

## Sample Guide and Delivery Schedule/Curriculum plan - Culinary Operations

Course Title	Culinary Operations	Time	3 hours	
Session/class/topic title	Introduction to Course		Accumulated total = 6	
Session no.				
<ul style="list-style-type: none"> <li>● <b>Session/class objectives</b></li> <li>● <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>● Course introduction</li> <li>● Housekeeping, general information on facilities in the premises</li> <li>● Learning to learn</li> <li>● Learning styles</li> </ul>			
<ul style="list-style-type: none"> <li>● <b>Learning outcomes</b></li> <li>● <b>Catering for diversity in the learning environment</b></li> <li>● <b>Individual learning plan</b></li> <li>● <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ materials needed	Assessment Method, Portfolio building	
<ul style="list-style-type: none"> <li>● <b>First night introductions - tour of the premises</b></li> <li>● <b>First aid box and fire exits</b></li> <li>● <b>Housekeeping at the start of each class</b></li> <li>● <b>Protective clothing and equipment</b></li> <li>● <b>Contract for working together</b></li> <li>● <b>Learning styles and what they mean and how they apply to individuals</b></li> </ul> <p><b>What learners want to learn</b></p> <p><b>LO 1: Explain the basic principles of food safety and associated legislation.</b></p>	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Brain storming previous experiences of education and work</li> <li>● Reasons for attending the course</li> <li>● Copy of the class contract how we will work together</li> <li>● Expectations and responsibilities</li> <li>● Time keeping, respect for each other</li> <li>● diversity in cultures and learning styles</li> </ul> <p>Introduction to food safety legislation</p> <p>Hand-outs</p>	<ul style="list-style-type: none"> <li>● Learning grid template developed based on this document</li> <li>● First aid box</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning plans</li> <li>● Reflective log journal</li> <li>● Learning style information /worksheet</li> <li>● Minutes of team meeting</li> </ul>	

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Organisation of a Professional Kitchen</b>		Accumulated total = 9
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminder</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ Materials needed	Assessment Method, Portfolio building
<p><b>LO 2: Explain the organisation of a professional kitchen.</b></p> <p>The learner will have a basic knowledge of:</p> <ul style="list-style-type: none"> <li>• how a professional kitchen is run</li> <li>• the names and ranks of the different Chefs/food handlers</li> <li>• how the professional kitchen is divided up and what section is responsible for what products/processes</li> </ul>	<p>Having first learned the duties and terms of reference in the kitchen, the class will divide up into different sections and explain what each section is responsible for and why.</p> <p>A plan/map/layout/ drawing/ will indicate the different sections and how they are organized in a professional kitchen.</p>	<ul style="list-style-type: none"> <li>• Grid paper</li> <li>• Camera</li> <li>• Voice recorder</li> <li>• Flip chart/ PowerPoint/co mputer</li> </ul>	<ul style="list-style-type: none"> <li>• Written/ pictorial/ audio</li> <li>• Job description for each of the possible chefs/ porters/food handlers in the kitchen</li> <li>• Description of each section and what they are responsible for</li> <li>• Glossary of terms</li> <li>• Book /diary</li> <li>• Reflective log</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Kitchen Terminology, Weights and Measures</b>		Accumulated total = 12
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ Materials needed	Assessment Method, Portfolio building
<p><b>LO 3: Use kitchen terminology, weights and measures.</b></p> <p>The learner will have a working knowledge of:</p> <ul style="list-style-type: none"> <li>• how to read and understand a recipe for the purpose of making a specific dish using analog and digital weighing scales how to convert from using scales to the use of cups measurements</li> <li>• reading temperature controls on the equipment and use of temperature probe</li> <li>• balance of flavours and textures</li> <li>• why measuring recipes is an important factor in consistency of product</li> <li>• <b>LO 6: Apply basic techniques of tasting recognition of food freshness and garnishing of finished dishes.</b></li> <li>• <b>LO 13: Comply with current food safety and hygiene legislation and regulations in personal and work practices.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weigh a variety of dishes to include baking</li> <li>• Sweet cakes/deserts and</li> <li>• Making savoury dishes for multiples of a particular recipe.</li> <li>• Selection of recipes</li> <li>• Discussion</li> <li>• Tasting</li> </ul>	<ul style="list-style-type: none"> <li>• Analog scales</li> <li>• Digital scales</li> <li>• Temperature probe</li> <li>• Measuring cups</li> <li>• Refrigeration and freezer units</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of work</li> <li>• Pictures</li> <li>• A selection of recipes</li> <li>• Increased and decreased for volume batches</li> <li>• Reflective log</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Different Degrees of Cooking</b>		Accumulated total = 18
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ Materials needed	Assessment method, Portfolio building
<b>LO 4: Explain how the different degrees of cooking affect different food groups and/or ingredients.</b>	<ul style="list-style-type: none"> <li>• The learner will list at least 5 different food groups or ingredients and explain the expected effects of cooking on each.</li> <li>• Discussion</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Computer /projector screen/flip chart</li> <li>• A variety of ingredients suitable for different cooking processes</li> </ul>	<ul style="list-style-type: none"> <li>• Description (pictures or written) of the effects of cooking on foods certain food groups or ingredients</li> <li>• Reflective log</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Identifying Suitable Cuts of Meats, Poultry, Fish and Vegetables</b>		Accumulated total = 21
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning Outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ materials needed	Assessment method, Portfolio building
<p><b>LO 5: Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes.</b></p> <p><b>LO 13: Comply with current food safety and hygiene legislation and regulations in personal and work practices.</b></p> <p><b>LO 14: Demonstrate a basic knowledge of food cost and quality control.</b></p> <p><b>LO 1: Explain the basic principles of food safety and associated legislation.</b></p>	<ul style="list-style-type: none"> <li>• Tutor/ skilled other demonstration on how to butcher/prepare different cuts of meats e.g. lamb, beef, pork, chicken variety of fish and shell-fish.</li> <li>• Demonstration on how to prepare vegetables for a variety of uses e.g., stews, stir fries, salads</li> <li>• Discussion</li> <li>• Learner demonstration</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of meats, fish and vegetables ready for preparation</li> <li>• Suitable knives</li> <li>• Selection of chopping boards</li> <li>• Suitable containers to store the products</li> <li>• Adequate refrigeration</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of different cuts and the various and possible uses</li> <li>• Pictures</li> <li>• Log</li> <li>• Recipes</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Applying the Senses in Cooking</b>		Accumulated total = 24
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ materials needed	Assessment method, Portfolio building
<p><b>LO 1: Explain the basic principles of food safety and associated legislation.</b></p> <p><b>LO 6: Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes.</b></p> <p>The learner will apply basic techniques for:</p> <ul style="list-style-type: none"> <li>• recognition of food freshness and suitability of food for consumption engaging use of all senses</li> <li>• basic garnishing</li> </ul>	<ul style="list-style-type: none"> <li>• Learner will demonstrate knowledge on the use and application of all senses in cooking.</li> <li>• How to identify if food is fresh, what should it look like, smell like, feel like, sound like and taste like.</li> <li>• Discussion on how to garnish foods in order to enhance the visual and flavour of foods.</li> <li>• Tasting</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of foods, spices, herbs</li> <li>• Handouts on how the senses work</li> </ul>	<ul style="list-style-type: none"> <li>• Description on use of all the senses</li> <li>• Pictures</li> <li>• Audio description</li> <li>• Written description</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Preparing, Cooking and Presenting Breakfast</b>		Accumulated total = 27
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ materials needed	Assessment method, Portfolio building
<p><b>LO 8: Assist in preparing and presenting a full cooked and continental breakfast, plated and buffet style using a range of fresh and convenience produce.</b></p> <p>As a group and engaging in specific defined roles the learner will assist in preparing and presenting a full cooked and a continental breakfast, plated and buffet style using a range of fresh and convenience foods.</p> <p><b>LO 14: Demonstrate a basic understanding of food cost and quality control cycle.</b></p> <p><b>LO 7: Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing and deep fat frying.</b></p> <p><b>LO 3: Use kitchen terminology, weights and measures.</b></p> <p><b>LO 2: Explain the organisation of a professional kitchen.</b></p> <p><b>LO 4: Explain how different degrees of cooking affect various foods or ingredients.</b></p>	<p>This will be a group activity/project with each learner taking a defined role in the preparation, cooking and presentation of breakfast (cooked and continental, plated and buffet style).</p> <p>The learners will use a variety of fresh and convenience foods.</p> <p>The learners will demonstrate knowledge of safe work practices, food hygiene, planning, preparation and presentation skills.</p>	<ul style="list-style-type: none"> <li>• Ingredients from menus decided by the learners-fresh and convenience</li> <li>• Protective clothing</li> <li>• Suitable room to serve meal in with tables and chairs</li> <li>• Table for displaying buffet food</li> <li>• Suitable crockery cutlery and glass ware</li> <li>• Suitable containers to keep buffet food hot (bain marie)</li> <li>• Napkins, table covering</li> </ul>	<ul style="list-style-type: none"> <li>• Skills demonstration</li> <li>• Pictures</li> <li>• Recipes</li> <li>• Menus</li> <li>• Work plans</li> <li>• Time plan documents</li> <li>• Ingredient Lists</li> <li>• Costing</li> <li>• List and explanation on the division of roles.</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Preparing Stocks, Soups and Sauces</b>		Accumulated total = 30
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ materials needed	Assessment method, Portfolio building
<p><b>LO 9: Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks soups and sauces.</b></p> <p><b>LO 7: Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing and deep fat frying.</b></p> <p><b>LO 6: Apply basics techniques of tasting recognition of food freshness and garnishing dishes.</b></p> <p><b>LO 14: Demonstrate a basic knowledge of food cost and quality control.</b></p>	<p>This will be a group activity where learners participate in preparing, cooking and garnishing a limited range of fresh and convenience stocks, soups and sauces.</p> <p>Learners will take defined roles during this activity.</p>	<ul style="list-style-type: none"> <li>• Bones for stocks roast and clear, meat-based and vegetable</li> <li>• Packets of commercial stock powder</li> <li>• Choice of commercial soups and sauces chosen by the learners</li> <li>• Ingredients for making fresh soup and sauce chosen by the learners</li> </ul>	<ul style="list-style-type: none"> <li>• Skills demonstration</li> <li>• Pictures</li> <li>• Recipes</li> <li>• Menus</li> <li>• Costing</li> <li>• Time plan document</li> <li>• Ingredient list</li> <li>• Description of each learners role</li> </ul>



<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Preparing and Cooking Meat, Poultry, Fish, Vegetable and Farinaceous Dishes</b>		Accumulated total = 36
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/materials needed	Assessment method, Portfolio building
<p><b>LO 2: Explain the organisation of a professional kitchen.</b></p> <p><b>LO 3: Use kitchen terminology, weights and measures</b></p> <p><b>LO 10: Assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and vegetable dishes</b></p> <p><b>LO 13: Comply with current food safety legislation and regulations in personal and work practices.</b></p> <p><b>LO 14: Demonstrate a basic understanding of food cost and quality control cycle.</b></p>	This will be a group activity where learners will participate in cooking and serving at least one example of each dish including meats, poultry, fish, farinaceous and vegetable dishes.	<ul style="list-style-type: none"> <li>• Ingredients for dishes chosen by learners</li> <li>• Protective clothing</li> <li>• Suitable serving facilities to include, tables chairs, crockery, cutlery, glass ware, napkins, table-covering</li> <li>• Suitable serving dishes.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills demonstration</li> <li>• Menus</li> <li>• Recipes</li> <li>• Time plan documents</li> <li>• Ingredients list</li> <li>• Costings</li> <li>• List and explanation of division of roles</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Preparing and Presenting Fresh and Convenience Salads, Dressings and Sandwiches</b>		Accumulated total = 39
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/ reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner for portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ Materials needed.	Assessment method, Portfolio building
<p><b>LO 6: Apply basic techniques of tasting recognition of food freshness and garnishing finished dishes.</b></p> <p><b>LO 11: Assist in preparing and presenting a limited range of fresh and convenience salads, dressings and sandwiches.</b></p>	This is a group activity where learners will prepare and present at least one example of fresh and convenience salads, dressings and sandwiches.	<ul style="list-style-type: none"> <li>• Protective clothing</li> <li>• Selection of convenience dressings, salads and sandwiches.</li> <li>• Ingredients for preparing fresh salads, dressings and sandwiches.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills demonstration</li> <li>• Pictures</li> <li>• Menus</li> <li>• Ingredient list</li> <li>• Time plan document</li> <li>• Costings</li> <li>• List and explanation of defined roles</li> </ul>

<b>Course Title</b>	<b>Culinary Operations</b>	<b>Time</b>	3 hours
<b>Session/class/topic title</b>	<b>Reconstituting Convenience and Prepared Foods</b>		Accumulated total = 42
<b>Session no.</b>			
<ul style="list-style-type: none"> <li>• <b>Session/class objectives</b></li> <li>• <b>Tutor notes/reminders</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brief recap of previous sessions</li> <li>• Class topic introduction</li> <li>• Check all evidence is finished and filed per learner or portfolio reference from previous sessions</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Learning outcomes</b></li> <li>• <b>Catering for diversity in the learning environment</b></li> <li>• <b>Individual learning plan</b></li> <li>• <b>Class goals</b></li> </ul>	Class activity/ delivery method per SLO for Knowledge/ Skill or Competence	Resources/ materials needed	Assessment method  Portfolio building
<p><b>LO 3: Use kitchen terminology weight and measures.</b></p> <p><b>LO 6: Apply basic techniques of tasting, recognition of freshness and garnishing finished dishes.</b></p> <p><b>LO 14: Demonstrate a basic knowledge of food cost and quality control cycle.</b></p> <p><b>LO 12: Reconstitute range of convenience or prepared foods.</b></p>	<p>Learners will be able to identify what constitutes a convenience food.</p> <p>How to reconstitute a limited range of these products including dried, frozen and tinned.</p>	<ul style="list-style-type: none"> <li>• Limited range of packet dried</li> <li>• Frozen,</li> <li>• Tinned products</li> </ul>	<ul style="list-style-type: none"> <li>• Skills demonstration</li> <li>• Reconstitute foods according to manufactures instructions.</li> <li>• Record results</li> <li>• Timing</li> <li>• Quantities</li> <li>• Flavours</li> <li>• Textures</li> <li>• Taste</li> <li>• Pictures/audio description</li> <li>• Reflective log</li> </ul>