



**NATIONAL TRAINING PROGRAMME SPECIFICATION
DESIGNED TO FÁS STANDARD NO. QA58/01**

TRAINING TITLE
CULINARY SKILLS
Version 1. December 2012

Award Type: Special Purpose
Award Level: 3
Award Code: 3S0924
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Investing in your Future



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FÁS Training and Employment Authority
PO Box 456
27–33 Upper Baggot Street
Dublin 4
Ireland

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INTRODUCTION

FÁS has been involved in the delivery of training programmes through its network of training centres, workplace and community-based training initiatives since 1975. Development of partnerships between FÁS and locally based community and voluntary organizations provides a platform for the delivery of community-based learning opportunities, on the one hand, and the development of community-based resources and projects on the other.

The training programmes deliver a broad range of training nationally. They facilitate the development of individuals through local community projects, for example:

- Horticulture
- Tourism
- Childcare
- Genealogy research
- Construction
- Sports and fitness
- Heritage
- Archival
- Media
- Public health
- Equine
- Arts

These programmes, critically, provide a mechanism for FÁS to engage with individuals who for various reasons cannot avail of organized forms of learning delivered in an institutional context. The delivery of an education and training programme that is locally based has proven to be effective at promoting engagement in learning for such individuals, who otherwise would remain excluded.

Community-based training programmes primarily target people who, through social, personal or geographic factors, are disadvantaged in terms of access to the labour market or mainstream education and training courses. These programmes are unique in locating the training opportunities in geographic areas where no other suitable provision exists for the specific target group. Consequently, programmes are designed to provide a personalized and more intensive support to the participating learner than would normally be the case in mainstream education or training courses.

This programme can be accessed through FÁS-funded Community Training Centres, Specialist Training Providers and Local Training Initiatives. It may also be available in whole or in part through the FÁS network of training centres, based on demand. Learners participating in community-based training programmes develop areas of knowledge, skill, know-how and competence relevant to their identified needs.

The overall purpose of the programme is to assist learners achieve a **FETAC Level 3 Special Purpose Award in Culinary Skills** within the National Framework of Qualifications, to facilitate progression to further learning or work.

1. **PROGRAMME TITLE**

CULINARY SKILLS

2. **PROGRAMME STATUS**

Has the awarding body validated this training programme as meeting the standards for the award?

Yes

No

3. **PROGRAMME AIM**

The aim of the programme is to enable the learner to develop the relevant knowledge skill and competence to use a range of culinary skills in familiar situations, under direction and with limited autonomy.

Programme content includes preparation of a variety of meals while working effectively within a professional kitchen, and identification of the components of a healthy, balanced diet.

This programme leads to a FETAC **Level 3 Special Purpose Award in Culinary Skills.**

4. PROGRAMME LEARNING OUTCOMES

Learners will be able to:

1. Demonstrate a moderate range of knowledge of theoretical culinary concepts.
2. Demonstrate a limited range of practical and cognitive skills and tools in a variety of culinary situations.
3. Demonstrate the application of good communications, team working and quality awareness under direction and with limited autonomy, in a culinary environment.
4. Demonstrate a moderate knowledge of the organisation of a professional kitchen and the effects of cooking on a range of foods
5. Describe the impact of purchasing, storage, preparation and cooking on the nutritional value of foods
6. Explain basic principles of food safety, and comply with current food safety and hygiene legislation and regulations in personal and work practices
7. Prepare a variety of meals, milk-based desserts, salads and baked goods, demonstrating correct preparation and cookery techniques
8. Assist in the preparation of soups and sauces
9. Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes
10. Demonstrate a moderate knowledge of the human digestive system, the role of nutrients in the body, concept of a balanced diet, common dietary disorders and identify ingredients relevant to special dietary needs

5. PROGRAMME STRUCTURE

This training programme is designed to enable learners achieve the FETAC special purpose award at **level 3**:

Culinary Skills

This training programme must consist of three core module amounting to a total credit value of **20** credits.

Programme Module Title	Core or Elective	Credit value	FETAC Component Code	FETAC Component Title(s)	Assessment Techniques
Culinary Operations	Core	10	3N0549	Culinary Operations	Portfolio/Collection of Work 20%, Skills Demonstration 80%
Bread, Pastry and Desserts	Core	5	3N0522	Bread, Pastry and Desserts	Skills Demonstration 100%
Nutrition and Healthy Options	Core	5	3N0887	Nutrition and Healthy Options	Portfolio/Collection of Work 80%, Skills Demonstration 20%

- At local delivery level, the **Local Training Specification** will list the individual modules being offered to learners.
- At the point of programme delivery, monitoring of training shall be carried out to ensure compliance with Training Standards procedures and ensure the training programme being delivered meets FETAC's award requirements.

6. PROGRAMME DURATION

Typical learning effort required for the FETAC level 3 Special Purpose Award is 200 hours*	DURATION In Weeks
BREAKDOWN OF MINIMUM DURATION	
Total number of work experience hours (as per FÁS Operating Guidelines for the programme)	_____
Direct training input including assessment	6wks
Total duration	6wks

**The concept of typical learning hours includes reference to learner-trainer contact time, assessment, study periods, project work, supervised practice, reflection and work experience.*

- Durations may exceed times stated, depending on the identified needs of the learners.
- The programme may be run on a full- or part-time basis.
- All FÁS programmes are required to deliver an Induction module for all learners on commencement of their training.
- Information regarding the specific training modules being taken by learners and the sequence of delivery in each training location is contained in the Local Training Specification.

7. MODES OF TRAINING DELIVERY

- Directed training

8. TRAINING METHODS

A wide range of methods are employed, for example:

- Tutorials
- Presentations/demonstrations
- Exercises/assignments
- Supervized practice
- Portfolio development
- Project work
- Practical work training
- Simulated work environment
- Discussion groups/role play
- One-to-one supported training
- Peer learning
- Teamwork
- Coaching

11. AWARD TITLE, TYPE AND LEVEL IN THE NATIONAL FRAMEWORK OF QUALIFICATIONS

Type of award: Special Purpose

A FETAC **Level 3 Certificate**

Culinary Skills

12. REGISTRATION CODE

FETAC Special Purpose Award Code 3S0924

FÁS Programme Code [TBC]

13. LEGISLATIVE COMPLIANCE

The programme provider responsible for the delivery of the programme must ensure that effective compliance management policies and procedures are implemented.

14. RECOGNITION OF PRIOR LEARNING (RPL) IN RELATION TO PROGRAMME ACCESS

FÁS is committed, in principle, to the ongoing development of arrangements for the recognition of prior learning.

15. TRANSFER ARRANGEMENTS

On successful completion of the programme learners may transfer to programmes at the same level subject to the entry requirements for the programmes.

16. PROGRESSION ARRANGEMENTS

Learners may also progress to Level 4 programmes on the National Framework of Qualifications, subject to entry requirements.

17. STATEMENT OF PROTECTION FOR LEARNERS

In the event of unplanned cessation of the programme FÁS shall, in consultation with the learners, endeavour to make alternative arrangements for learners to continue their training.

18. LEARNERS' RIGHTS AND RESPONSIBILITIES

- All learners, on entry to the programme must participate in an Induction module.
- All learners, on induction, are provided with information on the programme structure, policies and procedures, as well as health and safety, complaints and grievance procedures.
- Learners must receive adequate training in health and safety and manual handling, where determined necessary, from a qualified trainer.

- Registration of learners for payment of allowances and insurance must take place on the first day of their programme. Programme management will have knowledge with regard to social protection entitlements of learners.
- Learners are kept informed by the Second provider project personnel/ manager/co-ordinator of any planned changes to the programme.
- All learners will be advised of the transfer and progression opportunities available to them on completion of the programme.

19. FACILITATING DIVERSITY

FÁS aims to ensure the reasonable accommodation of learners with permanent or long-term conditions, including visual or hearing difficulties, which they believe will significantly impair their performance in assessments.

Reasonable accommodation in assessments refers to modifications in how assessments are administered, while not compromising the integrity of the standards. Accommodation may include changes to presentation format, response format, test setting or test timing. The aim is to remove barriers that may prevent the learner from demonstrating their full level of attainment, while not giving any advantage.

The programme will therefore endeavour, where the provider has received sufficient advance notice, to facilitate learner diversity as follows:

- Information will be supplied to the learner in an appropriate format.
- There will be learner and staff feedback mechanisms on formative and summative assessments.
- In consultation and agreement with the FÁS Curriculum and Assessment Development Unit, adjustments will be made as necessary to assessment systems to accommodate learners' needs.
- The needs of the learner will be agreed with him/her. This will confirm to the learner the services they will receive from the programme.

20. LEARNER INFORMATION AND FEEDBACK

All learners are provided with information and opportunities for feedback at various stages in the programme.

- Induction
- Needs assessment
- Individual learning plan (ILP)
- Assessment results and feedback
- Learner feedback on their experience of the programme
- Trainer feedback to learner
- Specific programme support structures
- Work experience
- Reviews
- Monitoring
- Other supports, depending on learner needs.

21. TARGET LEARNER PROFILE

Learners who wish to progress to employment or further education and training through the attainment of a FETAC level 3 Special Purpose award in Culinary Skills.

Learners do not need any previous formal qualification.

The programme will suit learners who are ready to take on new tasks, can follow direction and are moving towards independent learning.

Any additional supports that are identified at recruitment stage will be accommodated where appropriate.

22. LEARNER SELECTION CRITERIA

- As per FÁS Operating Guidelines for the programme.

23. TRAINER/INSTRUCTOR NUMBERS

As per the FÁS Operating Guidelines for the programme.

24. TRAINER/INSTRUCTOR PROFILE

- Trainers must have up-to-date competencies to provide FETAC **level 3** quality vocational training and related services.
- The trainer/instructor should possess a relevant qualification or expertise in the subject matter area(s), as per the specific FÁS Programme Operating Guidelines.
- Trainers must meet FÁS trainer criteria.

25. ASSESSMENT AND AWARD SYSTEM

- The mix of programme modules the learner undertakes on the programme determines the assessment requirements.
- All the required modules are drawn from FÁS approved and FETAC validated training programmes.
- Assessment is scheduled to take place once the trainer/tutor has determined that the learner has had sufficient time to embed the learning.

23.a. Assessment Information

Relevant information as prescribed by FÁS and contained in the FÁS Assessment Instrument Specification for each module.

23.b. Award System

Type of Award: **Special Purpose Award**

Learners who successfully complete the required module receive the FETAC Level **3** Special Purpose Certificate **Culinary Skills**.

26. ASSESSOR PROFILE

Must comply with FÁS Training Standards requirements as outlined in Policy No. 6 'Fair and Consistent Assessment of Learners'.

27. RECORD SYSTEM

Examples of the types of records to be kept include:

- Planning and implementing training.
- Showing progress against individual learning plans (ILPs).
- Assessment reports.
- Assessment records.
- Monitoring.
- Administration.
- Training review report including improvement action plans.

28. TRAINING FACILITIES

The training facility must comply with all aspects of health and safety and workplace legislative requirements.

- Appropriate furniture, tools and equipment.
- Appropriate training and resource material.
- Appropriate project and capital equipment.
- Appropriate non-capital tools and equipment.
- Appropriate special facilities/equipment as identified in the Module Descriptor(s).

The training facility must comply with all specific validation requirements, as set out by FETAC, for all FETAC-accredited programme components.

As per the FETAC Specific Validation requirements, the provider must have access to the following to offer this award:

Access to a fully equipped kitchen in compliance with health and safety requirements and current legislation

29. REVIEW

Programme review will be carried out in accordance with FÁS Quality Assurance policy number 5.

Periodic reviews shall be undertaken to ensure that the training process continues to be relevant to learning needs, as well as to ensure continued alignment to a changing labour market.

Programme reviews include a comparison of training provision against the justification for training. This includes identified performance criteria such as feedback from learners, feedback from relevant stakeholders, labour market research, efficient management of resources, course waiting list data, placement, assessment and certification results.

An agreed national process will be implemented and monitored, and will contribute to a continuous improvement plan for the programme.

28. PROPOSED CENTRES FOR PROGRAMME DELIVERY

FÁS funded Community Training Centres, Specialist Training Providers and Local Training Initiatives. It may also be available in whole or in part through the FÁS network of training centres depending on demand.

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