**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 | | | | |
| * **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. video  Portfolio 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 legislation  Hand-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 | | | |
| * **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. video  Portfolio 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. video  What 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. video  What 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 |