**Sample Guide and Delivery Schedule/Curriculum plan – Culinary Operations**

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| **Course Title**  | **Culinary Operations** | **Time** | 3 hours |
| **Session/class/topic title** | **Introduction to Course** |  | Accumulated total = 6 |
| **Session no.** | **1 and 2** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Course introduction
* Housekeeping, general information on facilities in the premises
* Learning to learn
* Learning styles
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| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence | Resources/ materials needed | Assessment Method, e.g. photo, worksheet. videoPortfolio building |
| * **First night introductions - tour of the premises**
* **First aid box and fire exits**
* **Housekeeping at the start of each class**
* **Protective clothing and equipment**
* **Contract for working together**
* **Learning styles and what they mean and how they apply to individuals**

**What learners want to learn****LO 1: Explain the basic principles of food safety and associated legislation.** | * Discussion
* Brain storming previous experiences of education and work
* Reasons for attending the course
* Copy of the class contract how we will work together
* Expectations and responsibilities
* Time keeping, respect for each other
* diversity in cultures and learning styles

Introduction to food safety legislationHand-outs | * Learning grid template developed based on this document
* First aid box
 | * Individual learning plans
* Reflective log /journal
* Learning style information /worksheet
* Minutes of team meeting
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| **Course Title** | **Culinary Operations** | **Time** | 3 hours |
| **Session/class/topic title** | **Organisation of a Professional Kitchen** |  | Accumulated total = 9 |
| **Session no.** | **3** |
| * **Session/class objectives**
* **Tutor notes/reminder**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
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| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ Materials needed | Assessment Method, e.g. photo, worksheet. videoPortfolio building  |
| **LO 2: Explain the organisation of a professional kitchen.** The learner will have a basic knowledge of:* how a professional kitchen is run
* the names and ranks of the different Chefs/food handlers
* how the professional kitchen is divided up and what section is responsible for what products/processes
 | 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. A plan/map/layout/ drawing/ will indicate the different sections and how they are organized in a professional kitchen.  | * Grid paper
* Camera
* Voice recorder
* Flip chart/ PowerPoint/computer
 | * Written/ pictorial/ audio
* Job description for each of the possible chefs/ porters/food handlers in the kitchen
* Description of each section and what they are responsible for
* Glossary of terms
* Book /diary
* Reflective log
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| **Course Title** | **Culinary Operations** | **Time**  | 3 hours |
| **Session/class/topic title** | **Kitchen Terminology, Weights and Measures** |  | Accumulated total = 12 |
| **Session no.** | **4** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ Materials needed | Assessment Method,  Portfolio building |
| **LO 3: Use kitchen terminology, weights and measures.** The learner will have a working knowledge of:* 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
* reading temperature controls on the equipment and use of temperature probe
* balance of flavours and textures
* why measuring recipes is an important factor in consistency of product
* **LO 6: Apply basic techniques of tasting recognition of food freshness and garnishing of finished dishes.**
* **LO 13: Comply with current food safety and hygiene legislation and regulations in personal and work practices.**
 | * Weigh a variety of dishes to include baking
* Sweet cakes/deserts and
* Making savoury dishes for multiplies of a particular recipe.
* Selection of recipes
* Discussion
* Tasting
 | * Analog scales
* Digital scales
* Temperature probe
* Measuring cups
* Refrigeration and freezer units
 | * Collection of work
* Pictures
* A selection of recipes
* Increased and decreased for volume batches
* Reflective log
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| **Course Title** | **Culinary Operations** | **Time**  | 3 hours |
| **Session/class/topic title** | **Different Degrees of Cooking**  |  | Accumulated total = 18 |
| **Session no.** | **5 and 6** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ Materials needed | Assessment method,  Portfolio building  |
| **LO 4: Explain how the different degrees of cooking affect different food groups and/or ingredients.**  | * The learner will list at least 5 different food groups or ingredients and explain the expected effects of cooking on each.
* Discussion
* Handouts
 | * Computer /projector screen/flip chart
* A variety of ingredients suitable for different cooking processes
 | * Description (pictures or written) of the effects of cooking on foods certain food groups or ingredients
* Reflective log
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| **Course Title** | **Culinary Operations** | **Time**  | 3 hours |
| **Session/class/topic title** | **Identifying Suitable Cuts of Meats, Poultry, Fish and Vegetables** |  | Accumulated total = 21 |
| **Session no.** | **7** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning Outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ materials needed | Assessment method, Portfolio building |
| **LO 5: Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes.** **LO 13: Comply with current food safety and hygiene legislation and regulations in personal and work practices.** **LO 14: Demonstrate a basic knowledge of food cost and quality control.** **LO 1: Explain the basic principles of food safety and associated legislation.**  | * 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.
* Demonstration on how to prepare vegetables for a variety of uses e.g., stews, stir fries, salads
* Discussion
* Learner demonstration
* Brain storming
 | * Variety of meats, fish and vegetables ready for preparation
* Suitable knives
* Selection of chopping boards
* Suitable containers to store the products
* Adequate refrigeration
 | * Explanation of different cuts and the various and possible uses
* Pictures
* Log
* Recipes
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| **Course Title**  | **Culinary Operations** | **Guide time**  | 3 hours |
| **Session/class/topic title** | **Applying the Senses in Cooking**  |  | Accumulated total = 24  |
| **Session no.** | **8** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ materials needed | Assessment method, Portfolio building |
| **LO 1: Explain the basic principles of food safety and associated legislation.****LO 6: Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes.** The learner will apply basic techniques for:* recognition of food freshness and suitability of food for consumption engaging use of all senses
* basic garnishing
 | * Learner will demonstrate knowledge on the use and application of all senses in cooking.
* How to identify if food is fresh, what should it look like, smell like, feel like, sound like and taste like.
* Discussion on how to garnish foods in order to enhance the visual and flavour of foods.

 * Tasting
 | * A variety of foods, spices, herbs
* Handouts on how the senses work
 | * Description on use of all the senses
* Pictures
* Audio description
* Written description
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| **Course Title** | **Culinary Operations** | **Time**  | 3 hours |
| **Session/class/topic title** | **Preparing, Cooking and Presenting Breakfast**  |  | Accumulated total = 27 |
| **Session no.** | **9** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ materials needed | Assessment method, Portfolio building |
| **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**. 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. **LO 14: Demonstrate a basic understanding of food cost and quality control cycle.****LO 7: Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing and deep fat frying**.**LO 3: Use kitchen terminology, weights and measures.****LO 2: Explain the organisation of a professional kitchen.****LO 4: Explain how different degrees of cooking affect various foods or ingredients.**  | 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). The learners will use a variety of fresh and convenience foods.The learners will demonstrate knowledge of safe work practices, food hygiene, planning, preparation and presentation skills.  | * Ingredients from menus decided by the learners-fresh and convenience
* Protective clothing
* Suitable room to serve meal in with tables and chairs
* Table for displaying buffet food
* Suitable crockery cutlery and glass ware
* Suitable containers to keep buffet food hot (bain marie)
* Napkins, table covering
 | * Skills demonstration
* Pictures
* Recipes
* Menus
* Work plans
* Time plan documents
* Ingredient Lists
* Costing
* List and explanation on the division of roles.
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| **Course Title** | **Culinary Operations** | **Time**  | 3 hours |
| **Session/class/topic title** | **Preparing Stocks, Soups and Sauces** |  | Accumulated total = 30  |
| **Session no.** | **10** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ materials needed | Assessment method, Portfolio building |
| **LO 9: Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks soups and sauces.** **LO 7: Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing and deep fat frying**.**LO 6: Apply basics techniques of tasting recognition of food freshness and garnishing dishes.** **LO 14: Demonstrate a basic knowledge of food cost and quality control.**  | 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. Learners will take defined roles during this activity.  | * Bones for stocks roast and clear, meat-based and vegetable
* Packets of commercial stock powder
* Choice of commercial soups and sauces chosen by the learners
* Ingredients for making fresh soup and sauce chosen by the learners
 | * Skills demonstration
* Pictures
* Recipes
* Menus
* Costing
* Time plan document
* Ingredient list
* Description of each learners role
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| **Programme name** | **Culinary Operations** | **Time** | 3 hours |
| **Session/class/topic title** | **Preparing and Cooing Meat, Poultry, Fish, Vegetable and Farinaceous Dishes**  |  | Accumulated total = 36 |
| **Session no.** | **11 and 12** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/materials needed | Assessment method, Portfolio building |
| **LO 2: Explain the organisation of a professional kitchen.** **LO 3: Use kitchen terminology, weights and measures****LO 10: Assist in preparing and presenting a limited range of meat, poultry, fish,** **farinaceous and vegetable dishes****LO 13: Comply with current food safety legislation and regulations in personal and work practices.** **LO 14: Demonstrate a basic understanding of food cost and quality control cycle.**  | 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. | * Ingredients for dishes chosen by learners
* Protective clothing
* Suitable serving facilities to include, tables chairs, crockery, cutlery, glass ware, napkins, table-covering
* Suitable serving dishes.
 | * Skills demonstration
* Menus
* Recipes
* Time plan documents
* Ingredients list
* Costings
* List and explanation of division of roles
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| **Programme name** | **Culinary Operations** | **Time** | 3 hours |
| **Session/class/topic title** | **Preparing and Presenting Fresh and Convenience Salads, Dressings and Sandwiches** |  | Accumulated total = 39  |
| **Session no.** | **13** |
| * **Session/class objectives**
* **Tutor notes/ reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ Materials needed. | Assessment method, e.g. photo, worksheet. videoWhat will be in the portfolio for this SLO? |
| **LO 6: Apply basic techniques of tasting recognition of food freshness and garnishing finished dishes.** **LO 11: Assist in preparing and presenting a limited range of fresh and convenience salads, dressings and sandwiches.**  | This will be a group activity where learners will prepare and present at least one example of fresh and convenience salads, dressings and sandwiches.  | * Protective clothing
* Selection of convenience dressings, salads and sandwiches.
* Ingredients for preparing fresh salads, dressings and sandwiches.
 | * Skills demonstration
* Pictures
* Menus
* Ingredient list
* Time plan document
* Costings
* List and explanation of defined roles
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| **Programme name** | **Culinary Operations** | **Time**  | 3 hours |
| **Session/class/topic title** | **Reconstituting Convenience and Prepared Foods** |  | Accumulated total = 42 |
| **Session no.** | **14** |
| * **Session/class objectives**
* **Tutor notes/reminders**
 | * Brief recap of previous sessions
* Class topic introduction
* Check all evidence is finished and filed per learner for portfolio reference from previous sessions
 |
| * **Learning outcomes**
* **Catering for diversity in the learning environment**
* **Individual learning plan**
* **Class goals**
 | Class activity/ delivery method per SLO for Knowledge/ Skill or Competence  | Resources/ materials needed | Assessment method, e.g. photo, worksheet. videoWhat will be in the portfolio for this SLO? |
| **LO 3: Use kitchen terminology weight and measures.** **LO 6: Apply basic techniques of tasting, recognition of freshness and garnishing finished dishes.****LO 14: Demonstrate a basic knowledge of food cost and quality control cycle.** **LO 12: Reconstitute range of convenience or prepared foods.** | Learners will be able to identify what constitutes a convenience food how to reconstitute a limited range of these products including dried, frozen and tinned.  | * Limited range of packet dried
* Frozen,
* Tinned products
 | * Skills demonstration
* Reconstitute foods according to manufactures instructions.
* Record results
* Timings
* Quantities
* Flavours
* Textures
* Taste
* Pictures/audio description
* Reflective log
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