



**Foras Áiseanna Saothair**  
Training & Employment Authority

## ***Module Descriptor*** **Culinary Operations**

**Award Type: Minor**  
**Award Level: 3**  
**Award Code: 3N0549**  
**FÁS Assessment Code: 3N0549-047**  
**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 knowledge, skill and competence to prepare, cook and present a limited range of nutritious meals

**Module Duration:** The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **100 (one hundred) 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. Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes
6. Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes
7. Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing and deep fat frying
8. Assist in preparing and presenting a full cooked and continental breakfast, plated and buffet style, using a range of fresh and convenience produce
9. Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces
10. Assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and vegetable dishes
11. Assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches
12. Reconstitute a range of convenience or pre-prepared foods
13. Comply with current food safety and hygiene legislation and regulations in personal and work practices
14. Demonstrate a basic understanding of the food cost and quality control cycle.

## 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

### 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, 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, 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
- Abbreviations for weights
- Types of equipment used for weights
- Using equipment for weights correctly to include weighing scales, measuring cups, spoons
- Measures to include pints, cups, litres
- Abbreviations for measures
- 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, 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:**

Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes

**Key Learning Points**

- Identifying fresh cuts of meat, to include checking use-by dates, checking colour, smell and textures
- Identifying cuts of meat appropriate to recipe
- Recognising spoiled meat
- Identifying suitable cuts of poultry, to include checking use-by dates, checking colour, smell and textures
- Recognising spoiled poultry
- Identifying suitable cuts of fish, to include checking use-by dates, checking colour,

smell and textures

- Identifying cuts of fish appropriate to recipe
- Recognising spoiled fish
- Identifying suitable vegetables, to include checking use-by dates, checking colour, smell and textures
- Recognising 'gone-off' vegetables

### **Learning Outcome 6:**

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 recipes
- Techniques of adding garnish to finished dishes

### **Learning Outcome 7:**

Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing and deep fat frying.

#### **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
- Stewing
- Demonstrating correct method of stewing
- Deep fat frying
- Demonstrating correct method of deep fat frying
- Applying correct health and safety procedures in each of the processes above

**Learning Outcome 8:**

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

**Key Learning Points**

- Full cooked breakfast
- Typical ingredients of a full cooked breakfast
- Assisting chef in preparing a full cooked breakfast
- Assisting chef in presenting a full cooked breakfast in a buffet
- Assisting chef in presenting a plated full 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:**

Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces

**Key Learning Points**

- Stocks
- Typical ingredients in stocks
- Uses of stocks
- Assisting chef in preparing a range of fresh and convenience stocks
- Soups
- Typical types of soups
- Methods of preparing fresh soups
- Convenience methods of preparing soups
- Assisting chef in preparing and presenting a range of fresh and convenience soups
- Suitable garnishes for different types of soups
- Techniques of adding garnishes to soups
- Types of sauces
- Methods of preparing fresh sauces
- Convenience methods of preparing sauces
- Assisting chef in preparing and presenting a range of fresh and convenience sauces

**Learning Outcome 10:**

Assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and vegetable dishes

**Key Learning Points**

- Recipes for meat dishes
- Recipes for poultry dishes
- Recipes for fish dishes
- Farinaceous dishes
- Recipes for farinaceous dishes
- Recipes for vegetable dishes
- Reading recipes
- Preparing ingredients as per recipes
- Assisting chef in the preparation and presentation of meat, poultry, fish, farinaceous and vegetable dishes as per recipes
- Using kitchen equipment and utensils
- Cleaning kitchen after preparation

**Learning Outcome 11:**

Assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches

**Key Learning Points**

- Salads
- Assisting chef in preparing and presenting fresh and convenience salads
- Dressings
- Uses of dressings
- Identifying appropriate dressings for salads
- Assisting chef in preparing and presenting fresh and convenience dressings
- Typical types of sandwiches
- Methods of preparing sandwiches
- Assisting chef in preparing and presenting fresh and convenience sandwiches

**Learning Outcome 12:**

Reconstitute a range of convenience or pre-prepared foods

**Key Learning Points**

- Reconstituting foods
- Reasons for convenience foods
- Advantages and disadvantages of convenience foods
- Comparison of costs between fresh and convenience foods
- Typical types of foods which can be reconstituted
- Reconstituting convenience foods for safe consumption
- Methods of reconstituting foods
- Dried foods
- Reconstituting pre-prepared foods for safe consumption

- Reheating frozen foods
- Dangers of not reconstituting or reheating safely

**Learning Outcome 13:**

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

- 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
- Basic understanding of 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 14:**

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
- 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>Culinary Operations</b>
<b>Award Type</b>	<b>Minor</b>
<b>FÁS Assessment Code:</b>	<b>3N0549-047</b>
<b>Award Code:</b>	<b>3N0549</b>
<b>Credit Value :</b>	<b>10</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	7%	Exercise E1	Exercise Sheet
L02	Knowledge	Portfolio	7%	Activity A1	Activity Sheet
L03	Skill	Skills Demonstration	5%	Learner Instructions S1	Assessment Sheet
L04	Knowledge Skill	Skills Demonstration	5%	Learner Instructions S1	Assessment Sheet
L05	Skill	Skills Demonstration	5%	Learner Instructions S3	Assessment Sheet
L06	Skill	Skills Demonstration	5%	Learner Instructions S1	Assessment Sheet
L07	Skill	Skills Demonstration	5% + 5%	Learner Instructions S1, S3	Assessment Sheet
L08	Skill	Skills Demonstration	7.5%	Learner Instructions S1	Assessment Sheet
L09	Skill	Skills Demonstration	7.5%	Learner Instructions S2	Assessment Sheet
L010	Skill	Skills Demonstration	7.5%	Learner Instructions S3	Assessment Sheet
L011	Skill	Skills Demonstration	7.5%	Learner Instructions S2	Assessment Sheet
L012	Skill	Skills Demonstration	5%	Learner Instructions S3	Assessment Sheet
L013	Competence	Skills Demonstration	3% + 3% + 3%	Learner Instructions S1, S2, S3	Assessment Sheet
L014	Skill Knowledge	Skills Demonstration	2% + 2% + 2%	Learner Instructions S1, S2, S3	Assessment Sheet
L014	Knowledge Skill	Portfolio	4%	Activity A2	Activity Sheet
L014	Competence	Portfolio	1%	Activity A3	Activity Sheet
L014	Competence	Portfolio	1%	Activity A4	Activity Sheet

Note: Learners in achieving the assessment requirements for Culinary Operations will, by default, have fulfilled all of the assessment requirements for Breakfast Cookery (3N0895) and LO1 of Nutrition and Healthy Options (3N0887).

## Suggested Learning Methodologies

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

## Specific Module Requirements

The provider must have all of the following in place to offer this award:

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

***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***

- Ingredients for all selected recipes
- Fully equipped professional kitchen to include cooker (preferably gas), toaster and grill, Bain Marie or other hot-holding cupboard, fridge/freezer, deep fat fryer
- Equipment for weights and measures to include weighing scales, cups, spoons and jugs
- Personal Protective Equipment (apron, hairnet, shoes, etc)

## Suggested Learning Resources

### **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 Culinary Operations.

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 Culinary Operations. 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 Plant Identification 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 Culinary Operations.

### **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.

Targeting Hygiene, A practical guide to Hygiene and Safety for food handlers.  
The theory of Catering. Kinton, Ceserani & Foskett  
Practical Cookery – Foskett, Ceserani & Kinton  
HSE, Cook It, Leaders Training Programme.

**Recommended by:** \_\_\_\_\_  
Manager Training Policy Development and Support

**Approved by:** \_\_\_\_\_  
Director Training Policy Development and Support