



## ***Module Descriptor*** **Breakfast Cookery**

**Award Type: Minor**  
**Award Level: 3**  
**Award Code: 3N0895**  
**FÁS Assessment Code: 3N0895-051**  
**Validation Date: 22<sup>nd</sup> November 2011**  
**Revision 2.0**

## Module Descriptor

**Purpose:** The purpose of this module is to equip the learner with the relevant knowledge, skill and competence to prepare, cook and present basic nutritious breakfasts under supervision.

**Module Duration:** The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **50 (fifty) hours**.

**Learning Outcomes:** By the end of this module, the learner will be able to:

1. Explain the basic principles of food safety and associated legislation
2. Explain the organisation of a professional kitchen
3. Use kitchen terminology, weights and measures
4. Explain how different degrees of cooking affect various food groups or ingredients
5. Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes
6. Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering
7. Demonstrate basic techniques for preparation of hot and cold cereals and breads
8. Assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce
9. Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices
10. Demonstrate a basic understanding of the food cost and quality control cycle
11. Demonstrate the application of communications, safety awareness and quality awareness in breakfast cookery

## Key Learning Points

### Learning Outcome 1:

Explain the basic principles of food safety and associated legislation

#### Key Learning Points

- Defining common terms associate with food safety e.g. food borne illness, microorganism, cross contamination
- Common types of food borne illness
- Describing symptoms of food borne illness
- Role of microorganisms in food borne illness
- Preventing the spread of microorganisms
- Personal hygiene for food handlers
- Demonstrating effective hand washing
- Preventing cross-contamination
- Safe storage of food
- Temperature control in the storage of food
- Handling of raw/cooked foods
- Food safety standards to include HACCP (Hazard Analysis & Critical Control Point)
- Authorities responsible for ensuring that standards of food safety are met
- Differentiating between detergents and sanitizers
- Explaining how correct cooking temperatures reduces the risk of food borne illness
- Explaining the need for compliance with basic food safety requirements in Irish & EU law Reg (EC) No 178/2002 Personal Hygiene and Training Regulation (EC) No. 852/2004 is essential for food safety

### Learning Outcome 2:

Explain the organisation of a professional kitchen

#### Key Learning Points

- Professional kitchen
- Purpose of a professional kitchen
- Types of professional kitchen
- Work flow of a professional kitchen to include receiving goods, storing, preparing, cooking, serving, clearing used dishes, wash up and waste disposal
- Features of an efficient professional kitchen
- Features of a hygienic professional kitchen
- Maintaining hygiene in a professional kitchen
- Equipment in a professional kitchen
- Roles in a professional kitchen to include the roles of head chef, sous chef, pastry chef, commis chef, wait staff, kitchen porter and kitchen manager

**Learning Outcome 3:**

Use kitchen terminology, weights and measures

**Key Learning Points**

- Kitchen terminology
- Names of kitchen equipment, utensils and facilities
- Terminology for different kitchen tasks and roles
- Cooking terminology
- Terminology for weights and measures
- Weight abbreviations
- Types of equipment used for weights
- Using equipment for weights correctly to include weighing scales, measuring cups, spoons
- Measures to include pints, cups, litres
- Measure abbreviations
- Types of equipment used for measures
- Using equipment for measures correctly to include jugs, cups, ruler, measuring tape

**Learning Outcome 4:**

Explain how different degrees of cooking affect various food groups or ingredients

**Key Learning Points**

- Degrees of cooking used in order to achieve boiling, poaching, steaming, roasting, stewing, baking, frying and grilling
- Food groups
- Effects of temperature on food groups
- Effects of temperature on ingredients to include changes in colour, texture and consistency
- Terminology used to describe effects of cooking
- Degrees of cooking used to kill bacteria
- Temperatures suitable for storing food

**Learning Outcome 5:**

Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes

**Key Learning Points**

- Basic techniques of tasting
- Practising hygienic tasting methods
- Tasting at correct stages of cooking
- Identifying when food is ready for serving through tasting
- Recognising when food is not presentable
- Recognising when food is fresh
- Using quality labels to identify freshness
- Using senses (of taste, touch, sight, smell) to identify when food is fresh

- Adding appropriate seasonings
- Garnishes
- Selecting appropriate garnishes for breakfasts
- Techniques of adding garnish to finished dishes

#### **Learning Outcome 6:**

Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering

#### **Key Learning Points**

- Grilling food
- Demonstrating correct method of grilling
- Poaching food
- Demonstrating correct method of poaching
- Shallow frying food
- Demonstrating correct method of shallow frying
- Boiling
- Demonstrating correct method boiling
- Simmering
- Demonstrating correct method of simmering
- Applying correct health and safety procedures in each of the processes above

#### **Learning Outcome 7:**

Demonstrate basic techniques for preparation of hot and cold cereals and breads

#### **Key Learning Points**

- Types of cereals
- Hot cereals
- Cold cereals
- Methods of preparing hot cereals
- Using water or milk in preparation
- Adding correct quantities of water or milk to achieve desired consistency
- Presenting hot cereals for consumption
- Preparing cold cereals
- Suitable accompaniments for cereals
- Presenting cold cereals for consumption
- Using healthy eating awareness for preparing a variety of breakfasts
- Types of breads
- Slicing bread
- Toasting bread
- Suitable accompaniments for breads
- Preparing croissants or rolls
- Utensils and equipment used in preparing and presenting cereals and breads
- Attractive presentation of cereals and breads

**Learning Outcome 8:**

Assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience products

**Key Learning Points**

- Full Irish cooked breakfast
- Typical ingredients of a full Irish breakfast
- Assisting chef in preparing a full Irish cooked breakfast
- Assisting chef in presenting a full Irish cooked breakfast in a buffet
- Assisting chef in presenting a plated full Irish cooked breakfast
- Continental breakfast
- Typical ingredients of a continental breakfast
- Assisting chef in preparing a continental breakfast
- Assisting chef in presenting a continental breakfast in a buffet
- Assisting chef in presenting a plated continental breakfast
- Fresh produce
- Convenience produce
- Appropriate preparation of fresh produce
- Appropriate preparation of convenience produce

**Learning Outcome 9:**

Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices

**Key Learning Points**

- Food Safety Authority of Ireland Act 1998 (from the Safety Health and Welfare at work Act 1989)
- Responsibilities of the Food Safety Authority of Ireland
- Responsibilities of employer and employee according to legislation and standards
- Relevant authorities with responsibility for ensuring standards are met
- HACCP principles (Hazard Analysis & Critical Control Point)
- Demonstrating compliance with food safety and hygiene legislation and regulation at all times when working with food
- Demonstrating correct hygiene procedures at all times when working with food
- Personal Protective Equipment (PPE)

**Learning Outcome 10:**

Demonstrate a basic understanding of the food cost and quality control cycle

**Key Learning Points**

- Food cost
- Awareness of 'value for money'
- Identifying 'best value'
- Estimating costs of foods

- Minimising food wastage
- Using foods that are in season
- Freezing and refrigerating foods
- Portion control
- Quality control when working with food to include HACCP principles
- Reading quality labels on food
- Labelling food when storing
- Best before dates
- Use-by dates
- Shelf life of food
- 'First in-first out' method of using foods

## Assessment Specification

<b>Award Title</b>	<b>Breakfast Cookery</b>
<b>Award Type</b>	<b>Minor</b>
<b>FÁS Assessment Code:</b>	<b>3N0895-051</b>
<b>Award Code:</b>	<b>3N0895</b>
<b>Credit Value :</b>	<b>5</b>

<b>Learning Outcome</b>	<b>Performance Criteria (Knowledge, Skill &amp; Competence)</b>	<b>Assessment Techniques</b>	<b>Weighting</b>	<b>Assessment Instrument</b>	<b>Assessment Evidence</b>
L01	Knowledge	Portfolio	8%	Exercise E1	Exercise Sheet
L02	Knowledge	Portfolio	8%	Activity A1	Activity Sheet
L03	Skill	Skills Demonstration	10%	Learner Instructions S1	Assessment Sheet
L04	Knowledge	Skills Demonstration	5%	Learner Instructions S1	Assessment Sheet
L05	Skill	Skills Demonstration	5%	Learner Instructions S1	Assessment Sheet
L06	Skill	Skills Demonstration	15%	Learner Instructions S1	Assessment Sheet
L07	Skill	Skills Demonstration	13%	Learner Instructions S1	Assessment Sheet
L08	Skill	Skills Demonstration	15%	Learner Instructions S1	Assessment Sheet
L09	Competence	Skills Demonstration	6%	Learner Instructions S1	Assessment Sheet
L010	Skill Competence	Skills Demonstration	9%	Learner Instructions S1	Assessment Sheet
L010	Skill Competence	Portfolio	4%	Activity A2	Activity Sheet
L010	Competence	Portfolio	1%	Activity A3	Activity Sheet
L010	Competence	Portfolio	1%	Activity A3	Activity Sheet

Note: Learners in achieving the assessment requirements for Breakfast Cookery will, by default, have fulfilled some of the assessment requirements for Culinary Operations (3N0549) and Nutrition and Healthy Options (LO1) (3N0887)



## Suggested Learning Methodologies

- Practical Work Training
- Videos/DVDs
- Note Taking
- Discussion Groups
- Activities and Exercises
- Role Play
- Simulated Work Environment

## Specific Module Requirements

In order to offer this award the provider must have the following in place:

1. Access to a fully equipped kitchen in compliance with health and safety requirements and current regulations.

***The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager***

- Professional kitchen to include cooker (preferably gas), toaster and grill, Bain Marie or other hot-holding cupboard, fridge/freezer
- Equipment for weights and measures to include weighing scales, cups, spoons and jugs
- Saucepans
- Frying Pan
- Deep fat fryer
- Delph
- Cutlery
- Utensils
- Personal Protective Equipment (Apron, hairnet, shoes, etc)
- Video camera and/or camera for evidence of breakfast cookery

## Suggested Learning Resources

Targeting Hygiene, A practical guide to Hygiene and Safety for Food handlers.  
The theory of Catering. Kinton, Ceserani & Foskett  
Practical Cookery. Foskett, Ceserani & Kinton  
Junior Cert Home Economics text books

### **Generic Skills: Literacy and Numeracy**

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Breakfast Cookery.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Breakfast Cookery. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms relating to Breakfast Cookery to a **Key Word and Terminology Bank**. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

The learners will complete a **Word Search**. When the learners have gained sufficient practice and experience at word searches, each learner will make up 1 (one) Word Search/Quiz which will be completed by the group.

Learners will refer to **Using a Mathematical Glossary** and identify the symbols relevant to Breakfast Cookery.

### **Generic Skill: Teamwork and Communications**

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**.

Learners will take part in a **Teamwork Exercise** by designing, planning and carrying out a project which will incorporate group discussions.

The learners will complete the **Team Review Sheet** after completing the Teamwork exercise.

**Recommended by:** \_\_\_\_\_

Manager Training Policy Development and Support

**Approved by:** \_\_\_\_\_

Director Training Policy Development and Support