxKEV48>



Cocktail Sauce

<https://www.youtube.com/watch?v=nhZDKdkaBKg>



Tartar sauce

<https://www.youtube.com/watch?v=7ECCDG8mQkI>

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Module-13

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

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




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

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

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex bread and dough products for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex bread and dough products for cooking Use tools and equipment for preparing complex bread and dough products correctly Use appropriate methods to prepare complex bread and dough products for cooking Check that preparation of complex bread and dough products meets quality requirements</p>	<p>Food and ingredients: including bread, bun, roll, French baguette, pastries, muffins, croissant, Danish pastries Pre-preparation methods: defrosting (where necessary), cleaning, measuring, trimming, slicing, dicing, portioning, grading, beating, proofing, moistening, spraying, polishing, greasing, dough making, kneading, sheeting, cooling, pan greasing, oven pre-heating, cutting, mixing, blending</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (white for bakery products), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, mixer, blender, toaster, beater, baking trays, bread pans, bun trays, roll trays, French baguette tray Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish bread and dough products complex dishes</p>	<p>The trainee will be able to: Identify requirements for cooking complex bread and dough products Use tools and equipment to cook complex bread and dough products correctly Use appropriate methods to cook complex bread and dough products</p>	<p>Food and ingredients: including bread, bun, roll, French baguette, pastries, muffins, croissant, Danish pastries Cooking methods: baking, steaming, proving Understanding the effects of steaming on dough products, including increasing surface temperature, creating a high gloss</p>	<p>Cooking equipment: ovens, (convection oven, deck oven, tandoori oven), steamers, Panini machine, pans, baking, dough mixing machine, dough sheeter, egg beater, egg mixing machine, measuring scale Protective clothing 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>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
	<p>Combine ingredients for bread and dough with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex bread and dough products meets quality requirements</p>		
<p>LU3: Present complex bread and dough products for service</p>	<p>The trainee 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 complex bread and dough products and bread and dough ingredients not for immediate use</p>	<p>Finishing and seasoning complex bread and dough products according to requirements, including prior to cooking, cooling, glazing/egg washing, adding toppings, icing, coating, portioning, cutting</p> <p>Risks for bread and dough products if not cooled correctly, including soggy bases if left on a baking tray</p> <p>Storing cooked bread and dough products, including above 63 degrees for hot products (including chapattis and naan breads – limited storage times), at room temperatures, covered to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg fresh cream – maximum storage 24 hours), labelling</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

 <p>13:53</p>	<p>French Baguette https://www.youtube.com/watch?v=m08i8oXpFB0</p>
 <p>15:31</p>	<p>Croissants https://www.youtube.com/watch?v=hJxaVD6eAtc</p>
 <p>Moist</p> <p>4:12</p>	<p>Banana Muffins https://www.youtube.com/watch?v=Iji6xLciody</p>



Danish Pastry dough

<https://www.youtube.com/watch?v=glm8uDfll70>



Danish Pastries

https://www.youtube.com/watch?v=9_IMNj0YIZo

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Module-14

LEARNER GUIDE

National Vocational Certificate Level 2

Version 1 - March 2019

Module 14: Prepare, cook and finish complex sweet dishes




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

Duration: 20 hours **Theory:** 4 hours **Practical:** 16 hours

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
<p>LU1: Use equipment and multi-stage methods independently to prepare complex sweet dishes for cooking</p>	<p>The trainee will be able to: Identify requirements for preparing complex sweet dishes for cooking Use tools and equipment for preparing complex sweet dishes correctly Use appropriate methods to prepare complex sweet dishes for cooking Check that preparation of complex sweet dishes meets quality requirements</p>	<p>Food and ingredients: including pastries, patties, Pakistani sweet, chocolate mousses, Italian tiramisu, blue berry cheese cake; fruits (particular attention to seasonality) Pre-preparation methods: defrosting (where necessary), cleaning, measuring, trimming, slicing, dicing, portioning, grading, beating, proofing, moistening, spraying, polishing, greasing, kneading, sheeting, cooling, oven pre-heating, cutting, mixing, blending</p>	<p>Pre-preparation equipment: knives (different types), peeling knives, carving knives, chef knives, etc, graters, measuring scales, refrigeration, freezers, chopping boards (white for dairy products, green for fruit), utensils including pans, bowls, spoons and forks, aluminium foils, cling film, gloves, markers, date and time stickers, bread slicers, mixer, blender, toaster, tin opener, baking trays, Cooking equipment: burners, stoves, ovens, (convection oven, deck oven), microwaves, steamers, pans, juicer Protective clothing 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: Use equipment and multi-stage methods independently to cook and finish</p>	<p>The trainee will be able to: Identify requirements for cooking complex sweet dishes Use tools and equipment to cook complex sweet dishes correctly</p>	<p>Food and ingredients: including pastries, patties, Pakistani sweet, chocolate mousses, Italian tiramisu, blue berry cheese cake Dry Cooking methods: baking Moist Cooking methods: steaming</p>	<p>Cooking equipment: ovens, (convection oven, deck oven), steamers, pans, baking, dough mixing machine, dough sheeter, egg beater, egg mixing machine, measuring scales, Heavy duty mixer, blender, juicer Protective clothing according to job requirements (black trousers, white chef's</p>

Learning Unit	Learning Outcomes	Learning Elements	Materials Required
complex sweet dishes	<p>Use appropriate methods to cook complex sweet dishes</p> <p>Combine ingredients for complex sweet dishes with other ingredients</p> <p>Check that the dish has the correct flavour, consistency and quantity</p> <p>Check that cooking of complex sweet dishes meets quality requirements</p>	Cooking requirements, including recipe, quantity required, special ingredients	jacket, white chef's cap, white neckerchief, white apron, safety trainers or boots, disposable gloves)
<p>LU3:</p> <p>Present complex sweet dishes for service</p>	<p>The trainee 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 complex sweet dishes and ingredients for complex sweet dishes not for immediate use</p>	<p>Finishing: cooling, filling, glazing, dusting, decorating (including praline, nuts, fruits, piping (including rosettes, running piping, quenelles), using chocolate (including for piping and piped motifs, run-outs), portioning</p> <p>Storing complex sweets for service, including hot dishes (above 63 degrees), at room temperature, covered where necessary to prevent contamination and stop them drying out, refrigerated for high-risk ingredients (eg egg ingredients, cream – maximum storage 24 hours), frozen (including ice cream)</p>	<p>Presentation equipment: including plates, platters, silver salvers, serving dishes, sauceboats</p> <p>Details of requirements, including food check from food outlet</p> <p>Protective clothing 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>

Examples and illustrations

 <p>Moti Choor Ke Laddu 16:41</p>	<p>Moti Choor Ke Laddu https://www.youtube.com/watch?v=B1oK63RyRmo</p>
 <p>Paneer Kheer 16:35</p>	<p>Paneer Kheer and others https://www.youtube.com/watch?v=T6P_Py1Ssrl</p>
 <p>COCONUT TOAST شاہی پیس 2:57</p>	<p>Coconut Toast https://www.youtube.com/watch?v=AczzYaBb2u8</p>



Tiramisu

<https://www.youtube.com/watch?v=iwUmsSf3vls>

Module summary

Module	Learning Unit	Duration
Module 1: Co-ordinate the operation of the kitchen section	<p>LU1: Find the current and future requirements, brief the kitchen team and allocate responsibilities to associate cooks on daily basis</p> <p>LU2: Manage requisition requirements for kitchen section</p> <p>LU3: Manage food availability and prepare the kitchen section for cooking</p> <p>LU4: Develop productive working relationships with kitchen associates</p>	30 Hours
Module 2: Supervise the kitchen section	<p>LU1: Ensure the kitchen section prepares, cooks and presents food effectively in the section</p> <p>LU2: Ensure the kitchen section opens and finalizes the shift effectively</p> <p>LU3: Ensure that kitchen section team follows health and safety requirements</p>	30 Hours
Module 3: Maintain production of food	<p>LU1: Lead the kitchen team in the preparation and cooking of food</p> <p>LU2: Support the sous chef</p> <p>LU3: Supervise cooks/assistants</p> <p>LU4: Supervise storage of food within kitchen section</p>	30 Hours
Module 4: Developing advanced skills in food preparation and cooking	<p>LU1: Understand how to independently assemble food and equipment to prepare, and cook complex dishes</p> <p>LU2: Understand how to use equipment and multi-stage methods independently to prepare complex dishes for cooking</p> <p>LU3: Understand how to use equipment and multi-stage methods independently to cook and finish complex dishes</p> <p>LU4: Understand how to independently present complex dishes for service</p>	30 Hours

Module	Learning Unit	Duration
Module 5: Prepare, cook and finish complex soups	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex soup</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex soups for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex soups</p> <p>LU4: Independently present complex soups for service</p>	20 Hours
Module 6: Prepare, cook and finish complex meat dishes	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex meat dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex meat dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex meat dishes</p> <p>LU4: Independently present complex meat dishes for service</p>	40 Hours
Module 7: Prepare, cook and finish complex poultry dishes	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex poultry dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex poultry dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex poultry dishes</p> <p>LU4: Independently present complex poultry dishes for service</p>	40 Hours
Module 8: Prepare, cook and finish complex fish and shellfish dishes	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex fish and shellfish dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex fish and shellfish dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex fish and shellfish dishes</p> <p>LU4: Independently present complex fish and shellfish dishes for service</p>	40 Hours

Module	Learning Unit	Duration
Module 9: Prepare, cook and finish fresh pasta and rice dishes	<p>LU1: Independently assemble food and equipment to prepare, cook and finish fresh pasta and rice dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare fresh pasta and rice dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish fresh pasta and rice dishes</p> <p>LU4: Independently present fresh pasta and rice dishes for service</p>	30 Hours
Module 10: Prepare, cook and finish complex vegetable dishes	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex vegetable dishes</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex vegetable dishes for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex vegetable dishes</p> <p>LU4: Independently present complex vegetable dishes for service</p>	20 Hours
Module 11: Prepare, cook and finish complex hot sauces	<p>LU1: Independently assemble food and equipment to prepare, cook and finish complex hot sauces</p> <p>LU2: Use equipment and multi-stage methods independently to prepare complex hot sauces for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish complex hot sauces</p> <p>LU4: Independently present complex hot sauces for service</p>	20 Hours
Module 12: Prepare, cook and finish dressings and cold sauces	<p>LU1: Independently assemble food and equipment to prepare, cook and finish dressings and cold sauces</p> <p>LU2: Use equipment and multi-stage methods independently to prepare dressings and cold sauces for cooking</p> <p>LU3: Use equipment and multi-stage methods independently to cook and finish dressings and cold sauces</p> <p>LU4: Independently present dressings and cold sauces for service</p>	20 Hours

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

Frequently Asked Questions

What are the different methods of cooking?	There are three types of cooking methods: 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)
Dry cooking methods:	
Sautéing	Sautéing is a method of cooking that uses a relatively small amount of oil or fat in a shallow pan over relatively high heat. Various sauté methods exist, and sauté pans are a specific type of pan designed for sautéing.
Pan frying	Pan frying is a form of frying characterized by the use of minimal cooking oil or fat (compared to shallow frying or deep frying); typically using just enough oil to cover the pan.
Deep frying	Deep frying (also referred to as deep fat frying) is a cooking method in which food is submerged in hot fat, most commonly oil, rather than the shallow oil used in conventional frying, done in a frying pan.
Grilling	Grilling is a form of cooking that involves dry heat applied to the surface of food, commonly from above or below. Grilling usually involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly.
Roasting	Roasting is a cooking method that uses dry heat where hot air envelops the food, cooking it evenly on all sides with temperatures of at least 150 C (300°F) from an open flame, oven, or other heat source.
Griddling	A griddle is a cooking device consisting of a broad flat surface heated by gas, electricity, wood, or coal, with both residential and commercial applications
Baking	Baking is a method of cooking food that uses dry heat, normally in an oven, but can also be done in hot ashes, or on hot stones. The most common baked item is bread but many other types of foods are baked. Heat is gradually transferred "from the surface of cakes, cookies, and breads to their centre. As heat travels through, it

	transforms batters and doughs into baked goods and more with a firm dry crust and a softer centre".
Blind baking	Baking blind (sometimes called pre-baking) is the process of baking a pie crust or other pastry without the filling. Blind baking a pie crust is necessary when it will be filled with an unbaked filling (such as with pudding or cream pies), in which case the crust must be fully baked. It is also called for if the filling has a shorter bake time than the crust, in which case the crust is partly baked.
Scrambling	The method of cooking until firm but with a soft consistency.
Moist cooking methods	
Simmering	Simmering is a food preparation technique in which foods are cooked in hot liquids kept just below the boiling point of water (which is 100°C or 212°F), but higher than poaching temperature (higher than 71–82 °C or 160-180°F). To keep a pot simmering, one brings it to a boil and then reduces the heat to maintain the temperature.
Boiling	Foods suitable for boiling include vegetables, starchy foods such as rice, noodles and potatoes, eggs, "meats", sauces, stocks, and soups. As a cooking method, it is simple and suitable for large-scale cookery.
Steaming	Steaming is a method of cooking using steam. This is often done with a food steamer, a kitchen appliance made specifically to cook food with steam, but food can also be steamed in a wok. Steaming is considered a healthy cooking technique that can be used for many kinds of food.
Poaching	Poaching is a type of moist-heat cooking technique that involves cooking by submerging food in a liquid, such as water, milk, or stock or (Beef). Poaching is differentiated from the other "moist heat" cooking methods, such as simmering and boiling, in that it uses a relatively low temperature (about 160–180 F (71–82 C)). This temperature range makes it particularly suitable for delicate food, such as eggs, poultry, fish and fruit, which might easily fall apart or dry out using other cooking methods. Poaching is often considered a healthy method of cooking because it does not use fat to cook or flavour the food.

Simmering	Simmering is a food preparation technique in which foods are cooked in hot liquids kept just below the boiling point of water (which is 100°C or 212°F), but higher than poaching temperature (higher than 71–82 °C or 160-180°F). To keep a pot simmering, one brings it to a boil and then reduces the heat to maintain the temperature.
Combination cooking methods	
Braising	Braising is a combination-cooking method that uses both wet and dry heats: typically, the food is first sautéed or seared at a high temperature, then finished in a covered pot at a lower temperature while sitting in some (variable) amount of liquid (which may also add flavour). Braising of “meat” is often referred to as pot roasting, though some authors make a distinction between the two methods, based on whether additional liquid is added.
Stewing	<p>A stew is a combination of solid food ingredients that have been cooked in liquid and served in the resultant gravy. Ingredients in a stew can include any combination of vegetables (such as carrots, potatoes, onions, beans, peppers, mushrooms, and tomatoes) and may include meat, especially tougher meats suitable for slow-cooking, such as beef. Poultry, sausages, and seafood are also used. While water can be used as the stew-cooking liquid, stock is also common. Seasoning and flavourings may also be added. Stews are typically cooked at a relatively low temperature (simmered, not boiled), allowing flavours to mingle.</p> <p>Stewing is suitable for the least tender cuts of meat that become tender and juicy with the slow moist heat method. This makes it popular in low-cost cooking. Cuts having a certain amount of marbling and gelatinous connective tissue give moist, juicy stews, while lean meat may easily become dry.</p>
<p>Why are recipes important?</p> <p>https://www.reference.com/food/standard-recipes-important-14eb264bc395f75c</p>	<p>Standardized recipes allow food service operations to prepare a consistent product repeatedly. This allows kitchens to prepare food in large amounts without a change in quality or portion size.</p> <p>Having a set of standard recipes allows managers to calculate the exact amount of ingredients to purchase to fit their needs and budget. Menus and purchasing decisions can be made in advance, freeing up time and money for other concerns.</p>

	<p>Standard menus also speed up workflow after the recipes have been learned by the staff, reducing the need for direct supervision. Standard recipes reduce the amount of unexpected surprises encountered during normal kitchen operations.</p>
<p>What is special about Pakistan cooking? https://en.wikipedia.org/wiki/Pakistani_cuisine</p>	<p>Pakistani cuisine (Urdu: پاکستانی پکوان) can be characterized by a blend of various regional cooking traditions of the Indian subcontinent, Central Asia as well as elements from its Mughal legacy. The various cuisines are derived from Pakistan's ethnic and cultural diversity. Cuisine from the eastern provinces of Punjab and Sindh are characterized as "highly seasoned" and "spicy", which is characteristic of flavours of the Indian subcontinent. Cuisine from the western and northern provinces of Azad Jammu & Kashmir, Balochistan, Gilgit-Baltistan, Khyber Pakhtunkhwa and the Tribal Areas are characterized as "mild" which is characteristic of flavours of the Central Asian region. International cuisine and fast food are popular in the cities. Blending local and foreign recipes (fusion food), such as Pakistani Chinese cuisine, is common in large urban centres. Furthermore, as a result of lifestyle changes, ready-made masala mixes (mixed and ready to use spices) are becoming increasingly popular. However, given the diversity of the people of Pakistan, cuisines generally differ from home to home and may be different from the mainstream Pakistani cuisine.</p>
<p>What are the different types of soup? https://theculinarycook.com/types-of-soup-you-need-to-know/</p>	<p>These include:</p> <ul style="list-style-type: none"> • Broth soups • Consommés • Cream Soups • Velouté-based soups • Puree soups • Bisques • Chowders
<p>What do I need to know about meat dishes? https://www.revolvy.com/topic/Pakistani%20meat%20dishes</p>	<p>Meat and grilled meat has played an important part in Pakistan region for centuries. Sajji is a Baluchi dish from Western Pakistan, made of lamb with spices, that has also become popular all over the country. Another Balochi meat dish involves building a</p>

	<p>large outdoor fire and slowly cooking chickens. The chickens are placed on skewers which are staked into the ground in close proximity to the fire, so that the radiant heat slowly cooks the prepared chickens.</p> <p>Kebabs are a staple item in Pakistani cuisine today, and one can find countless varieties of kebabs all over the country. Each region has its own varieties of kebabs but some like the Seekh kebab, Chicken Tikka, and S(Beef)i kebab are especially popular varieties throughout the country. Generally, kebabs from Balochistan and the Khyber Pakhtunkhwa tend to be identical to the Afghan style of barbecue, with salt and coriander being the only seasoning used. Regional kebab recipes from Karachi and the wider Sindh region is famous for its spicy kebabs, often marinated in a mixture of spices, lemon juice and dahi (yogurt). Barbecued food is also extremely popular in some cities of Punjab such as Lahore, Gujranwala and Sialkot. Al-(Beef)ra Restaurant and Bundu Khan kebab House are famous throughout Pakistan for their taste and variety of kebabs. Kebab shops are said to be the most profitable food businesses in Pakistan.</p>
<p>What do I need to know about rice dishes? https://en.wikipedia.org/wiki/Pakistani_rice_dishes</p>	<p>Pakistani rice dishes are very popular in most regions of Pakistan, which is a major exporter and consumer of rice. Basmati is typically used, and rice dishes are sometimes eaten mixed with other dishes.</p> <p>The most simple dish of Pakistani cuisine is plain cooked rice (chawal) eaten with dal (lentil). Khichdi is plain cooked rice cooked with dal. The Karhi chawal is plain cooked rice eaten with karhi. Biryani is cooked with beef, lamb, chicken, fish or shrimp.</p>
<p>Why wear protective clothing in the kitchen? https://www.nisbets.co.uk/protectiveclothing</p>	<p>Kitchens are hot, busy and dangerous places to work. Hot ovens, open fires, and sharp knives all add to the risk of injury. Even to most experienced of chefs. Wearing PPE when working in a kitchen helps you to prevent injury by protecting you from burns, cuts and more.</p>
<p>Why wear protective clothing when working with food? https://www.nisbets.co.uk/protectiveclothing</p>	<p>Wearing protective clothing when preparing and cooking food helps to protect both your customers and yourself. Food safe gloves and hair nets help you to hygienically prepare food and prevent foreign objects in falling in to food. Clean aprons, gloves, towels and more will help you to hygienically prepare food, protecting your customers</p>

	<p>from food poisoning or injury. Clothing can also help to protect you from injury when working with food too.</p>
<p>What protective clothing should be worn when cleaning? https://www.nisbets.co.uk/protectiveclothing</p>	<p>Commercial cleaning chemicals can be dangerous if not use correctly or if you're not wearing the right protective equipment. Strong acids can damage skin and eyes, so wearing the right protective clothing and equipment is crucial to maintaining safety.</p> <p>Safety goggles are the best way to protect your eyes from accidental splashes of cleaning fluids. They are made from strong plastics and rubbers that make them comfortable to wear whilst giving you reliable protection. Goggles offer more protection when using chemicals as they have a surround that hugs your face, leaving no gaps for liquids to get in. Cleaning staff should also use rubber gloves to protect their skin from burns and irritation. These are available in a range of lengths and thicknesses to offer different levels of protection. Colour coded gloves are perfect for washing up and light duty cleaning, whilst long length, heavy duty gloves are great for use with strong chemicals or tricky cleaning tasks such as cleaning ovens.</p> <p>Waterproof aprons prevent damage to your clothing and add a layer of protection on top of your lab coat or overalls. They are available in both heavy and light duty variations for different tasks and environments; from washing dishes to bleaching floors. You can also use tabards rather than waterproof aprons. These often come with pockets for storing cleaning equipment, such as cloths and sprays. These aren't waterproof however, so are best suited to general cleaning duties such as dusting, polishing and vacuuming.</p>
<p>Why food hygiene is important to your business? https://www.1stcommercialcleaning.co.uk/why-food-hygiene-is-important-to-your-business/</p>	<p>When it comes to food hygiene it should be a number one priority for your business. It's very important that you and all your staff understand and know what food hygiene is to prevent contamination. It's crucial to be aware how it spreads so you then know how to avoid it.</p> <p>To practice good food hygiene your business should be remembering the 4c's of hygiene-</p> <ul style="list-style-type: none"> • Cross-Contamination -the prevention of the spread of bacteria. • Cleaning -effective and deep cleaning to minimize risk. • Chilling -food stored properly to prevent harmful bacteria from growing.

	<ul style="list-style-type: none"> • Cooking -proper cooking to kill harmful bacteria in food. <p>When cleaning commercial kitchens it's important that the clean is effective and kills all of the harmful bacteria which could spread into the food. If harmful bacteria did get into food it would be a serious issue. When surfaces are cleaned properly they will prevent cross-contamination and the chance of food poisoning.</p> <p>The storage of food is also important to keeping your business hygienic. Refrigerators and Freezers should be cleaned regularly inside and out to prevent cross-contamination.</p> <p>For a more effective and deeper clean its vital to get a highly experienced and fully trained cleaner in. They will disinfect and clean everything to a significantly higher standard and most importantly make your business more hygienic and a safer environment to work in.</p>
<p>What is HACCP? https://www.food.gov.uk/business-guidance/hazard-analysis-and-critical-control-point-haccp</p>	<p>HACCP is a way of managing food safety hazards. Food safety management procedures should be based on HACCP principles.</p> <p>HACCP involves:</p> <ul style="list-style-type: none"> • looking closely at what you do in your business, what could go wrong and what risks there are to food safety • identifying any critical control points the areas a business needs to focus on to ensure those risks are removed or reduced to safe levels • deciding what action you need to take if something goes wrong • making sure that your procedures are being followed and are working • keeping records to show your procedures are working <p>It is important to have food safety management procedures that are appropriate for your business.</p>
<p>Why is handwashing important? http://www.handinspection.co.uk/Pages/food1</p>	<p>Food production workers and foodservice personnel must be taught to use correct hand and fingertip washing, by management, in preparation for work. Regulatory authorities do not require the use of a fingernail brush. However, correct use of a fingernail brush to wash hands and fingertips is the best way to assure removal of transient microorganisms.</p>

	<p>Clearly, the food preparation industry has so many areas of possible contamination and there are an enormous variety of infections possible from the types of food handled from raw meats, vegetables, pastries, eggs, milk, and pre-prepared / cook-chill manufacture but the principals are a constant – that being, without good hygiene and hand washing practices, the risks are potentially enormous.</p>
<p>What types of hazards are there in a commercial kitchen?</p>	<p>Types of hazards to be found in the kitchen include</p> <ul style="list-style-type: none"> • 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)

Test Yourself (Multiple Choice Questions)

MODULE 1

- Question 1** Why is it important to determine the current and future levels of bookings for the kitchen's food and beverage service outlet
- A To enable the sous chef to make changes to the menus if necessary
 - B To allow training to take place for extra staff that may be required
 - C To ensure that there are sufficient staff available to provide the kitchen service
 - D To check that the kitchen budget is sufficient to deliver the kitchen service
- Question 2** Which **TWO** pieces of information should be included in a briefing to a kitchen team?
- A The cost of different dishes
 - B The number of bookings expected
 - C Special menu items or requirements
 - D The time that stores will be delivered

- Question 3** Why is stock rotation important for kitchen operations?
- A Food loses quality and may be wasted the longer it is kept
 - B Menu items may need to be changed if stock is not rotated
 - C Poor stock rotation will impact directly on the prices for certain dishes
 - D Kitchen staff may become confused if stock is not rotated

- Question 4** Why is the FIFO method of stock control used?
- A The price of stock won't change
 - B The newest stock is used first
 - C The oldest stock is used first
 - D New stock is always available

- Question 5** What **TWO** ways can a Chef de Partie use to actively support the team?
- A Checking what time stores will deliver the food required for the shift
 - B Checking how many bookings are expected
 - C Helping a cook directly with their preparation tasks
 - D Asking others to help a cook with their preparation tasks

MODULE 2

- Question 6** Which **TWO** of the following are important reasons for a chef de partie to ask associates and cooks questions about their work?
- A To check their understanding
 - B To find new recipes
 - C To monitor their work
 - D To ensure customer satisfaction

- Question 7** What does the term 'yield' mean in food preparation and cooking situations?
- A The return on capital employed by the business
 - B The number of servings generated by a recipe
 - C The benefit of employing more staff
 - D The maximum capacity of the food service outlet

- Question 8** Which **TWO** of the following can be used to manage portion control?
- A Tasting
 - B Cutting
 - C Checking
 - D Measuring

- Question 9** Which of the following cleaning operations would require a hazard notice to be displayed?
- A Cleaning waste bins
 - B Cleaning work surfaces
 - C Cleaning fridges
 - D Cleaning floors

- Question 10** Which **TWO** of the following could result from an accident in the kitchen?
- A Wastage of food
 - B Loss of revenue
 - C Loss of documentation
 - D Wastage of power

MODULE 3

Question 11 Is the following statement true or false?

A TRUE

Verbal communication is a personal means of communication and should be utilized more than just emails or phone calls when possible

B FALSE

Question 12 Which **TWO** of the following can result from motivating the kitchen team?

A It will achieve higher yield levels

B It will reduce the level of accidents

C It improves interest and reduces boredom

D Team members will have greater job satisfaction

- Question 13** Which **TWO** of the following are ways for the chef de partie to directly support the sous chef?
- A Undertaking training and development of team members
 - B Maintaining own level of professionalism and standards
 - C Recording the outcomes of equipment and stores inspections
 - D Monitoring the work of associates and cooks on a daily basis

- Question 14** Which **TWO** of the following are ways for a chef de partie to create a friendly, professional environment which inspires teamwork
- A Checking the delivery of stores to the kitchen
 - B Developing a positive working environment
 - C Using social media to inform team members of their daily duties
 - D Encouraging good communications between team members

Question 15 What is the correct temperature for a refrigerator?

A $-2^{\circ} - +2^{\circ}$ C

B $0^{\circ} - 3^{\circ}$ C

C $3^{\circ} - 5^{\circ}$ C

D $5^{\circ} - 8^{\circ}$ C

MODULE 4

Question 16 Is the following statement true or false? A TRUE

A lack of protein will result on poor teeth and bones and general health B FALSE

- Question 17** Which of the following is a nutritional benefit of eating foods rich in fibre?
- A To provide energy
 - B To aid digestion
 - C To repair tissues
 - D To provide vitamins

- Question 18** What is the optimum temperature at which moulds will grow fastest?
- A 10° – 20° C
 - B 20° – 30° C
 - C 30° – 40° C
 - D 40° – 50° C

- Question 19** Which **TWO** of the following are ingredients that can be used in a marinade?
- A Eggs
 - B Oils
 - C Breadcrumbs
 - D Yogurt

- Question 20** Which of the following is a combination method of cooking?
- A Blind baking
 - B Simmering
 - C Griddling
 - D Stewing

MODULE 5

Question 21 Which of the following is a cold soup?

A Vichyssoise

B Consommé

C Bisque

D Purée

Question 22 Which of the following should be used to thicken minestrone soup?

A Brown roux

B Béc(Beef)el sauce

C Blond or white roux

D Beans or pasta

Question 23 Which of the following vegetable cuts should be used to garnish velouté of celery?

A Paysanne

B Julienne

C Florets

D Brunoise

Question 24 Is the following statement true or false?

A TRUE

Cream of velouté soups are healthier than purée soups

B FALSE

Question 25 What is the correct temperature for serving soups? A 50° C

B 65° C

C 75° C

D 90° C

MODULE 6

Question 26 Is the following statement true or false? A TRUE

Using a red chopping board to prepare beef steaks for cooking is likely to cause cross-contamination. B FALSE

- Question 27** Which **TWO** of the following are important reasons for hanging meat before use?
- A Hanging meat will ensure that proper stock rotation is practiced
 - B Hanging a carcass for longer will produce a more tender meat
 - C The process will reduce the time needed for preparation
 - D Natural enzymes will start to break down the meat tissues

- Question 28** Which of the following is important when checking the quality of beef or veal?
- A The fat should be dark and pink in colour
 - B The meat should be clean and bright in colour
 - C There should be no fecks of fat running through the meat
 - D The meat should have a fresh aroma and not smell stale

Question 29 Is the following statement true or false? A TRUE

Which parts of the animal offal comes from will affect how the offal is prepared and cooked B FALSE

Question 30 Which of the following cooking methods will produce a good flavoured dish from cheaper cuts of meat such as mutton or beef shin? A Deep frying

B Boiling

C Stewing

D Baking

MODULE 7

Question 31 Which of the following is the term used for poultry that have been fed on natural or traditional foods?

A Battery

B Free-range

C Organic

Question 32 Which of the following should be used to trim poultry before cooking?

A Boning knife

B 10-inch cook's knife

C Paring knife

D Carving knife

- Question 33** Which quick method of cooking should be used for poultry that has been cut into small manageable pieces of approximately the same size?
- A Blanching
 - B Sautéing
 - C Deep frying
 - D Braising

- Question 34** Is the following statement true or false?
- If the poultry is being prepared for a wet method of cookery such as stewing or braising, the poultry should be well-seasoned before cooking.
- A TRUE
 - B FALSE

- Question 35** Which of the following is the correct term for combining a cooked or un-cooked liquid with poultry joints or pieces prior to cooking?
- A Coating
 - B Seasoning
 - C Blanching
 - D Marinating

MODULE 8

- Question 36** Which is the correct colour of chopping board to use when filleting a flat fish?
- A Red
 - B Yellow
 - C Blue
 - D Brown

Question 37 Which **TWO** of the following ingredients are used when making batter for coating fish?

A Butter

B Eggs

C Oil

D Flour

Question 38 What term is used to describe fish that has been wrapped in paper in preparation for cooking?

A En crouete

B Meunière

C En papillotte

D Fricassée

Question 39 What term is used to describe prawns wrapped in filo pastry and deep fried?

A Wellington

B Empanadas

C Wasabi

D Dim Sum

Question 40 Which **TWO** of the following are reasons why fish should be coated in breadcrumbs or batter before deep frying?

A To provide a crispy texture to the fish

B To add to the flavour of the dish

C To protect the fish from the hot oil

D To meet the needs of customers

MODULE 9

Question 41 What term is used for rice that is round and after cooking is almost see-through and sticky? A Long grain rice

B Short grain rice

C Round rice

D Brown rice

Question 42 Is the following statement true or false? A TRUE

Brown rice is high in fibre but not as healthy as white rice B FALSE

Question 43 What term is used when cooking rice in butter or oil over a low heat?

- A Braising
- B Sweating
- C Stewing
- D Frying

Question 44 What happens to pasta when it is overcooked?

- A It dries out
- B It swells up
- C It loses its texture
- D It congeals

- Question 45** Which **TWO** of the following types of pasta can be stuffed with meat, vegetables or cheese prior to cooking?
- A Penne
 - B Farfalle
 - C Cannelloni
 - D Tortellini

MODULE 10

- Question 46** Which is the correct coloured chopping board to use when preparing okra for cooking?
- A Brown
 - B Yellow
 - C White
 - D Green

- Question 47** Which of the following do these quality points apply to?
Good green colour, no discoloration, no signs of wilting
- A Leeks
 - B Courgettes
 - C Chives
 - D Celery

- Question 48** What term is used to describe vegetables that have been cut into a small dice, 2mm x 2mm x 2mm?
- A Jardinière
 - B Macedoine
 - C Mirepoix
 - D Brunoise

Question 49 Which **TWO** of the following methods can be used to preserve vegetables?

A Bottling

B Pickling

C Salting

D Larding

Question 50 Which of the following is the correct explanation for 'blanching' of vegetables?

A It breaks down the structure, making them more pleasant to eat

B It reduces the amount of vitamin and minerals lost during cooking

C It kills the enzymes that cause their quality to deteriorate

D It tenderises them and helps them to soften and break down

MODULE 11

- Question 51** Which of the following is a derivative of hollandaise sauce?
- A Béarnaise sauce
 - B Mustard sauce
 - C Tartare sauce
 - D Suprême sauce
-
- Question 52** What would happen if a brown roux is burnt when cooking an Espagnole sauce?
- A The sauce will lose colour
 - B The sauce will taste bitter
 - C The sauce will need extra seasoning
 - D The sauce will need 'passing' before use

Question 53 What name is given to a rich, smooth sauce made from meat juices that have been lightly thickened with cornflour or arrowroot?

A Béc(Beef)el

B Jus-lié

C Bolognaise

D Velouté

Question 54 For sauces that are to be used immediately, why should a few knobs of butter be placed on top?

A It adds flavour

B It reduces seasoning

C It retains the heat

D It stops a skin forming

Question 55 What is the correct temperature for holding sauces prior to serving?

A 100° C

B 75° C

C 65° C

D 50° C

MODULE 12

Question 56 What **TWO** terms can apply to the quality of a cold sauce or dressing?

A Shine

B Temperature

C Consistency

D Emulsion

Question 57 What type of cold sauce is mayonnaise?

- A Thickened
- B Cream-based
- C Salsa-based
- D Emulsified

Question 58 What name is given to a cold sauce made of mayonnaise, gherkins and capers?

- A Ranch dressing
- B Tartare sauce
- C Cocktail sauce
- D Vinaigrette dressing

- Question 59** Which of the following is the reason why mayonnaise sauce splits?
- A The sauce was stored for too long
 - B The eggs were stale
 - C The oil was added too quickly
 - D Too much seasoning was added

- Question 60** What is the correct temperature for simmering dressings and cold sauces during the cooking process?
- A 85° – 92° C
 - B 90° – 97° C
 - C 95° – 102° C
 - D 102° – 105° C

MODULE 13

- Question 61** What name is given to the method where the yeast is allowed to produce carbon dioxide before it is added to the bulk of the flour?
- A Carboning
 - B Stretching
 - C Sponging
 - D Fermenting

- Question 62** Which **TWO** of the following outcomes are achieved by kneading dough?
- A It assists the development of gluten
 - B It prevents the dough from oxidising
 - C It ensures the yeast is distributed evenly
 - D It reduces the time needed for proving

- Question 63** Which of the following are the times and oven temperatures for baking bread rolls?
- A 230° C for 20-25 minutes
 - B 280° C for 20-25 minutes
 - C 230° C for 30-35 minutes
 - D 280° C for 30-35 minutes

- Question 64** Which **TWO** of the following will occur if baked dough products are left on the baking tray to cool down after baking?
- A The products will dry out quickly
 - B The base of the products will go soggy
 - C They will lose flavour
 - D They will create steam

- Question 65** What temperature should the oil be at for frying dough products such as doughnuts?
- A 140° C
 - B 160° C
 - C 180° C
 - D 200° C

MODULE 14

- Question 66** Which of the following is a laminated paste where fat has been sandwiched between layers of dough through folding?
- A Suet pastry
 - B Choux pastry
 - C Puff pastry
 - D Sweet pastry

- Question 67** Which **TWO** of the following are reasons why ingredients for short pastry should be cold before preparation?
- A It stops gluten developing in the flour
 - B It makes the pastry crisper once cooked
 - C It makes the pastry easier to roll out
 - D It prevents the pastry sticking to the tin

- Question 68** Is the following statement true or false?
- Gelatine is made from beef bones and is therefore not suitable for vegetarians
- A TRUE
 - B FALSE
 - C
 - D

- Question 69** Which of the following will occur if excess heat is used when cooking egg custard dishes?
- A The dessert will lose flavour
 - B The egg and the liquid will separate
 - C The egg mix will set too quickly
 - D The mixture won't bind with other ingredients

- Question 70** What ratio of egg white to sugar is needed when making meringue?
- A One part egg white to one part sugar
 - B One part egg white to two parts sugar
 - C One part egg white to three parts sugar
 - D One part egg white to four parts sugar

ANSWERS

MODULE 1

- Question 1** Why is it important to determine the current and future levels of bookings for the kitchen's food and beverage service outlet
C To ensure that there are sufficient staff available to provide the kitchen service
- Question 2** Which **TWO** pieces of information should be included in a briefing to a kitchen team?
B The number of bookings expected
C Special menu items or requirements
- Question 3** Why is stock rotation important for kitchen operations?
A Food loses quality and may be wasted the longer it is kept
- Question 4** Why is the FIFO method of stock control used?
C The oldest stock is used first
- Question 5** What **TWO** ways can a Chef de Partie use to actively support the team?
C Helping a cook directly with their preparation tasks
D Asking others to help a cook with their preparation tasks

MODULE 2

- Question 6** Which **TWO** of the following are important reasons for a chef de partie to ask associates and cooks questions about their work?
A To check their understanding
C To monitor their work
- Question 7** What does the term 'yield' mean in food preparation and cooking situations?
B The number of servings generated by a recipe

- Question 8** Which **TWO** of the following can be used to manage portion control?
- B Cutting
 - D Measuring
- Question 9** Which of the following cleaning operations would require a hazard notice to be displayed?
- D Cleaning floors
- Question 10** Which **TWO** of the following could result from an accident in the kitchen?
- A Wastage of food
 - B Loss of revenue

MODULE 3

- Question 11** Is the following statement true or false?
- Verbal communication is a personal means of communication and should be utilized more than just emails or phone calls when possible
- A TRUE
- Question 12** Which **TWO** of the following can result from motivating the kitchen team?
- C It improves interest and reduces boredom
 - D Team members will have greater job satisfaction
- Question 13** Which **TWO** of the following are ways for the chef de partie to directly support the sous chef?
- A Undertaking training and development of team members
 - C Recording the outcomes of equipment and stores inspections

- Question 14** Which **TWO** of the following are ways for a chef de partie to create a friendly, professional environment which inspires teamwork
- B Developing a positive working environment
- D Encouraging good communications between team members
- Question 15** What is the correct temperature for a refrigerator?
- C 3° – 5° C

MODULE 4

- Question 16** Is the following statement true or false?
- B FALSE
- A lack of protein will result on poor teeth and bones and general health
- Question 17** Which of the following is a nutritional benefit of eating foods rich in fibre?
- B To aid digestion
- Question 18** What is the optimum temperature at which moulds will grow fastest?
- B 20° – 30° C
- Question 19** Which **TWO** of the following are ingredients that can be used in a marinade?
- B Oils
- D Yogurt
- Question 20** Which of the following is a combination method of cooking?
- D Stewing

MODULE 5

- Question 21** Which of the following is a cold soup?
- A Vichyssoise

Question 22 Which of the following should be used to thicken minestrone soup? D Beans or pasta

Question 23 Which of the following vegetable cuts should be used to garnish velouté of celery? B Julienne

Question 24 Is the following statement true or false? B FALSE

Cream of velouté soups are healthier than purée soups

Question 25 What is the correct temperature for serving soups? B 65° C

MODULE 6

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