



Module Descriptor

Short Order Cooking

Award Type: Minor
Award Level: 4
Award Code: 4N1151
Validation Date: 10th July 2012

Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to perform basic food preparation tasks and prepare, under direction, a selection of breakfast and lunch menu items.

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **150** (one hundred and fifty) **hours**.

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

1. Explain how a professional kitchen is organized.
2. Outline the classification and essential qualities of a range of basic commodities.
3. Explain the need for hygiene control in the preparation and storage of foods.
4. Describe the commodities, equipment, preparation techniques and cookery processes used in relation to breakfast cookery, baked goods and simple lunch dishes.
5. State the principles of storage in relation to dry goods, frozen food, chilled food and fresh vegetables.
6. Carry out basic cookery processes, including grilling, poaching, simmering, boiling, and shallow and deep fat frying.
7. Set up mise-en-place.
8. Prepare a variety of fruit and vegetables, ensuring that waste is discarded appropriately.
9. Prepare the following using a range of fresh and convenience foods:
 - Cooked breakfast
 - Plated and buffet continental breakfast
 - Hot and cold cereals
 - Bread and scones
 - Salads (including dressings).

10. Prepare a range of hot and cold sandwiches using a variety of fillings, including packaging and display.
11. Prepare a counter display of menu items.
12. Use a range of cooking equipment, utensils, serving dishes, and portion control equipment and procedures.
13. Take personal responsibility for each food item produced.
14. Demonstrate best practice in food hygiene and workplace safety.

Key Learning Points

Learning Outcome 1:

Explain how a professional kitchen is organized.

Key Learning Points

- Professional kitchen.
- Difference between a domestic and a professional kitchen.
- Purpose of a professional kitchen.
- Workflow of a professional kitchen, to include receiving goods, storing, preparing, cooking, serving, clearing up, wash up and waste disposal.
- Purpose and stages of hazard analysis and critical control points (HACCP).
- Zoning.
- Equipment in a professional kitchen.
- Roles of a professional kitchen, to include the roles of head chef, sous chef, pastry chef, commis chef, wait staff and kitchen porter.
- Types of professional kitchens, to include hotel, restaurant, fast-food, café, pub and school.

Learning Outcome 2:

Outline the classification and essential qualities of a range of basic commodities.

Key Learning Points

- Describing 'basic commodities', to include meat, poultry, fish, vegetables, fruit, dairy, pasta and rice.
- Types of meats, to include beef, lamb, bacon, pork, veal, venison and offal.
- Quality points to look for when purchasing and using meat, to include source, traceability, colour, fat, texture, bone, smell, best before date and temperature on delivery.
- Types of poultry, to include chicken, turkey, duck, goose, guinea fowl and pigeon.
- Quality points to look for when purchasing and using poultry, to include source, traceability, colour, skin undamaged, fat, texture, smell, best before date and temperature on delivery.
- Types of fish, to include oily, white and shellfish.
- Quality points to look for when purchasing and using fish, to include source, traceability, season, smell, texture, best before date and temperature on delivery.
- Classification of vegetables, to include root, tuber, bulb, leafy, brassicas, pod, seed, stem, fruit and fungi.
- Quality points to look for when purchasing vegetables, to include source, traceability, season, colour, texture, no blemishes, freshness, firmness and size.



- Classification of fruit, to include hard, soft, citrus and tropical.
- Quality points to look for when purchasing fruit, to include source, traceability, season, colour, texture, no blemishes, freshness, firmness and size.
- Quality points to look for when purchasing and using eggs, to include source, traceability, best before date and freshness.
- Types of dairy products, to include milk, cheese and yoghurt.
- Identifying freshness in dairy produce.

Learning Outcome 3:

Explain the need for hygiene control in the preparation and storage of foods.

Key Learning Points

- Personal hygiene for food handlers.
- Legal responsibility of all food handlers in relation to food hygiene.
- Compliance with food safety and hygiene legislation and regulation.
- Common causes of food poisoning.
- Cross-contamination, to include direct and indirect.
- Kitchen hygiene in the preparation of foods.
- Kitchen hygiene in the storage of foods.
- Temperature control in the storage of foods.
- Role of the Food Safety Authority.
- Introduction to the Health and Safety at Work Act 1989, to include the responsibilities of employees and employer.
- Hazard analysis and critical control points (HACCP), identifying potential hazards in the kitchen.
- Personal protective equipment for a kitchen.

Learning Outcome 4:

Describe the commodities, equipment, preparation techniques and cookery processes used in relation to breakfast cookery, baked goods and simple lunch dishes.

Key Learning Points

- Typical ingredients used for different types of breakfasts, to include Irish, continental, and buffet.
- Equipment for breakfast cooking, to include oven, grill, cooker, hob, deep fat fryer, small equipment and utensils, and bain-marie.
- Cookery processes and preparation techniques involved in breakfast cookery.
- Describing grilling, frying, boiling, deep-fat frying and poaching.
- Typical breakfast foods used for each of the processes above.
- Typical types of baked goods, to include breads, scones, pastries and sponges.
- Basic ingredients used in baked goods.
- Equipment used in baking.

- Preparation techniques for baked goods, to include measuring, weighing, mixing, kneading, rolling, folding and baking.
- Identifying typical types of simple lunch dishes, to include a range of dishes for meat, poultry, fish, vegetables, pasta, rice, soup, sandwiches and rolls.
- Equipment for simple lunch dishes, to include oven, cooker, hob, deep fat fryer, steamer, small equipment and utensils.
- Cleaning of large equipment.
- Cleaning of small equipment and utensils.
- Preparation techniques for simple lunch dishes, to include peeling, slicing, dicing, chopping and shredding.
- Cookery processes involved in simple lunch dishes, to include boiling, frying, deep fat frying, stewing, baking and steaming.

Learning Outcome 5:

State the principles of storage in relation to dry goods, frozen food, chilled food and fresh vegetables.

Key Learning Points

Storage of dry goods:

- Criteria for a well designed dry goods storage facility.
- FIFO (first in, first out) system.
- Storage checks.
- Procedure to deal with a blown can.
- Necessity of a good storage system.
- Separate storage of chemicals.

Storage of frozen food:

- Typical temperatures used for frozen goods.
- Importance of correct temperature.
- Labelling.
- FIFO.
- Segregation of foods.
- Reasons for segregating frozen foods.
- Cleaning of freezer.
- Hazards of working with frozen goods, to include freezer burn.

Storage of chilled foods:

- Reasons for segregating chilled foods.
- Separating raw and cooked foods.
- Cross-contamination.
- Correct temperatures.
- Managing perishable foods.
- 'High-risk' food.

Storage of fresh vegetables:

- Importance of cool, dry storage.
- Identifying where contamination could occur.
- Refrigeration where appropriate.

Learning Outcome 6:

Carry out basic cookery processes, including grilling, poaching, simmering, boiling, and shallow and deep fat frying.

Key Learning Points

- Demonstrating correct methods of grilling, taking into account the ingredients, temperature, rules and safety points.
- Different types of grilling, to include over heat, under heat and between heat.
- Demonstrating correct methods of poaching, taking into account the ingredients, temperature, rules and safety points.
- Different ways of poaching, to include deep poaching and shallow poaching.
- Demonstrating correct method of simmering, taking into account the ingredients, temperature, rules and safety points.
- Demonstrating correct method of boiling, taking into account the ingredients, temperature, rules and safety points.
- Demonstrating correct methods of shallow frying, taking into account the ingredients, temperature, rules and safety points.
- Demonstrating correct method of deep fat frying, taking into account the ingredients, temperature, rules and safety points.

Learning Outcome 7:

Set up mise-en-place.

Key Learning Points

- Describing what is meant by 'mise-en-place'.
- Benefits of mise-en-place.
- Techniques involved in preparation, to include measuring, weighing, peeling, chopping, slicing and dicing.
- Planning mise-en-place based on dishes to be served.
- Identifying correct order for preparation of ingredients.
- Organizing tools, equipment and ingredients for preparation.
- Setting up trays with mise-en-place.
- Ensuring prepared ingredients are kept as fresh as possible.

Learning Outcome 8:

Prepare a variety of fruit and vegetables, ensuring that waste is discarded appropriately.

Key Learning Points

- Correct washing technique used for preparation of a variety of fruit – hard, soft, citrus and tropical.

- Techniques used in the preparation of a variety of fruit, to include peeling, de-seeding, coring, chopping and segmenting.
- Correct washing technique used for preparation of a variety of vegetables.
- Techniques used in the preparation of a variety of vegetables, to include peeling, de-seeding, chopping, slicing and dicing.
- Identifying the most appropriate preparation technique for a variety of fruit and vegetables.
- Safe disposal of food waste.
- Safe disposal of non-food waste.
- Recycling of food waste where possible, to include composting.
- Handling dangerous waste (glass, chemicals).
- Disposing of dangerous waste in a safe manner.
- Legislation regarding disposal of waste.

Learning Outcome 9:

Prepare the following using a range of fresh and convenience foods:

- Cooked breakfast.
- Plated and buffet continental breakfast.
- Hot and cold cereals.
- Bread and scones.
- Salads (including dressings).

Key Learning Points

Cooked breakfast :

- Preparing cooked breakfast with appropriate ingredients.
- Demonstrating cookery processes correctly.
- Batch cooking for small groups.
- Bulk cooking for big groups.
- Fresh foods for cooked breakfast, for example sausage, rasher, egg, tomato and mushroom.
- Convenience foods for cooked breakfast, for example hash brown and beans.

Plated and buffet continental breakfast:

- Preparing plated breakfast using fresh and convenience foods.
- Attractive plating of continental breakfasts.
- Preparing buffet breakfast using fresh and convenience foods, including yoghurt, cheese, cereals, breads, juices, meats and egg dishes.
- Countries that typically serve continental breakfast.

Hot and cold cereals:

- Preparing hot cereal ensuring correct temperature.
- Preparing cold cereal.

Bread and scones:

- Preparation and production of bread – both fresh and convenience.
- Preparation and production of scones – both fresh and convenience.

Salads (including dressings):

- Preparing fresh salads.
- Preparing convenience salads using dressings as appropriate.

Learning Outcome 10:

Prepare a range of hot and cold sandwiches using a variety of fillings, including packaging and display.

Key Learning Points

- Preparation of cold sandwiches, to include open and filled sandwiches.
- Preparation of toasted sandwiches, to include using cooked meat, cheese and onion.
- Variety of/typical fillings for cold sandwiches, to include meats, fish and salads.
- Variety of/typical fillings for hot sandwiches, to include meats and cheeses.
- Packaging and presentation, to include sandwich boxes/baskets and plate presentation.
- Plate presentation used in open sandwiches and filled sandwiches.
- Labelling, to include handwritten label or machine-printed label.
- Regulations for labelling, to include use by dates, list of ingredients and timescale for consumption.
- Display of sandwiches in a cold unit.

Learning Outcome 11:

Prepare a counter display of menu items.

Key Learning Points

- Equipment used for counter displays.
- Establishing the appropriate display for the various items in menu.
- Checking equipment, to include correct temperature, lights are working, undamaged plugs, wires not frayed and cleanliness of hot cabinet and chilled cabinet.
- Reporting any defects.
- Stocking of non-consumable items, to include crockery, cutlery, glassware, napkins, promotional material and cruets.
- Stocking of consumable items in an attractive manner in a hot cabinet according to menu description.
- Recording temperature of food items in hot cabinet.
- Stocking of consumable items in an attractive manner in a cold cabinet according to menu description.
- Recording temperature of food items in cold cabinet.

Learning Outcome 12:

Use a range of cooking equipment, utensils, serving dishes, and portion control equipment and procedures.

Key Learning Points

- Using large electrical equipment, to include oven, deep fat fryer and grill top.
- Using large gas equipment, to include cooker hob and salamander.
- Using small equipment, to include pots, pans and trays.
- Using selection of utensils,
- Using serving dishes, to include plates, bowls and dishes.
- Using portion control equipment, to include ladles, scoops and spoons.
- Using all equipment and utensils in a safe, efficient and hygienic manner.
- Adhering to company policies in relation to portion control.
- Procedures for portion control.

Learning Outcome 13:

Take personal responsibility for each food item produced.

Key Learning Points

- Taking pride in food produced.
- Ability to receive and take on board constructive criticism.
- Ensuring that food produced is of high quality.
- Making sure no sub-standard foods are sent out for consumption.
- Ensuring that ingredients used are fresh and in date.
- Presenting foods attractively.

Learning Outcome 14:

Demonstrate best practice in food hygiene and workplace safety.

Key Learning Points

- Reasons for food hygiene when dealing with deliveries, dry good storage, storage of perishables and frozen foods.
- Food hygiene in relation to defrosting, contamination, reheating, cooling and freezing.
- Food hygiene in relation to handling of hot food, display of cold food, service of food.
- Personal hygiene, to include hand washing, daily hygiene routine, and handling of equipment and utensils.
- Food poisoning, to include harmful bacteria and food poisoning controls.
- Cleaning, to include cleaning schedule, products and personnel.
- Pest control, to include prevention and controls.
- Fire safety, to include causes and prevention, types of fire fighting equipment, and evacuation procedures.
- First aid, to include burns, scalds, bleeding and shock.

- Awareness of location of first aid equipment and any trained first aid personnel.
- Disposal of waste in appropriate bins.
- Recognising hazards, to include mechanical, physical, chemical, environmental, biological and organizational.
- Recognizing risks and controlling them.
- The Safety, Health and Welfare at Work Act 1989.
- Food Hygiene Regulations 1950-1971.

Assessment Specification

Award Title	Short Order Cooking
Award Type	Minor
Framework Level:	4
Award Code:	4N1151
Credit Value:	15

Assessment No.	Duration	Assessment Details	Weighting	Stage at which assessment takes place
Portfolio PO1	2 weeks	3 questions.	20%	On completion of LOs 1, 2, 3, 5.
Skills Demonstration SD1	1.5 hours	Preparing breakfast cookery.	25%	On completion of LOs 4, 6, 9, 12, 13, 14.
Skills Demonstration SD2	1.5 hours	Preparing continental breakfast.	20%	On completion of LOs 4, 8, 9, 12, 13, 14.
Skills Demonstration SD3	2 hours	Preparing lunch menu.	35%	On completion of LOs 4, 7, 8, 9, 10, 11, 12, 13, 14.

Award Classifications

Grades	Standards
Pass Merit Distinction	50–64% 65–79% 80–100%

Suggested Learning Methodologies

- Training
- Practical work
- Video/DVDs
- Note-taking
- Discussion groups
- Internet
- Role-play
- Simulated work environment
- Activities and exercises.

Specific Module Requirements

A production kitchen that is in compliance with health and safety requirements and regulations, or a class kitchen that is in compliance with health and safety requirements and regulations.

Ingredients for all selected recipes.

Fully equipped professional kitchen.

Personal protective equipment.

Suggested Learning Resources

The Theory of Catering by Kinton, Ceserani & Foskett.

Practical Cookery by Foskett, Ceserani & Kinton.

Basic Cookery by Martland and Welsby.

Recommended by: _____

Manager, Training Policy Development and Support

Approved by: _____

Director, Training Policy Development and Support