



Professional Cookery Skills **UPSKILLING INSTRUCTOR'S GUIDE**





Skills for Inclusive Growth

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ACKNOWLEDGEMENTS

To Whom It May Concern

The Chefs' Guild of Lanka is happy to endorse these training materials that have been designed for commis chefs in the hospitality industry who have no professional cookery qualifications. The materials will enable them to complete 20 sessions of theory and practical knowledge in the Professional Cookery Skills Upskilling Course

The materials are up to a standard that can help lift the quality and consistency of training throughout Sri Lanka. They have been developed with the full oversight of Chefs' Guild training experts with an ongoing feedback and editing process.

There are many chefs currently working in the industry who have had no opportunity for formal training. This creates a need for a course that allows them to refine their current knowledge with the latest techniques and increase their range of skills. The Professional Cookery Skills Upskilling Course addresses that need as per the standards required by TVEC.

These materials contain all of the information needed by a Chef Instructor to successfully deliver the 20 sessions of the Professional Cookery Skills Upskilling Course. They are to be used together with the Professional Cookery Skills Manual and Workbook.

We feel they offer the instructor a user friendly and practical tool to fully understand the requirements of the course and all necessary information to deliver it with confidence.

We are committed to improving these contents over time as we receive feedback from users and new concepts become mainstream.

The materials are ready for the instructor to use to deliver the course successfully.

Yours faithfully

Chairman
Chef's Guild of Lanka

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INTRODUCTION

WELCOME to the workbook for the Professional Cookery Skills Upskilling Course

● THE COURSE DETAILS:

The Professional Cookery Skills Upskilling course is an accredited NVQ Level 4 course and this means participants need to complete a minimum of 720 hours to receive the certificate. 160 hours of this requirement will be in class training with a professional chef trainer (8 hour sessions x 20). The remaining hours will be based on self-study of the Professional Cookery Skills materials as well as workplace based training.

You may choose to attend only the in class sessions for the upskilling classes. If you choose this option, you will receive a certificate at the end of the 20 sessions, but you will not receive a NVQ Level 4 certificate. This option will be for those chefs who are only looking to enhance their skills rather than receive a nationally recognised certificate for future career opportunities.

● LEARNING MATERIALS FOR THE COURSE

Each trainee will have the following texts:

1. Professional Cookery Skills Manual
2. Professional Cookery Skills Workbook
3. Professional Cookery Skills Upskilling Workbook



These materials will form the basis of information for all sessions you teach in class. They will also be used extensively by the trainees for self study to develop satisfactory knowledge to fulfil the assessment requirements for the NVQ Level 4 certification.

● YOUR ROLE

- To have a thorough knowledge of the learning materials (format, ways the trainee will use them, ways you will use them)
- Planning (templates – weekly lesson plans)
- Getting to know your learners
- Learner centred teaching techniques
- Learner training
- Giving feedback
- Language
- Assessment
- Record Keeping



● TRAINEE WORKBOOK AND MANUAL FORMATS

Learning Material	Format
Professional Cookery Skills Manual* (PCS Manual)	9 Sections Information for teaching and learning content
Professional Cookery Skills Workbook* (PCS Workbook)	<p>16 Modules Modules 1-8 – questions and activities. To complete these the trainees must read the theory in the Professional Cookery Skills Manual. Modules 9-16 - Information for teaching and learning content and related questions and activities.</p> <ul style="list-style-type: none"> ➤ Review Questions about what they read (blue boxes) ➤ Learner activities that will require them to do some independent or group research or think of your own ideas (yellow boxes) ➤ Problem Solving where they will need to apply their understanding to situations in a kitchen (green boxes)
Professional Cookery Skills Upskilling Workbook (PCS Upskilling Workbook)	<p>Organised by topic areas (18 topics) Information for teaching and learning content</p> <p>Review Questions about what they read (blue boxes)</p>

*Please refer to the introduction of the Professional Cookery Workbook and Manual for more information of what each module contains. There are also further self-study tips in the PCS Workbook.

● PLANNING

Session	Topic	Learning outcomes
1	Introduction to course and expectations Hygiene Standards First Aid	<ul style="list-style-type: none"> ➤ To introduce participants to the course and outline expectations ➤ Identify and practice good hygiene standards concerning personal hygiene, kitchen hygiene, work hygiene, equipment hygiene, and food hygiene. ➤ Understand the impact of poor hygiene standards. ➤ Understand essential kitchen first aid knowledge - describe simple first aid for minor burns, cuts, electric shocks etc
2	Food Safety Fire Safety Kitchen Utensils, Tools and Equipment	<ul style="list-style-type: none"> ➤ Identify and practice food safety standards that need to be maintained when receiving, storing and handling, ingredients, food, tools and equipment. ➤ Handle and manage a kitchen fire ➤ State the types of fire extinguishers that should be used for specific fires. ➤ Demonstrate the correct use of fire extinguishers. ➤ Identify and use kitchen utensils, tools and equipment. ➤ Understand the methods and schedules for cleaning, sanitizing and maintaining tools, knives, and heavy equipment. ➤ Understand safety rules when handling tools and equipment.
3	Kitchen Organizational Structure Waste Management Time management	<ul style="list-style-type: none"> ➤ Understand kitchen organization ➤ Identify job roles and responsibilities ➤ Understand what good waste management practices are. ➤ Work effectively by managing time. ➤ Understand production schedules, work plans, allocating duties in a timeframe, and time controlling.
4	Food Knowledge Green Leafy Vegetables Convenience Foods	<ul style="list-style-type: none"> ➤ Identify standard recipes and ingredients. This means you should be able to recognize different types of vegetables, fruits, herbs, spices, meat items, seafood, poultry, dairy items, bread and processed and pre-packaged food. ➤ recognize different types of herbs, spices, lettuce and green leafy vegetables ➤ Understand shelf lives and storing methods of different food types. ➤ Know the fundamental cooking procedures for different food types. ➤ Understand the purpose of standard recipes and recipe yields ➤ Define the importance and correct usage of convenient products

5	Quiz Cooking methods Mise en place procedures	<ul style="list-style-type: none"> ➤ Identify methods of cooking. ➤ Understand the correct methods for cooking a variety of dishes ➤ Identify and apply mise-en-place procedures. ➤ Understand the arrangements of utensils, tools, glassware. ➤ Understand ingredient preparation and arrangement. ➤ Understand types of fruit and vegetable cuts. ➤ Understand meat, seafood and poultry preparation and types of cuts. <p><i>Include practical demonstrations in this session.</i></p>
6	Beverage Preparation Cooking with Alcohol Sandwiches	<ul style="list-style-type: none"> ➤ Identify different types of hot and cold beverages ➤ Prepare one hot beverage according to a standard recipe ➤ Prepare one chilled beverage according to a standard recipe ➤ Use wines and spirits in food production flavour/flambé/to enrich reductions in sauces/as main items for marination's etc ➤ identify different types of sandwiches (ingredients, tools, equipment and preparation) <p><i>Include practical demonstrations in this session.</i></p>
7	Salads and Appetizers Heavy Snacks	<ul style="list-style-type: none"> ➤ Identify and prepare salads and appetizers ➤ Understand the recipe, ingredients, tools, equipment and methods needed to prepare: <ul style="list-style-type: none"> ● salads <ul style="list-style-type: none"> • Single • Mixed • Compound • Compose • Cooked • Classical and appropriate types of dressings, ● appetizers <ul style="list-style-type: none"> • Hot and cold appetizers ➤ Classify and describe different types of heavy snacks <p><i>Include practical demonstrations in this session.</i></p>
8	Stocks, soups and sauces preparation	<ul style="list-style-type: none"> ➤ identify different types of stocks, soups and sauces (ingredients, tools, equipment and preparation) ➤ prepare two soups according to a standard recipe ➤ prepare two sauces according to a standard recipe ➤ (the preparation of the two soups and sauces will also involve preparing the relevant stocks) <p><i>Include practical demonstrations in this session.</i></p>

9	Quiz Seasoning and marinating Nutrition	<ul style="list-style-type: none"> ➤ Identify different types of seasoning and marinades (ingredients and preparation) ➤ Prepare 2 standard dishes using correct seasoning and marinating methods ➤ Understand the importance of a balanced diet ➤ Identify major nutrient groups ➤ Understand nutrient loss and how to minimise it when cooking <p><i>Include practical demonstrations in this session.</i></p>
10	Hot range Preparation	<ul style="list-style-type: none"> ➤ Identify and prepare hot range foods ➤ understand the recipes, ingredients, tools, equipment and methods needed to prepare: ➤ Eggs, vegetable, fruits, pasta, seafood, poultry <p><i>Include practical demonstrations in this session.</i></p>
11	Hot range Preparation (continued) Plating	<ul style="list-style-type: none"> ➤ Understand the recipes, ingredients, tools, equipment and methods needed to prepare ➤ meat and (game -theory only) (beef/pork) ➤ Recognise good food presentation and plating and its importance for a diner <p><i>Include practical demonstrations in this session.</i></p>
12	Desserts	<ul style="list-style-type: none"> ➤ Identify and prepare hot and chilled desserts (recipes, ingredients, tools, equipment and methods) ➤ Identify and prepare classical desserts ((recipes, ingredients, tools, equipment and methods) <p><i>Include practical demonstrations in this session.</i></p>
13	Quiz Bakery	<ul style="list-style-type: none"> ➤ Understand raising agents and basic bread and pastry production techniques ➤ Basic bread dough preparation and varieties ➤ Shortcrust ➤ Sugar pastry choux pastry <p><i>Include practical demonstrations in this session.</i></p>
14	Basic Ethnic Food (main focus Sri Lankan Food)	<ul style="list-style-type: none"> ➤ Identify and prepare basic Sri Lankan food ➤ Understand recipes, ingredients, tools, equipment and methods to be used to prepare <ul style="list-style-type: none"> • Types of Sri Lankan food (ethnic and festival foods) <p><i>Include practical demonstrations in this session.</i></p>

15	Food Costing	<ul style="list-style-type: none"> ➤ Be aware of cost control and its importance in kitchen operations ➤ Understand profit and how to do basic relevant calculations ➤ Understand stocktaking and its connection with profit ➤ Use and understand a standardised recipe ➤ Use relevant calculations for yield testing
16	Food Costing (continued) Purchasing Opening and Closing the kitchen	<ul style="list-style-type: none"> ➤ Know how to assess suppliers using a systematic approach ➤ Understand how to manage a market list and requisitioning of ingredients to be used in kitchen department food production ➤ handle and manage quality assurance of commodities reporting structure of such complaints to the respective officers ➤ understand important aspects of general information and knowledge in a kitchen -daily functional (opening and closing of the kitchen) operations and the role and responsibility of a commis chef
17	Quiz Ethnic Cuisine Supervisory Techniques	<ul style="list-style-type: none"> ➤ Identify and prepare basic ethnic food ➤ Types of international foods (India (south/north), Chinese, Thai, Arabic, Moroccan, Indonesian, Malaysian, Japanese) ➤ Understand various aspects of supervisory skills required for career progression. <p><i>Include practical demonstrations in this session.</i></p> <p>VIVA for 5 trainees</p>
18	Culinary competition and aspic	<ul style="list-style-type: none"> ➤ Understand special techniques used in taking part at culinary competitions ➤ Know how to use aspic <p><i>Include practical demonstrations in this session.</i></p> <p>VIVA for 5 trainees</p>
19	Menu Planning	<ul style="list-style-type: none"> ➤ Understand menu planning with correct balance of colour / aroma/taste/palatability/Nutrition /cooking techniques. ➤ Discuss different types of menus/menu writing and layout ➤ List and describe the major points that should be considered when compiling a menu ➤ Develop 5 different 3 course menus from each box and develop 20 menus based on 4 different mystery boxes of ingredients <p>VIVA for 5 trainees</p>

20	Final Test End of Course Meal Course Evaluation Certificates and next steps	<ul style="list-style-type: none"> ➤ Final Test – Trainees will sit a 2 hour written test on all areas of the course ➤ T's to prepare end of course meal with a given set of ingredients ➤ Prepare and present one continental plated main dish ➤ When preparing the meal, they must demonstrate personal hygiene, food safety, food knowledge, mis en place, cooking methods, plating knowledge ➤ Course feedback evaluation form ➤ Next steps, certificates and goodbye VIVA for 5 trainees
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● GETTING TO KNOW YOUR LEARNERS

It is advisable to spend some time at the beginning of a course getting to know your learners, ie. their names, backgrounds, reasons for taking the course. This allows you to establish a better rapport and put trainees at ease in their learning situations. It also helps a trainee to feel comfortable to approach you if they are having issues or require extra support to facilitate their learning. You should also take time to observe what works well for your group of trainees. Ask them to give you feedback on the classes/sessions to adjust your teaching methods to maximise their learning.

Another very important thing to remember about the trainees in this course is that they will have varying levels of experience in different establishments – this is both an advantage and a hindrance to learning as it is difficult to change old habits. This must be tackled carefully to show respect while guiding the trainees towards a higher level of understanding of their craft.

● LEARNER CENTRED TEACHING TECHNIQUES

Learner centred teaching is an approach that places the learner at the centre of the learning. This means that the learner or student is responsible for learning while the instructor is responsible for facilitating the learning.

Taking a learner centred approach is important for an adult teaching environment as it helps to develop learners who can learn and work on their own. This means that it enables life-long learning and independent problem-solving.

Some useful tips:

- Avoid lecturing
- Turn theory into quizzes or competitions
- Ask and encourage questions
- Encourage teamwork and peer support
- Encourage presentations for students to share knowledge.
- Pace of a lesson – plan multiple activity types so trainees don't get bored.

Active learning ideas to make your classes more engaging:

Jigsaw - A general topic is divided into smaller, interrelated pieces; each member of a team is assigned to become an expert on (or read about) a single part. Members come back together to teach the other members their part of the topic.

Think, Pair, Share - Students turn to someone near them to summarize what they're learning, to answer a question posed.

Questions for another group – in groups, students write 3-4 questions based on the presented materials and swap with another group to answer.

Fill in the blank – when you present information, give students a summary with words missing, they must listen and fill in the missing words. For example, a recipe with blank spaces.

You read it, you teach it – give students in groups a section of the workbook or manual and ask them to study it. Give them 10-15 to do a mini lecture on what they have learnt.

True or False – prepare a list of true or false questions about the topic. Have students stand and step to the left for a true answer and the right for a false. Remind them not to just copy the others. This can also be done as a stand up - T/sit down - F activity.

● LEARNER TRAINING

Learner training is encouraging critical and analytical thinking. This is important as trainees move up in their career. Learning is also more effective when the trainees take ownership of their growth and development.

The trainees should be encouraged to:

- Read the theory in the workbooks and manual thoroughly
- Revise the vocabulary often – there are many terms that are specific to cookery in French and English. They must know these specific words. Repetition will help trainees to remember them.
- Write down questions to ask their instructor or classmates when studying at home.
- ASK lots of questions during their lessons.
- Use the internet to extend their learning - look at the online links and do their own research. Watching clips or looking at pictures of cookery procedures/techniques is very helpful.
- Listen carefully to feedback from instructors and classmates.
- Learn to give constructive feedback well, as it helps them to think about their own performance too.
- Not to be afraid to make mistakes. Their best learning will come from how they deal with and reflect on their mistakes.
- Take lots of notes.
- Study and practice with their classmates, works as a team and help each other to become better.

● GIVING FEEDBACK

In a course like this, your trainees will require frequent and effective feedback. It helps learners to understand what they are good at and what areas they need to work on. When this is done well, it increases learning, productivity and enthusiasm. The way in which it is given is extremely important. It can either be very motivating for a student or it can demoralise them and not allow them to reach their potential.

Tips for giving feedback:

- The purpose of giving feedback is to improve the trainee's performance. Being harsh, critical or offensive will not achieve this. Do not shout at or embarrass trainees.
- Positive feedback is as important as telling the trainee what they need to work on to improve.
- Keep an eye out for what the trainee does well, remember it may not be cookery related skills to begin with as they are still learning.
- Even when you have something negative to say, you should start with something positive and then ease into the areas for improvement.
- Make sure the trainee is very clear on what they need to do to improve.
- Set goals and make plans to monitor their progress. Use a trainee progress record with relevant notes for each trainee to help set achievable goals and write reports.

● LANGUAGE

The PCS manual and workbook have been translated into both Tamil and Sinhala to help the trainees succeed in learning the content in their mother tongue. However, you should keep in mind that they may eventually work in a different kitchen and it is essential to know the terminology, particularly names of food, equipment and cooking methods in English. It is important that the trainees are encouraged to learn these terms in English so that they will be equipped to work in any kitchen in the future.

Ensure that you yourself are familiar with the correct pronunciation of the required terminology.

● ASSESSMENT

Assessment takes two forms, formative and summative.

- 1. Formative** – the purpose of formative assessment is to monitor student learning and provide ongoing feedback to students throughout the course.

This will include:

- Trainees workbooks and completed exercises
- Notes and any other tasks you have asked them to keep a record of (eg. Quizzes, mini-tests, research, trial recipes etc)
- How they perform in practical sessions
- Continuous Assessment Quizzes

These things will be used as an assessment of their ongoing work throughout the course.

Continuous Assessment Quizzes – 30 marks each

There will be a short quiz at different points throughout the course to ensure that trainees are keeping up to date with their reading and self study. The session plans indicate when you should give these quizzes. You should ask trainees to swap the quizzes after completion and correct them as a group. These will need to be collected and the results should be recorded in the trainee progress records. If a trainee does not do well in the first quiz, use this as an opportunity to find out if they need extra support and to encourage them to complete the required reading on time. Trainees will be given 45 minutes for each quiz.

Please note – you should read all of the questions in the quizzes before you teach the course so that you can ensure that you have delivered all necessary content to your group of trainees.

2. Summative – this is an assessment of what they have learnt overall and they will be required to answer questions about what they have learnt and demonstrate their practical skills to an assessor.

Final Test – 120 marks

There will be a written test with true or false questions at the end of the 20 in class sessions to help trainees consolidate their knowledge of all topics. There will be two papers, one on Modules 1-8 and the other on Modules 9-16. Trainees will be given 1 hour for each test.

Oral Examination (viva) – 10 marks

In the last four sessions of the Upskilling Course you will need to conduct a 15 minute oral examination with 5 trainees per session. This will take place in an extra hour of the session and you will need to inform the trainees which week they will be allocated for their oral examination.

You can use the template below to allocate trainee oral examination days and inform them:

Session	Date	Trainee Names
17		1. 2. 3. 4. 5.
18		1. 2. 3. 4. 5.
19		1. 2. 3. 4. 5.
20		1. 2. 3. 4. 5.

Please complete this table early in the course and inform the trainees of their date as soon as possible so they can be prepared for the oral examination.

To conduct the oral examinations (vivas), you will consider what stage of the course they are at when you examine them and choose 10 appropriate review questions from the PCS Workbook and PCS Upskilling Workbook to assess them. Vary the questions for all trainees. Have these questions ready before you conduct the examination. You can record their results in their trainee progress record to assist with final report.

Please also see assessment guide extracted from the relevant National Competency Standards & Competency Based Training Curriculum for details on the assessment they will face to receive their NVQ4 Professional Cookery certificate.

ASSESSMENT GUIDE

Forms of assessment

Formative & summative / Holistic assessments are suitable to assess the competencies with regard to this unit.

Assessment context

This unit may be assessed on the job, off the job, or a combination of both, demonstrated by an individual working alone or as a member of a team.

Assessment conditions

The candidate will be provided with all instruments, equipment, material and documentation required as outlined within this unit.

The candidate will be permitted to refer the following documents

- Relevant workplace procedures
- Relevant product manufacturer's instructions
- Relevant manuals, standards and reference material
- Relevant sections of the No. 45 of 1942 factories ordinance as last amendment by Act No. 19 of 2002 and its regulations

The candidate will be required to

- orally or by other modes of communication, answer questions asked by the assessor
- identify superiors, assigned for collection of competency evidence where appropriate
- provide evidence of off – job learning & training related to this unit

The assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria and that he / she possesses the required underpinning knowledge and skills.

Special Notes

During the assessment the candidate shall:

- Demonstrate safe work practices at all times
- Communicate information about processes, events or tasks being undertaken to ensure safe and efficient working environment
- Take responsibility for the quality of his / her own work
- Plan tasks and review task requirements as appropriate
- Perform all tasks in accordance with standard operating procedures
- Use accepted techniques, practices and procedures in line with workplace standards

Tasks involved shall be completed within reasonable timeframes related to typical workplace activities.

● REMINDER TABLE FOR ASSESSMENTS

Use the table below to insert dates for reminders of all assessment tasks. It is a good idea to enter the relevant dates into your phone or email calendar to help with organisation.

Session	Date	Assessment Tasks	Your Activity
5		Quiz 1	Photocopy papers 1 week before Enter marks into Trainee Progress records
9		Quiz 2	Photocopy papers 1 week before Enter marks into Trainee Progress records
13		Quiz 3	Photocopy papers 1 week before Enter marks into Trainee Progress records
17		Quiz 4	Photocopy papers 1 week before Enter marks into Trainee Progress records
17-20		Oral Examinations VIVA	Remind T's of their VIVA date Prepare list of different questions for each T. Enter marks into Trainee Progress records
20		Final Test	Photocopy papers 1 week before Enter marks into Trainee Progress records Write Final Report

● RECORD KEEPING

Attendance registers – assessors will require evidence of sessions/classes attended by instructors to ensure the duration of the training is satisfactory. It is your responsibility to maintain these records accurately.

All trainees need to have minimum 85% attendance of the in class sessions to qualify for the certificate.

Trainee Progress Records – these need to be up to date throughout the course and the trainee should have seen evidence of these to ensure they can follow up on any action points required.

You will need to print one Trainee Progress Record per trainee and keep in a file.

Each Session has a space for the following information (highlight/circle as appropriate):

Session 1 – Performance in session:	Satisfactory	Good	Excellent
Homework completed: Yes/No			
Comment (strengths/areas for improvement):			

This is for your records only, but it is very important to keep this updated so that you can make sure the trainees are on track for the course and address any issues as they arise. It is also an important record that you can use for the end of course report.

The template for photocopying these records can be found in the next few pages.

● END OF COURSE REPORT (TEMPLATE AFTER TRAINEE PROGRESS RECORDS)

You will need to write an End of Course report for all trainees.

This report will include the following:

- Attendance
- Performance in assessments (include totals and marks here as a %)
- Homework performance (based on weekly checks of WhatsApp or Emails)
- Strengths
- Action Plan for further improvement
- Suggestion for specialisation or career path.

This report needs to be sent to the trainees no later than two weeks after the last session. It can be in typed form and saved as a PDF to email trainees or printed and posted to trainees.

ATTENDANCE RECORD

Session & Date											
Name	1	2	3	4	5	6	7	8	9	10	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
13.											
14.											
15.											

Session & Date												Total %
Name	11	12	13	14	15	16	17	18	19	20		
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
13.												
14.												
15.												

TRAINEE PROGRESS RECORD



Trainee Name:	Phone number:
Email Address:	Workplace:

Session 1 – Performance in session: Satisfactory	Good	Excellent
Homework completed: Yes/No		
Comment (strengths/areas for improvement):		
Session 2 – Performance in session: Satisfactory	Good	Excellent
Homework completed: Yes/No		
Comment (strengths/areas for improvement):		
Session 3 – Performance in session: Satisfactory	Good	Excellent
Homework completed: Yes/No		
Comment (strengths/areas for improvement):		
Session 4 – Performance in session: Satisfactory	Good	Excellent
Homework completed: Yes/No		
Comment (strengths/areas for improvement):		
Session 5 – Performance in session: Satisfactory	Good	Excellent
Homework completed: Yes/No		
Comment (strengths/areas for improvement):		
Session 6 – Performance in session: Satisfactory	Good	Excellent
Homework completed: Yes/No		
Comment (strengths/areas for improvement):		

Session 7 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 8 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 9 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 10 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 11 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 12 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 13 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent

Session 14 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 15 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 16 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 17 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 18 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 19 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent
Session 20 – Performance in session: Satisfactory Homework completed: Yes/No Comment (strengths/areas for improvement):	Good	Excellent

Record of VIVA Responses			
Question	Response Rating		
	Answer incorrect or underdeveloped (0 marks)	Satisfactory answer (1 mark)	Accurate, detailed answer (1 mark)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
TOTAL			

Other Notes on trainee:

PROFESSIONAL COOKERY SKILLS UPSKILLING COURSE REPORT

Name:	
Attendance: /20	
Performance in assessments (scores):	
<i>Continuous Assessment Quizzes</i>	
<i>Final Test</i>	
<i>Viva/Practicals</i>	
Homework: Incomplete Completed Satisfactorily Completed to a high standard	
Strengths:	
Action plan for further improvements:	
Suggestion for specialisation or career path:	
Signed:	
Date:	

SESSION PLANS

The next section of this guide contains Session Plans. These plans are only a guide. How you decided to deliver a session is completely up to you provided the learning outcomes are met.

Most sessions start with a review of the homework. In class, there will not be enough time to go through all of the answers for all review questions. Trainees will submit a photo of their answers via WhatsApp or email. You must check these before the class and during the brief review session, address and clarify any common areas of misunderstanding.



For all topics, take time to ask for the information from the trainees, this will help you to judge their current knowledge and fill in the necessary gaps. This is particularly important as you will be teaching trainees who all have varying levels of experience. You can use this as an asset in class by having trainees who have a good understanding of a topic teach the others, while you monitor and clarify when it is needed.



The timing of each topic is also only a suggestion, it will be up to you to judge the trainees in your class. When planning, you should take into account their strengths and weaknesses and allocate the time you feel is necessary for each topic for that particular group. Eg. your class may have a very good understanding of personal hygiene but very little understanding of first aid procedures – in this case you can be flexible and concentrate more on first aid within that class.

Note: there are many questions, problem solving exercises, learning activities in the workbooks relating to all areas covered in the course – please select appropriately for the group of trainees. They can complete some parts in class and others for homework. Do take time to read through and select as appropriate when you are planning.

In lessons that are related to food or beverage preparation, try to organise a demonstration of a dish or beverage and involve the trainees as much as possible. The length and nature of the course will not allow for many practical sessions and will rely on the trainees applying the theoretical knowledge from the in class sessions to their workplace based training kitchens. Since they are experienced, this should be adequate, and you must encourage them to clarify any areas they find challenging.

At the end of each session, try to have a wrap up for the day where you quickly review the learning outcomes and set the homework for the next week.



SESSION 1

Topics:

- Introduction to course and expectations
- Hygiene Standards
- First Aid

Learning Outcomes:

- To introduce participants to those course and outline expectations
- Identify and practice good hygiene standards concerning personal hygiene, kitchen hygiene, work hygiene, equipment hygiene, and food hygiene.
- Understand the impact of poor hygiene standards.
- Understand essential kitchen first aid knowledge - describe simple first aid for minor burns, cuts, electric shocks etc

Suggested Flow of Session (6.5 hours teaching time):

1 hour – Introduction to course and getting to know you

- Explain the details of the course to the trainees and answer any questions they may have. Be clear about Trainees responsibilities if they wish to obtain an NVQ level 4 certificate.
- Outline your expectations of their involvement in their learning (refer to introduction in the Professional Cookery Workbook for all areas related to this). Remind T's of the attendance requirements of the course to receive a certificate.
- Spend some time going through the materials and checking that trainees know how to use the PCS Manual and the Workbooks (ie. Read and answer questions in blue review boxes, using the manual and workbook together, homework requirements etc)
- Explain about translated versions of the PCS Manual and workbook and emphasise the need to improve trainees English skills for further career development.
- Go through the assessment that will be conducted on the course – quizzes, viva and final test. (don't forget to allocate Viva dates early and inform trainees).
- Play a getting to know you game of your choice – there are many of these on the internet. One such example is:
"Find Someone Who..." activity:
 1. You must prepare a list of statements Eg. Find someone who... has a dog, has been overseas, loves to eat pizza etc. Leave space for T's to write a name next to each statement
 2. Each T is given the sheet of statements.
 3. T's have to move around the room looking for people who fit the description.
 4. If they find someone, they can write their name next to the relevant statement
 5. Encourage T's to find out more by asking more questions before moving onto the next question. The aim is to speak to as many different people as possible.

3.5 hours – Hygiene Standards – Refer to Section 1 PCS Manual

- Warmer: Divide the trainees into two groups. Show videos or pictures (one person with good hygiene and one with bad) and ask why everything they see is unacceptable from a hygiene point of view. Ask the trainees to make a list. Have the two groups compare lists.
- Ask T's to review handwashing techniques and teach it to a partner.
- Discuss personal Health and Safety
- Have a T demonstrate the correct procedure for lifting a heavy item
- Brainstorm potential hazards in the kitchen in groups – join with another group and discuss how to prevent any issues that may arise from these hazards.
- Discuss cleaning procedures and schedules – ask T's to explain what happens in their own establishments.
- Discuss Food Hygiene and hazards, particularly allergy risks.

1.5 hours – First Aid – Refer to topic in PCS Upskilling Workbook

- Ask T's to tell a partner about an experience of an injury in the kitchen (for them or a co-worker). What did they do? Did they know what to do?
- Ask the group, what are the main accidents that occur in the Kitchen and discuss how these accidents can be avoided in the first place.
- Split T's into groups and ask them to read about one injury each from the Professional Cookery Skills Upskilling Workbook – they must present their understanding of the first aid treatment for that injury to the rest of the group OR they can do roles plays of the actions they would take in each situation.
- Discuss appropriate items and design of a first aid box.
- If time, watch some videos on treatment of the more complicated first aid procedures

.5 hours

Wrap up the lesson and answer any outstanding questions T's may have about the course. Set homework and share links for them to watch if they were not used in class and you feel they are appropriate.

Explain to T's that there will be 5 quizzes throughout the course so they will need to keep up to date with their reading and studying in order to complete them successfully.

Websites and videoclips (please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons):

Chef's Uniform - <https://www.youtube.com/watch?v=4uPYHDwVwzU>

Cleaning Stainless Steel - <https://www.youtube.com/watch?v=JCRSUS4YYIg>

Personal Health and Hygiene - <https://www.youtube.com/watch?v=b02Cvw9tOOA>

Homework:

Read Section 1 of the Professional Cookery Skills Manual and Complete the workbook questions. (this may be ongoing throughout their workplace based training but check that they have started and are clear on how to complete the activities)

Read the First Aid Section in the Professional Cookery Skills Upskilling Workbook and answer the review questions.

SESSION 2

Topics:

- Food Safety
- Fire Safety
- Kitchen Utensils, Tools and Equipment

Learning Outcomes:

- Identify and practice food safety standards that need to be maintained when receiving, storing and handling, ingredients, food, tools and equipment.
- Handle and manage a kitchen fire
- State the types of fire extinguishers that should be used for specific fires.
- Demonstrate the correct use of fire extinguishers.
- Identify and use kitchen utensils, tools and equipment.
- Understand the methods and schedules for cleaning, sanitizing and maintaining tools, knives, and heavy equipment.
- Understand safety rules when handling tools and equipment.

Suggested Flow of Session (6.5 hours teaching time):**30 minutes - Review of homework**

- Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

4.5 hours - Food Safety – Refer to Section 2 PCS Manual

- Have trainees brainstorm list of impacts of poor food safety and benefits of good food safety in a commercial kitchen.
- Discuss potential hazards when dealing with food.
- Ask trainees to share what they think are high risk foods in a kitchen operation. What type of situations allow these types of foods to become contaminated?

- Discuss the different ways cross contamination can happen. Give T's the way and ask them to give examples. Eg. Person to person – shaking hands.
- Split class into 6 groups – ask each group to study one food safety pillar. Each group should teach the other groups about their pillar.
- Review questions to prevent cross contamination
- Discuss food storage practices
- Have Trainees read the section on storing food in a refrigerator and explain to a partner (concentrating on FIFO and stock rotation)
- Discuss Blast freezers – ask a trainee who has had experience with these to explain what they know about them.
- Repeat with vacuum packing
- Present a temperature scale to trainees and ask if they can mark the different zones on it.
- Discuss cooling hot food and thawing frozen food.
- Explain procedure for handling and reheating leftovers
- Review the concept of HACCP and its importance in a commercial kitchen
- Have trainees complete a HACCP diagram in the workbook.

45 minutes - Fire Safety – Refer to topic in PCS Upskilling Course Workbook

- The suggested teaching method for this area is to ask the fire brigade to conduct a brief demonstration of the use of fire extinguishers.
- If time, review fire prevention techniques and types of fires in the workbook.

45 minutes - Kitchen Utensils, Tools and Equipment - Refer to Section 6 PCS Manual and topic in PCS Upskilling Course Workbook

- This is a broad area and trainees will need to familiarise themselves with the equipment in the Manual and Workbook
- The workbooks both have good questions relating to the equipment and utensils
- As trainees will have experience of most of the equipment covered – try to select the ones that they will be less familiar with. Pictures of these can be presented on the screen and the functions and uses can be discussed.
- Alternatively, give trainees some time to review the manual and make a list of those tools, equipment and utensils that they have never used or seen before. Then explain their uses.

Websites and videoclips (please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons):

Food Safety - https://www.youtube.com/watch?v=L-b8gb6_vrw
<https://www.youtube.com/watch?v=Ddn1W3Rp-Fk>

Fire Safety - <https://www.youtube.com/watch?v=7RuziCd2vdg>

Knife skills - <https://www.youtube.com/watch?v=FNuV7lg6jgg>

Homework:

Read Section 2 and 6 of the Professional Cookery Skills Manual and Complete the workbook questions. (this may be ongoing throughout their workplace based training but check that they have started and are clear on how to complete the activities)

Read the Fire Safety Section in the Professional Cookery Skills Upskilling Workbook and answer the review questions.

SESSION 3

Topics:

- Kitchen Organizational Structure
- Waste Management
- Time management

Learning Outcomes:

- Understand kitchen organization
- Identify job roles and responsibilities
- Understand what good waste management practices are.
- Work effectively by managing time.
- Understand production schedules, work plans, allocating duties in a timeframe, and time controlling.

Suggested Flow of Session (6.5 hours teaching time):

30 minutes - Review of homework

- Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

1 hour - Kitchen Organizational Structure – Refer to Section 4 of PCS Manual

- Ask T's what is the point of having an organisational structure in a commercial kitchen?
- Have T's quickly do the Kitchen spaces activity in Module 3 of workbook. Explain this is for a large hotel. Ask T's to explain what the requirements/differences are for a small hotel.
- Elicit T's understanding of how all sections of a kitchen are related, ask them to give specific examples. To explain further, draw the relationship on a large sheet of A3 or flipchart paper or show it on a PPT.
- Elicit the functions of the following departments:
 - Cold kitchen brigade (including butchery)
 - Hot kitchen brigade
 - Pastry and bakery brigade
 - Clarify any uncertainties they may have
- Discuss workflow in a kitchen

3 hours - Waste Management – Refer to Section 3 PCS Manual

- Ask trainee's to discuss with a partner the current waste management practices they are aware of in their workplaces. Share a few opinions with the whole class.
- Why is waste management important?
- Cut up 9 steps for performing safe food waste removal – ask T's to put them in the correct order.
- Discuss the importance of separating waste products
- Highlight some good industry examples of positive waste management systems
- Ask T's to draw 2 columns in notebook – hazardous waste and non hazardous. Call out waste items and have T's write in correct column.
- Discuss sustainability and ideas for making waste management sustainable in their kitchens.
- Ask T's to brainstorm possible pests in a commercial kitchen and give suggestions and ideas for dealing with pests.

2 hours - Time management – refer to Section 5 PCS Manual

- Ask T's what is time management? Why is it important in their roles?
- Have them discuss with a partner how they manage their time (in general and at work)
- Look at the four stages of food production.
- Talk about work plans – look at examples in Manual
- Give T's examples of a menu plan/recipe and ask them to write a workplan accordingly (there's also an exercise on this in the workbook)

Websites and videoclips (please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons):

Waste Management - <https://www.keenanrecycling.co.uk/news/news-articles/2016/january/11-tips-for-working-with-kitchen-staff-and-food-waste-regulations/>

<https://www.powerknot.com/2013/05/21/lower-your-commercial-kitchen-waste-by-composting-waste-food/>

Homework:

Read Section 3, 4 and 5 of the Professional Cookery Skills Manual and Complete the workbook questions.

SESSION 4

Topics:

- Food Knowledge
- Green Leafy Vegetables
- Convenient Products

Learning Outcomes:

- Identify standard recipes and ingredients.
This means you should be able to recognize different types of vegetables, fruits, herbs, spices, meat items, seafood, poultry, dairy items, bread and processed and pre-packaged food.
- recognize different types of herbs, spices, lettuce and green leafy vegetables
- Understand shelf lives and storing methods of different food types. Know the fundamental cooking procedures for different food types. Understand the purpose of standard recipes and recipe yields
- Define the importance and correct usage of convenient products

Suggested Flow of Session (6.5 hours teaching time):

30 minutes - Review of homework

- Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework

4.5 hours - Food Knowledge and Green Leafy Vegetables – Refer to Section 7 PCS Manual and topic in PCS Upskilling Manual

note: leave out nutrition section – it appears in more detail later in the Upskilling Workbook.

- Discuss taste and flavour
- Review various meat cuts (eg. Beef, lamb, pork, poultry) pay particular attention to storage and handling. Teach T's about eyes, hands and nose approach to fresh produce.
- Repeat for fish and seafood
- Quickly review types of vegetables, checking for freshness and cleaning
- Untrained chefs may not be familiar with the names of the cuts so go through these referring to relevant pictures
- Examine variety of nuts and their uses (ask T's to tell you about their uses)
- Repeat with potatoes – give special reference to not refrigerating potatoes
- Briefly cover fruits and fruit cuts.
- Assign a set of herbs and spices to pairs/groups – ask them to study material and present to the group.
- Look at section on dairy – select relevant material for the class (eg. spend more time on cheeses if they are unfamiliar)
- Look at the structure of an egg and it's multiple uses in cookery
- Discuss the different types of rice that are available (note: Sri Lankan rice varieties are covered in Ethnic Food later in the course). Focus on cooking tips for rice.
- Briefly look at legumes, pasta and noodles – they should be quite familiar with this content at this stage (if not, they will need to study this independently). You can also just answer questions on those they are unfamiliar with.
- Look at standardized recipes and yields – do some related exercises in the workbook
- Give a recipe conversion exercise – either work through it together as a group or individually
- Look at Green Leafy vegetables in the Upskilling Manual – pay particular attention to prepping these vegetables to maximise nutrition and the relevant health benefits of Sri Lankan leaves.

45 minutes - Convenient Products – Refer to topic in PCS Upskilling Workbook

- Ask T's for examples of convenience foods they currently use in their cooking.
- Discuss the three basic types of convenience products
- Examine the guidelines for handling convenience foods
- The review questions for this section in the Upskilling Workbook can be completed in class in pairs.

Websites and videoclips (please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons):

Vegetable cuts - <https://www.youtube.com/watch?v=8VBnaFhOEn8>

Homework:

Read Section 7 of the Professional Cookery Skills Manual and Complete the workbook questions.

Remind T's there will be a quiz on the first 4 sessions next week so they must catch up on their reading to make sure they can complete it successfully.

SESSION 5

Topics:

- Quiz
- Cooking methods and mise en place procedures

Learning Outcomes:

- Identify methods of cooking.
- Understand the correct methods for cooking a variety of dishes
- Identify and apply mise-en-place procedures.
- Understand the arrangements of utensils, tools, glassware.
- Understand ingredient preparation and arrangement.
- Understand types of fruit and vegetable cuts.
- Understand meat, seafood and poultry preparation and types of cuts.

Suggested Flow of Session (6.5 hours teaching time):
1 hour – Quiz 1

This is the first quiz for the course and it will be based on Sessions 1-4.

The trainees should complete the quiz independently for 45 minutes. The quizzes can be swapped and corrections can be covered in 15 minutes. Collect all quizzes for record keeping purposes.

3 hours - Cooking methods – refer to Section 8 PCS Manual

- Give T's 3 minutes in pair to brainstorm all the cooking methods they know.
- Discuss the three types of heat transfer in cooking and explain what happens to food when it is heated
- What are the three broad categories for cooking methods?
- Assign one moist heat cooking method per group (3 groups). Have them read and teach the rest of the group about their method
- Repeat for Dry and Combination Methods.
- Clarify any uncertainties and add in any information T's may have missed.
- Examine other methods of cooking (sous vide and microwave)
- Look at examples of dishes for each cooking method – ask T's to generate more examples of each.

2.5 hours - Mise en place procedures – Refer Section 9 PCS Manual

- Ask T's what they think is the most important task of the day for smooth organisation in a commercial kitchen.
- Remind T's of personal hygiene checklist before starting mise en place.
- Review the knives that are necessary in different situations.
- Review the cuts of vegetables and meats
- Have T's review mise en place workplan timing example for Spaghetti Bolognese and then recreate their own version with a partner for another meal or food service.

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Cooking Methods - https://www.youtube.com/watch?v=_QuU6rs-n5Q

Mise En Place - <https://www.youtube.com/watch?v=X2jakwIVLbY>

Homework:

Read Section 8 and 9 of the Professional Cookery Skills Manual and Complete the workbook questions.

SESSION 6

Topics:

- Beverage Preparation
- Cooking with Alcohol
- Sandwiches

Learning Outcomes:

- Identify different types of hot and cold beverages
- Prepare one hot beverage according to a standard recipe
- Prepare one chilled beverage according to a standard recipe
- Use wines and spirits in food production flavour/flambé/to enrich reductions in sauces/as main items for marination's etc
- Identify different types of sandwiches (ingredients, tools, equipment and preparation)
- prepare three types of sandwiches according to a standard recipe

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – Review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

1.5 hours - Beverage Preparation – Refer to PCS Workbook Module 9

- Ask T's what experience they have had with beverage preparation, is it something they have to do in their own roles?
- Discuss tea making in Sri Lanka and demo how to make a good quality cup of tea. Explain that this is something that all tourists look forward to in Sri Lanka and it is our responsibility to make sure we give them a memorable tea.
- Discuss the different types of tea available
- Ask T's the procedure for making iced tea
- Discuss coffee and guidelines for making coffee.
- Quiz T's on coffee types by saying the ingredients and asking them to call out the name. (eg. ice and espresso – Espresso Laccino)
- Practice the pronunciation of the coffee types using the exercise in the workbook.
- If possible, demo how to make coffee in a percolator and espresso machine (or show a video)
- Review juice making and equipment – highlight that the preference of many is not to add sugar but keep it on the side if they need it.
- Discuss mocktails, lassies and smoothies

2 hours - Cooking with Alcohol – Refer to topic in PCS Upskilling Workbook

- Highlight reasons for using alcohol in cookery
- Have T's brainstorm any dishes they have prepared using alcohol
- Ask T's to list the types of alcohol they know about in cookery – refer to table in Upskilling Workbook and go through uses.
- Review steps for flambé and do a demo (or show video)

2 hours - Sandwiches - Refer to PCS Workbook Module 10

- Ask T's to list the different types of bread they know. Add to the list from the workbook
- Look at tips for storing bread
- Allocate 2 sandwich types to groups and ask them to explain their type to another group.
- Ask T's to read information about spreads and answer the review questions
- Look at tips for making sandwiches
- Briefly review sandwiches from around the world
- Demo a double decker sandwich preparation

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Making coffee in a percolator (moka pot) - <https://www.youtube.com/watch?v=rpyBYuu-wJI>

Making coffee in an espresso machine - <https://www.caffesociety.co.uk/how-to-make-espresso>

Flambe - <https://www.youtube.com/watch?v=w4amkfHRGQw>

Homework:

Read Modules 9 and 10 of the Professional Cookery Skills Workbook and Complete the workbook questions.

Read topic on Cooking with Alcohol in the Professional Cookery Skills Upskilling Workbook.

SESSION 7

Topics:

- Salads and Appetizers
- Heavy Snacks

- Identify and prepare salads and appetizers
- Understand the recipe, ingredients, tools, equipment and methods needed to prepare:
 - salads
 - Single
 - Mixed
 - Compound
 - Compose
 - Cooked
 - Classical and appropriate types of dressings,
 - appetizers
 - Hot and cold appetizers (Egg mayonnaise, Prawn cocktail, fruit cocktail, Pâté, Terrine, Aspic)
- Classify and describe different types of heavy snacks

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – Review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

4 hours - Salads and Appetizers – Refer to Module 11 of PCS Workbook

- Quickly run through hygiene requirements to consider before making a salad or appetizer.
- Ask the trainees to list the vegetables, leaves and herbs that can be used in a salad.
- Quiz T's on types of salad. Single and Compound. Elicit examples of these types of salads.
- Present different types of lettuce to T's, ask them to name them. Refer back to leafy greens in Session 4.
- Review how to retain freshness, storing and handling methods and different tossing methods. Elicit all areas from T's first.
- Ask T's what is the purpose and importance of salad dressings? How many types of salad dressings can they name? Have them review the four main types in the workbook. Review storage temperatures and duration of storage for each one.

➤ Demonstrate the following dressings:

- Vinaigrette and a derivative
- Basic mayonnaise and blender mayonnaise*
- Curd based dressing
- Acidulated cream-based dressing

*The workbook has the 2 methods for mayonnaise as well as problems when making mayonnaise which will be useful here.

➤ Demonstrate (with T involvement) the following salad types:

- Single salad – green/tomato etc (choose what is appropriate and available)
- Compound salad (mixed vegetable, cold meat, egg salad)
- Warm potato salad

Encourage trainee participation at all stages.

➤ Allow all trainees to taste the salads and provide any comments on taste and textures. Discuss plating points here and encourage them to give their opinions or ideas on this. Refer to platter presentation in the Upskilling Workbook.

➤ After the demonstrations ask the trainees what they noticed about –

- how the salad leaves are kept fresh/crisp (paper towelling or chilling).
- how the ingredients are tossed together but not mixed/stirred and why this is important.
- how the ingredients should be evenly covered in dressing but not swimming in it.

➤ Have the trainees tell you what the holding and serving temperature is for salad and why it is important to know this information in a commercial kitchen.

➤ Elicit how fresh salad can be stored correctly.

➤ Ask T's – what is an appetizer? How does it fit into a meal? What are the important factors to remember in preparing an appetizer? Ask T's to discuss and share ideas for an uncooked appetizer and a hot appetizer. Do they have a favourite?

➤ Demonstrate the following (to be chosen by trainer depending on ingredient availability):

- A simple uncooked appetizer (cheese base/crackers/greens/raw vegetable/avocado etc)
- A cooked hot appetizer (savory egg custard base/prawn cocktail/tortilla with cream cheese base etc)

2 hours - Heavy Snacks – Refer to topic in PCS Upskilling Workbook

- The workbook has Heavy Snack ideas. The basic concept is that the difference between a heavy snack and an appetizer is that a heavy snack can be a meal on its own and they are very common at cocktail parties and functions in Sri Lanka.
- The other factor to emphasise here is to use creativity as many larger dishes can be turned into heavy snacks.
- This would be a good session to organise a practical for trainees to try out making some of the heavy snack suggestions.

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Salad ideas - <https://www.ciafoodies.com/category/salads/>

Homework:

Read Module 11 of the Professional Cookery Skills Workbook and complete the workbook questions.

SESSION 8

Topics:

- Stocks, soups and sauces preparation
- identify different types of stocks, soups and sauces (ingredients, tools, equipment and preparation)
- prepare two soups according to a standard recipe
- prepare two sauces according to a standard recipe
- (the preparation of the two soups and sauces will also involve preparing the relevant stocks)

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – Review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

6 hours - Stocks, soups and sauces preparation – Refer to PCS Workbook Module 12

Stocks

- Ask T's why we use stocks in cookery? Do they make their own or use ready made stocks? Why is it important to know how to make a good stock from scratch?
- Ask them to look in workbook and give you the basic ingredients of any stock.
- Allocate one ingredient each to 5 groups and have them take notes on the main points to share with the group.

- Discuss vegetable stock and important tips for making stock.
- Elicit problems with stock and ask T's if they know the reason and the solution.
- Form pairs – ask one T to study white stock and another to study brown stocks. T's to teach their partners the procedure for the stock they studied.
- Discuss fish stock and the differences in preparation
- Review the important hygiene requirements for stock preparation.

Soups

- Ts will all be familiar with soups – ask them what their favourite soup to prepare is and why.
- They may not all know the variety of soups that can be made. Spend some time explaining the types of soup. You can quiz them on the bases after they have studied the table.
- Discuss soups from around the world. Ask T's if they can add to the options presented in the workbook.
- Go over tips for soups in workbook.

Sauces

- Elicit from T's the types of sauces they currently use. Ask again, do they make them or use readymade? Why or why not?
- What are the three building blocks of a sauce?
- Give them some time to study the classification of sauces and do a quick-fire question round for the mother sauces.
- Discuss the standards for quality of sauces.
- Demonstrate the three different types of roux and give tips on the preparation of these.
- Also try and demonstrate a Bechamel sauce as this is commonly used in commercial kitchens.
- If you did not cover emulsions (mayonnaise) in the earlier session, do so here. Especially the problems that may arise and how to rectify them.
- Briefly cover glazes, coulis and salsas.

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Stock preparation - <https://www.youtube.com/watch?v=qRykNn2t0Ig>

Mother sauces - <https://www.youtube.com/watch?v=0ivb5s1jNRo>

Sauces 101 - <https://www.escoffieronline.com/cooking-classes/sauces-101/>

Homework:

Read Module 12 of the Professional Cookery Skills Workbook and complete the workbook questions.

Remind T's there will be a quiz on sessions 5-8 next week so they must catch up on their reading to make sure they can complete it successfully.

SESSION 9

Topics:

- Quiz
- Seasoning and marinating
- Nutrition

Learning Outcomes:

- identify different types of seasoning and marinades (ingredients and preparation)
- prepare 2 standard dishes using correct seasoning and marinating methods
- Understand the importance of a balanced diet
- Identify major nutrient groups
- Understand nutrient loss and how to minimise it when cooking

Suggested Flow of Session (6.5 hours teaching time):

1 hour – Quiz

This is the second quiz for the course and it will be based on Sessions 5-8.

The trainees should complete the quiz independently for 45 minutes. The quizzes can be swapped, and corrections can be covered in 15 minutes. Collect all quizzes for record keeping purposes.

2.5 hours - Seasoning and marinating – Refer to PCS Workbook Module 13

- Elicit from T's why we season or flavour food?
- Discuss general concepts in flavour building
- Look at important points in seasoning and flavouring
- Have T's study table of other seasonings and flavourings (other than salt and pepper), Ask them which ones they have used in their own cookery?
- Talk about marinating techniques and ask T's to suggest different marinades for different cuts of meat.
- Cover guidelines and safety when marinating raw meats.

3 hours – Nutrition – Refer to topic in PCS Upskilling Workbook

- Ask T's how much they consider nutrition when preparing food in the establishments they work in. Do they think customers are concerned about this? Is this changing?
- Show the fun facts about nutrition and check if T's knew them or know of any others.
- Explain clearly what nutrition does and ask T's to study table of nutrients. Ask each T to tell you one new fact they learnt.
- Have T's brainstorm benefits of good nutrition and check list in workbook to see if they covered all of them.
- Discuss the concept of how cooking affects nutrition.

- Allocate a cooking method per pair and ask them to teach another pair about how their cooking method affects nutrition
- Very importantly, go through food preparation tips for preserving nutrition
- Ask T's to explain how having a better understanding of nutrition will affect what they do in their kitchens. Is it something they considered before this session and how will they use this knowledge now?

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

There are many books specifically related to this topic. If T's are interested in studying this topic further simply ask them to Google 'Nutrition for Culinary and Food Service professionals' and they will get a list of many useful books.

Homework:

Read Module 12 of the Professional Cookery Skills Workbook and complete the workbook questions.

Remind T's there will be a quiz on sessions 5-8 next week so they must catch up on their reading to make sure they can complete it successfully.

SESSION 10

Topics:

- Hot range Preparation

Learning Outcomes:

- identify and prepare hot range foods
- understand the recipes, ingredients, tools, equipment and methods needed to prepare:
- Eggs, vegetable, fruits, pasta, seafood, poultry

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – Review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

6 hours - Stocks, soups and sauces preparation – Refer to PCS Workbook Module 12

- Ask T's what area hot range is usually focused on? Main course – main ingredient but you must think carefully about the accompaniments

30 mins – Vegetable

- Review vegetables and their categories
- Talk about purchasing quality factors and cleaning of vegetables
- Revise cuts of vegetables and cooking methods most suitable for vegetables (refer back to nutrition section)
- Have T's look at the timing for cooking types of vegetables – can they add their own ideas to this table.
- Focus on potatoes and the different types of dishes that can be made with potatoes.

1 hour - Eggs

- Review egg sizes
- Cover all different egg preparations – boiled, fried, poached (demo this as they'll be less familiar with it), scrambled, omelette
- Cover tips and problems with preparation of eggs.
- Have T's look at uses of eggs in commercial food production and explain the methods to a partner.
- Ask T's to brainstorm a list of all the dishes they know that can be made from eggs.

1.5 hours - Seafood

- Review fish and types of shellfish
- Demo filleting a fish and all the cuts of fish – involve T's if possible, try to choose a T that has never done this before.
- Highlight residual heat and the proper cooking of fish (make T's aware of the danger of overcooking fish)
- Read table of lean and oily fish and preferred preparations.
- Have T's review suggested options for seafood dishes – have they ever had them?

30 mins – Fruits

- Teach T's the different types of cooking methods (moist and dry) used with fruits. Do any of them cook with local fruits? If so, which ones and how?
- Ask them to study selecting ingredients when cooking with fruit and consider how they will serve them.
- Ask T's to generate a list of fruit dishes they know of and/or have tasted. What was good about the dishes?

1.15 mins – Pasta

- Review the types of pasta (fresh, dried, stuffed)
- Demo cooking and checking for 'al dente' – allow each T to taste to understand the texture
- Look at pasta related dishes and highlight what a versatile ingredient this is.

1.5 hours – Poultry

- Review the different types of poultry and how to handle them.
- Highlight the correct temperature for checking doneness and how important this is from a food safety perspective.
- Look at the cuts of poultry and the best cooking methods for each one.

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Scrambled eggs - <https://www.youtube.com/watch?v=xFao0HtV8-I>

Cooking pasta - https://www.youtube.com/watch?v=RwnL_G2Xcrs

Cooking with fruit - <https://www.youtube.com/watch?v=ELlekcnstg>

Homework:

Read Module 14 of the Professional Cookery Skills Workbook and complete the workbook questions.

SESSION 11

Topics:

- Hot range Preparation (continued)
- Plating

Learning Outcomes:

- meat and (game -theory only) (beef/pork)
- Recognise good food presentation and plating and its importance for a diner

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – Review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

3 hours - Hot range Preparation - meat and (game -theory only) (beef/pork) - Refer to Module 14 PCS Workbook

- Differentiate between reared meat and game.
- Review cuts of beef and identify most suitable methods for cooking in Sri Lanka based on availability and cost.
- Demo or show the variations in cooking meat (rare, medium rare, well done etc)
- Cover cooking methods of beef, lamb and pork focusing on recommended cooking methods and quality points.
- Look at the pictures of traditional meat dishes. What other dishes are T's familiar with?

3 hours – Plating – Refer to topic in PCS Upskilling workbook

- Ask T's how important plating and food presentation is at the establishment they work at. If so, how do they find ideas and inspiration for this?
- Explain three essentials of food presentation.
- Discuss balance and portion size
- Look at the guidelines for plating food.
- Use a variety of pictures to show T's good plating standards as well as poor plating standards.
- Encourage them to take pictures of their own plating efforts and share them with the group.
- Remind T's how so many people like to take pictures of their food and post on social media – this is good (free) advertising for a restaurant – so they should try to make their dishes visually appealing.

Websites and videoclips (please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons):

The art of plating

<https://www.finedininglovers.com/article/3-michelin-chefs-art-plating>

<https://www.youtube.com/watch?v=wapdvQEz98>

<https://www.lightspeedhq.com/blog/10-food-plating-and-presentation-tips/>

Homework:

Finish reading Meat section in Module 14 of PCS Workbook and answer relevant questions.

Read and review topic in PCS Upskilling workbook and answer review questions.

SESSION 12

Topics:

- Desserts

Learning Outcomes:

- Identify and prepare hot and chilled desserts (recipes, ingredients, tools, equipment and methods)
- Identify and prepare classical desserts ((recipes, ingredients, tools, equipment and methods)

Suggested Flow of Session (6.5 hours teaching time):

Note: there will not be time for review in this session as desserts is a time consuming topic. Please give trainees feedback through email or WhatsApp.

4.5 hours – Chilled and Classical desserts – refer to Module 15 PCS Workbook

- Ask the trainees what their favourite desserts are. Ask if they are hot or cold desserts.
- Ask T's what are the base ingredients for many dessert dishes?
- Review utensils and equipment commonly used in desserts – give some dessert examples and ask T's to tell you what items would be required to prepare it.
- Demonstrate or show videos of some of the common skills required for dessert making (eg. whisking, folding, glazing etc)
- Discuss method of preparing custard and quality points – also cover the different derivatives of crème anglaise.
- Discuss/Demo mousses and ganache
- Look at table of sweet sauces and ask T's to name a dessert that each one is used in.
- Discuss the method of making puff pastry (this should be brief because the scope of this course is not to specialise in pastry)
- Discuss the leaving process and how it relates to desserts
- Look at the type of cakes and cover tips for high quality cakes.
- Select a variety of chilled and classical desserts from the workbook and ask T's to study the information on each one.

2 hours – hot desserts

- Decide on two hot desserts to demo – again try to select something that trainees may be unfamiliar with or a particular dish that is often made incorrectly in the Sri Lankan context.
- Pay importance to 'pressure points' of these types of desserts and help T's with useful tips to improve their dessert making abilities.

Websites and videoclips (please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons):

Famous pastry Chefs from around the world - <https://blog.sfceurope.com/famous-pastry-chefs-from-around-the-world>

(T's can use the names to look up videos or websites of these chefs to follow)

Homework:

Read Module 15 PCS Workbook and answer relevant questions (leave out yeast dough section (starts page 466) which will be part of the next session).

Remind T's there will be a quiz on sessions 9-12 next week so they must catch up on their reading to make sure they can complete it successfully.

SESSION 13

Topics:

- Quiz
- Bakery

Learning Outcomes:

- understand raising agents and basic bread and pastry production techniques
- basic bread dough preparation and varieties
- shortcrust
- sugar pastry
- choux pastry

Suggested Flow of Session (6.5 hours teaching time):

1 hour – Quiz

This is the third quiz for the course and it will be based on Sessions 9-12.

The trainees should complete the quiz independently for 45 minutes. The quizzes can be swapped and corrections can be covered in 15 minutes. Collect all quizzes for record keeping purposes.

3 hours - basic bread dough preparation and varieties - Refer to yeast dough section Module 15 PCS Workbook. (page 466)

- Explain the two most important principles in bread making
- Cover the types of yeast and the temperature zones for yeast.
- Have T's look at the 12 steps of yeast dough production in the flow diagram. – Allocate one step per pair/group and ask them to explain them in the correct order to the rest of the class.

- Talk about freezing dough and using frozen dough
- Study the bread faults table
- Demonstrate basic bread dough preparation and varieties.

45mins - shortcrust (page 439)

- Demo pastry, cover tips and troubleshooting for this type of pastry.
- Have T's complete problem solving in workbook.
- Ask T's - What dishes can this be used in?

45mins - sugar pastry (page 439)

- Demo pastry, cover tips and troubleshooting for this type of pastry.

1 hour - choux pastry (page 443)

- Demo choux pastry, highlight important rules and problems that may arise.

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Choux pastry - <https://www.greatbritishchefs.com/how-to-cook/how-to-make-choux-pastry>

Homework:

Read yeast dough section (starts page 466) Module 15 PCS Workbook and answer relevant questions.

SESSION 14

Topics:

- Basic Ethnic Food (main focus Sri Lankan Food)

Learning Outcomes:

- Identify and prepare basic Sri Lankan food
- Understand recipes, ingredients, tools, equipment and methods to be used to prepare
 - Types of Sri Lankan food (ethnic and festival foods)

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – Review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

6 hours – Sri Lankan Cookery – Refer to Module 16 PCS Workbook and topic in Upskilling workbook

- Have T's share their mothers or grandmothers favourite Sri Lankan dish? Was it made using traditional or modern methods? Did you learn to make the recipe yourself? Share with a partner and then call on some T's to share with the whole group.
- Discuss regional dishes with T's – have a race to see how many dishes they can brainstorm from different regions of Sri Lanka
- Review the relevant traditional equipment and small utensils used in Sri Lankan Cookery. If actual equipment is not available, use a variety of pictures to show T's.
- Explain the application of heat in Sri Lankan cookery.
- Have T's brainstorm and share common ingredients used in Sri Lankan cuisine. The PCS Workbook Module 16 has a full table of curry ingredients, coconut milk information and thickening agents and tenderizing agents for meat. Also mention acids used in curries.
- Review Sri Lankan rice varieties and reminders for cooking rice.
- Review Green Leafy Vegetables (leaves) used in Sri Lankan Cookery from earlier session in PCS Upskilling Workbook. Highlight the medicinal nature of these leaves and ask T's for ideas on how they can include them in each meal and educate the customers.
- Discuss with T's the techniques used to change flavours and colours of a good Sri Lankan meal. PCS Workbook Module 16 has a table of methods to introduce curry ingredients to meat, fish and vegetable dishes.
- Use PCS Upskilling Workbook to discuss authentic regional dishes and highlight some important cooking tips for Sri Lankan cookery to the trainees.
- Demonstrate how to make curry powder mixture. Elicit method and ingredients from them.
- Demo some less familiar dishes for T's to learn a new skill.

Websites and videoclips (please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons):

Top ten chefs to follow - <https://thetoptenchefs.com/favorite-top-10-chefs-in-sri-lanka/>

Homework:

Read Sri Lankan Cookery section in Module 16 PCS Workbook and topic in Upskilling workbook and answer relevant questions.

SESSION 15

Topics:

- Food Costing

Learning Outcomes:

- Be aware of cost control and its importance in kitchen operations
- Understand profit and how to do basic relevant calculations
- Understand stocktaking and its connection with profit
- Use and understand a standardised recipe
- Use relevant calculations for yield testing

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

6 hours – Food Costing - Refer to topic in PCS Upskilling Workbook

You will need to prepare some relevant costing exercises prior to this lesson.

- Introduce concept of cost control and ask T's to brainstorm reasons as to why this is such an important part of any kitchen operation.
- Discuss what may happen to an establishment if this is ignored or done incorrectly
- How is this done in their establishments? Do they have any knowledge about how it works?
- Explain the components of profit and ask T's to list items that may be fixed costs and those that may be variable in a kitchen operation
- Spend time doing some calculations as a group with the T's
- Give T's some exercises to complete on their own and compare with a partner

- Clarify any uncertainties and re-do some examples if they are unsure
- Discuss Stocktaking and explain how this is conducted in practice
- Work through some relevant calculations as a group and then individually
- Ask T's what a standardise recipe is and how it links to food costing.
- Work through one example together for all trainees to understand the process
- Give each group a template to create a standardised recipe (you may have a list of costs involved from them to draw from)
- Explain the concept of yield testing, show T's an example on the board
- Give T's some problems to work through individually to ensure they understand.
- A good idea here would be to get T's to teach a partner all of the calculations that were covered in this session, this will consolidate their learning.

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Extra information of food costing - <https://opentextbc.ca/basickitchenandfoodservicemanagement/chapter/learning-objectives-2/>

Homework:

- Read relevant topics in PCS Upskilling Workbook and answer review questions.
- You may want to prepare a worksheet of calculation questions for T's to complete.
- Ask T's to bring in four standard recipes from the current workplaces (or make them up) – this is to share with classmates in next lesson.

SESSION 16

Topics:

- Food Costing (continued)
- Purchasing
- Opening and Closing the kitchen

Learning Outcomes:

- Know how to assess suppliers using a systematic approach
- Understand how to manage a market list and requisitioning of ingredients to be used in kitchen department food production
- handle and manage quality assurance of commodities reporting structure of such complaints to the respective officers
- understand important aspects of general information and knowledge in a kitchen -daily functional (opening and closing of the kitchen) operations and the role and responsibility of a commis chef

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

Refer to PCS Upskilling Workbook for all topics.

1 hour – Continue food costing calculations or examples

- If you gave T's homework on this, go through these calculations in class for them to correct answers.
- If not, have a selection of calculation questions ready for them to revise and check with you.
- Ask T's to swap standard recipes with each other and to practice dish costing based on the recipes they have received. They must determine the sale price to be printed in the menu

3 hours – Purchasing and quality assurance

- Explain how purchasing fits into the kitchen operations process.
- Ask T's to draw a spider gram of any terms they can think of related to purchasing
- What kind of things would T's analyse when selecting a supplier? Ask them to brainstorm a list in pairs and compare with another pair. Ask them to check against supplier assessment form in the PCS Upskilling Workbook.
- Explain the concept of market lists and requisitions. Show some complete examples for T's to study.
- Elicit the factors involved in quality assurance when purchasing. Ask T's to explain how this is done at their establishments. What do they currently do if there is an issue with a purchase?

2 hours – Opening and closing the kitchen

- Have T's work with a partner to think of their current workplaces and the steps and procedures involved in opening and closing a kitchen.
- Ask them to present these to the class
- Refer to procedures in PCS Upskilling Workbook to compare and check.

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

For more information on purchasing - <https://opentextbc.ca/-basickitchenandfoodservicemanagement/chapter/purchasing/>

Homework:

Read remainder of topic in PCS Upskilling Workbook and complete relevant review questions.

You may want to set a homework task for T's to research a dish from another cuisine and come and teach the class about their findings.

Remind T's there will be a quiz on sessions 13-16 next session so they must catch up on their reading to make sure they can complete it successfully.

Remind T's of their VIVA dates so they will be ready for their oral examinations starting next session.

SESSION 17

Topics:

- Quiz
- Ethnic Cuisine
- Supervisory Techniques

Learning Outcomes:

- Identify and prepare basic ethnic food
- Types of international foods (India (south/north), Chinese, Thai, Arabic, Moroccan, Indonesian, Malaysian, Japanese) 4.5
- Understand various aspects of supervisory skills required for career progression. 1 hour

Suggested Flow of Session (6.5 hours teaching time):

1 hour - Quiz

This is the fourth quiz for the course and it will be based on Sessions 13-16.

The trainees should complete the quiz independently for 45 minutes. The quizzes can be swapped and corrections can be covered in 15 minutes. Collect all quizzes for record keeping purposes.

4.5 hours - Types of international foods (India (south/north), Chinese, Thai, Arabic, Moroccan, Indonesian, Malaysian, Japanese) – refer to Module 16 in PCS Workbook

- Ask T's if they have ever travelled out of Sri Lanka or had the opportunity to eat a cuisine from another country. If so, what is their favourite dish?
- Discuss some different and unusual cooking methods from around the world as well as utensils and equipment
- Ask T's if they know of any cultural eating habits in other countries?
- Ask T's what they know about Chinese cooking (look at Chinese in a nutshell in workbook)
- Discuss common ingredients and dishes that can be easily replicated in Sri Lanka.
- Demo a Chinese dish
- Repeat with other cuisines (the workbook mainly focuses on Chinese and Indian but refers to a few other cuisines as well)
- *If T's did the homework task, they can share their dishes in this session.

1 hour - Understand various aspects of supervisory skills required for career progression – refer to topic in PCS Upskilling Workbook

- Ask T's to describe their favourite or ideal supervisor. Have they had any supervisory duties in their career so far?
- Brainstorm a list of traits of a good supervisor. Check list against workbook list. They can assess themselves on these traits.

- Give each pair an element of kitchen supervision, ask them to summarise and teach the rest of the group.

1 hour – Oral Examination with 5 trainees

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Top ten Chinese chefs to follow - <https://thetoptenchefs.com/top-10-chefs-in-china-chinese-chefs/>

Indian recipes - <https://www.greatbritishchefs.com/collections/indian-recipes>

Thai Cuisine - <https://www.youtube.com/watch?v=ArIKPsM1Ubs>

Homework:

Read Module 16 PCS Workbook (from page 522) and Supervisory topic in PCS Upskilling workbook and answer relevant questions

SESSION 18

Topics:

- Culinary competition and aspic

Learning Outcomes:

- Understand special techniques used in taking part at culinary competitions 4 hours
- Know how to use aspic 2 hours

Suggested Flow of Session (6.5 hours teaching time):

Prior to this class – you may want to make some aspic jelly to use in the demo

30 minutes – review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

4 hours – culinary competitions – Refer to topic in PCS Upskilling Workbook

- Ask T's if they have ever competed in a competition of any sort. Why did they do it and how did it help them improve in that area.
- Link answers to culinary competitions, show some examples/pictures of competitions
- Go through categories in the Culinary Olympics (these are in tables in the PCS Upskilling workbook)
- Allocate one category per group and ask them to review the information and teach the class the relevant points

- Give Ts an opportunity to ask questions about the competition.
- If possible show a video of how it works and some of the entries into the competition
- Ask T's to make a list of the important points and tips related to a competition and to compare this with the information in the PCS Upskilling Workbook.

2 hours – Aspic

Ask T's if they have ever heard of or used aspic in the careers so far.

Explain why and when it is used (refer to competitions)

Go through recipe and procedure for making Aspic Jelly

Demonstrate how it is made and used

Give T's an opportunity to use it as they may have never encountered it before.

1 hour – Oral Examination with 5 trainees

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Culinary Olympics Website - <https://www.olympiade-der-koeche.com/en/>
(the downloads and media tab has a video you can show trainees)

Homework:

Read through topic in PCS Upskilling Workbook and answer relevant review questions.

SESSION 19

Topics:

- Menu Planning

Learning Outcomes:

- Understand menu planning with correct balance of colour /aroma/taste/palatability/Nutrition / cooking techniques.
- Discuss different types of menus/menu writing and layout
- List and describe the major points that should be considered when compiling a menu
- Develop 5 different 3 course menus from each box and develop 20 menus based on 4 different mystery boxes of ingredients
- 6 hours

Suggested Flow of Session (6.5 hours teaching time):

30 minutes – review of homework

Based on homework submitted prior to the class by trainees, clarify any common areas of misunderstanding or give trainees an opportunity to ask questions about the homework.

6 hours - Menu Planning – Refer to topic in PCS Upskilling Workbook

- Ask T's if they've ever been responsible for creating the menu at their workplace. If not, who is responsible?
- Ask them to explain what factors would be important when planning a menu for a restaurant or hotel.
- Look at workbook and compare factors.
- Discuss the objectives of menu planning
- Have a look at the different types of menus they may come across or need to create. It would be good to circulate some examples for T's to compare and contrast.
- Discuss cross utilisation and its importance
- Ask T's to study the factors to consider when balancing a menu
- Give T's a task to develop 5 different 3 course menus from each box and develop 20 menus based on 4 different mystery boxes of ingredients
- You may want to have T's create a simple menu as a group based on given ingredients for the next sessions end of course meal that they will prepare and eat together. This will give time to purchase necessary ingredients.

1 hour – Oral Examination with 5 trainees

Websites and videoclips (*please note – any website or video suggested here may not be available for use at the time of your class due to various reasons, ensure you check all links before using them in your planning and lessons*):

Menu Planning - <https://www.hotelmanagementtips.com/types-of-menu-planning/>

Homework:

Read topic in PCS Upskilling Workbook and answer review questions.
Find some examples of unusual menus to share with the other trainees.

Remind T's there will be a final test on all areas of the course next week so they must catch up on their reading to make sure they can complete it successfully.

SESSION 20

Topics:

- Final Test
- End of Course Meal to be prepared by trainees
- Course Evaluation
- Certificates and next steps

Learning Outcomes:

- Final Test – Trainees will sit a 2 hour written test on all areas of the course
- T's to prepare end of course meal with a given set of ingredients
- Prepare and present one continental plated main dish
- When preparing the meal, they must demonstrate personal hygiene, food safety, food knowledge, mis en place, cooking methods, plating knowledge
- Course feedback evaluation form
- Next steps, certificates and goodbye

Suggested Flow of Session (6.5 hours teaching time):

2 hours - Final Test

- Give T's final test and ensure test conditions are applied. Remind them that this is good practice for their NVQ level 4 Assessments

3.45 - End of course meal

- Make prior arrangements for ingredients to be available for the trainees to make a meal to celebrate the end of the course together.

15 – Evaluation Survey

- Give T's some time to complete the Course Evaluation Form to provide their feedback. Allow them to complete this anonymously and leave the room so they are comfortable to give honest feedback.

30 minutes - Certificates and goodbye

- Remind T's about their responsibility to fulfil the required hours at their workplaces and organise their external assessments. (for those who wish to be certified at NVQ Level 4)
- Ensure certificates are ready, accurate and signed prior to class
- Present certificates and congratulate trainees.
- Explain to T's that written reports will be sent (via email or post as decided) within the next two weeks.

1 hour – Oral Examination with 5 trainees

PROFESSIONAL COOKERY SKILLS UPSKILLING COURSE EVALUATION FORM

Please answer the following questions about the course and tick the option that best represents your response.

1. Course Content & Structure					
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.1	Course learning outcomes were clearly stated.				
1.2	I understood the content of the in class sessions.				
1.3	The course sequence was easy to follow.				
1.4	Sufficient time was allowed for each topic.				
1.5	The course content has prepared me well for work.				
1.6	The training had a good mix of theory and practical.				

2. Delivery Methods					
		Strongly Agree	Agree	Disagree	Strongly Disagree
2.1	The electronic media used in the presentation assisted to better my learning and understanding.				
2.2	The delivery methods were suitable for the content of this training.				
2.3	The delivery methods assisted my learning and understanding.				
2.4	The method used by the instructor made the content clear and easy to understand.				

3. Training Activities					
		Strongly Agree	Agree	Disagree	Strongly Disagree
3.1	The group/pair activities encouraged my participation.				
3.2	The activities increased my learning.				
3.3	There were sufficient activities in the session.				
3.4	The method of assessment was a fair test of my skills and knowledge.				

3. Training Activities					
		Strongly Agree	Agree	Disagree	Strongly Disagree
4.1	The instructor's enthusiasm about the subject kept my interest during the course.				
4.2	The instructor presented the content clearly and was easy to understand.				
4.3	The instructor effectively used the training materials to assist my learning.				
4.4	The instructor identified real world examples that assisted my learning to make it more relevant to my workplace.				

Your feedback is important to us. Please let us know how we can improve further:

Thank you for your feedback.

REVIEW QUESTION ANSWERS

First Aid Knowledge REVIEW

Give three reasons why you should prevent accidents in your workplace?

Any three:

- *Personal cost to the person who is injured – it may be so severe that they may not be able to continue working and it could affect their lives a lot*
- *Loss of reputation to an establishment*
- *Lost time in a shift*
- *Cost to operations*
- *Possible legal fees and compensation*

Write 2 things in the table that you can do in each area to prevent accidents: (Any two)

TRAINING	<ul style="list-style-type: none"> ➤ <i>Include regular safety training with your team.</i> ➤ <i>Educate workers on basic hygiene and safety protocols.</i> ➤ <i>Train employees on the use of first-aid items.</i> ➤ <i>Make sure training manuals are translated for those employees who are not fluent in English.</i>
SAFETY EQUIPMENT	<ul style="list-style-type: none"> ➤ <i>Stock a first-aid cabinet with supplies for treating common injuries.</i> ➤ <i>Keep fire extinguishers nearby and inspect them regularly.</i> ➤ <i>Make sure all kitchen staff wear slip-resistant shoes, cut-resistant gloves and eye protection when appropriate.</i>
KITCHEN APPLIANCES AND UTENSILS	<ul style="list-style-type: none"> ➤ <i>Turn handles away from burners.</i> ➤ <i>Adjust burner flames to cover only the bottom of the pan.</i> ➤ <i>Do not leave hot grease unattended.</i> ➤ <i>Cover fryers when not in use.</i> ➤ <i>Install protective guards on all slicing equipment.</i> ➤ <i>Keep knives properly sharpened.</i> ➤ <i>Keep all equipment well maintained</i>
FLOORS AND WALKWAYS	<ul style="list-style-type: none"> ➤ <i>Display signs to identify wet floors.</i> ➤ <i>Use floor mats to prevent slips and falls.</i> ➤ <i>Do not allow employees to lift heavy boxes or objects on their own.</i> ➤ <i>Adequate lighting</i> ➤ <i>Smooth traffic patterns</i>

What are the aims of first aid?

- *to preserve life*
- *to promote recovery*
- *to help to ensure safe transportation to the nearest healthcare facility*
- *to prevent the worsening of one's medical condition*

When it comes to design of a first aid kit, which statements are **true** and which are **false**:

1. A small bag for first aid will do. **F**
2. It should contain a list of contents. **T**
3. The first aid items can be stored in a plastic shopping bag. **F**
4. It should be kept in a locked office. **F**
5. It should be checked and restocked after every use. **T**

What are the 5 questions you should ask before giving any first aid?

- 1. Is it safe to be in the location of the injury?*
- 2. How many people are involved?*
- 3. Is anyone else available to help?*
- 4. What is my initial impression about the nature of the person's illness or injury?*
- 5. Does the person have any life-threatening conditions, such as severe, life-threatening bleeding?*

Read about the first aid for various kitchen accidents and answer the following questions:

1. When giving CPR, if the chest does not rise, what could the problem be?

The person may be choking, and you should look for an object and remove it.

2. If you are treating a cut and there is an object stuck, what should you do?

If there is an object stuck, apply pressure around the objects, NOT over the object.

3. What temperature water should you use for a burn and how long should you cool it for?

Cool or lukewarm water for 20 minutes as soon as possible. NEVER use iced water, creams or any greasy substance like butter.

4. What does RICE stand for?

Rest, Ice, Compression, Elevation

5. What is the most important thing you shouldn't do in the event of an electric shock?

You shouldn't touch if they're still in contact with the electrical source as you are at risk of electrocution

6. What are 2 symptoms of shock? **Any two answers**

- *Cold, pale and sweaty skin*
- *Rapid and weak pulse and shallow breathing*
- *May feel anxious, restless and thirsty*
- *May develop nausea and vomiting*
- *Drowsiness and may become unconscious and unresponsive*

Fire Safety REVIEW

What are 5 common fire hazards in a commercial kitchen?

1. *Liquids*
2. *Open Flames*
3. *Electrical Wiring*
4. *Poor Maintenance*
5. *Poor Wiring*

Do you have a fire prevention program at your current workplace, which steps are in place already? Which steps can you add?

Answer will vary according to trainee experience.

Put the sentences below in the correct area of the table:

Stovetop Fires	Oil or grease fires	Microwave and Oven Fires
<ul style="list-style-type: none"> ➤ <i>Make sure you pull out the lid to the pot or pan you are using or a baking tray that is large enough to completely cover the pot or pan.</i> 	<ul style="list-style-type: none"> ➤ <i>Aim at the base of the fire — not the flames</i> ➤ <i>If it's small and manageable, pour baking soda (not baking powder) or salt on it to smother the flames. DO NOT use flour as it can cause explosions.</i> 	<ul style="list-style-type: none"> ➤ <i>DO NOT be tempted to open the door because letting oxygen in will cause the fire to increase.</i>

- Make sure you pull out the lid to the pot or pan you are using or a baking tray that is large enough to completely cover the pot or pan.
- Aim at the base of the fire — not the flames.
- If it's small and manageable, pour baking soda (not baking powder) or salt on it to smother the flames. **DO NOT** use flour as it can cause explosions.
- **DO NOT** be tempted to open the door because letting oxygen in will cause the fire to increase.

What are four questions you would ask to decide whether to call for help in the event of a fire?

- *How large is the initial fire?*
- *How fast is the fire growing?*
- *What is feeding the fire?*
- *Will anything close to the fire feed it and make it larger?*

What does PASS stand for in relation to using a fire extinguisher?

- *Pull the pin to break the tamper seal*
- *Aim the extinguisher low, with the nozzle directed at the firebase*
- *Squeeze the handle to spray the extinguishing agent*
- *Sweep from side to side while pointing the extinguishing agent at the firebase*

Equipment and Utensils Purchasing and Knowledge REVIEW

When planning a new kitchen, what are four factors you should consider?

- *The size and extent of the menu and the market it serves*
- *Services (gas / electricity and water)*
- *Labour, skill level of staff*
- *Amount of capital expenditure, costs*
- *Use of prepared convenience foods*
- *Types of equipment available*
- *Hygiene & food safety act*
- *Design and décor*
- *Multi-usage requirement*

Select a new piece of Equipment for the kitchen you currently work in.

Equipment name:

Eg. Blender

Answer the questions for each factor below: *answers will vary*

Factor	Answer for your piece of equipment
Weight	<i>Eg. 2.7kg (not an issue)</i>
Overall dimensions	<i>Eg 13.2x 6.93x10.63 (it will easily fit on the benchtop)</i>
Drainage	
Water	
Capacity	
Time	
Ease	

Factor	Answer for your piece of equipment
Maintenance	
Extraction	
Spare parts	
Appearance	
Noise	

Why would you use a butter curler?

To produce decorative shapes of butter but buffet tables. It can also be used to make chocolate shavings.

What is a sauteuse?

It's a pan with sloping sides and a large surface. It is ideal for simmering and reduction. It's also similar to a Dutch oven

What is a ravier?

It's a small dish varying in shape and material in which hors d'oeuvres are served.

Are there any equipment/utensils on the list above that you have never seen or used? Look them up on the internet and take some notes about them below.

Answers will vary.

Green Leafy Vegetables

REVIEW

There are two types of green vegetables. What are they? Give two examples of each.

1. Salad Greens: These are greens used in fresh salads, including leaf lettuce and non-lettuce greens: for example, romaine, arugula, and watercress.

2. Cooking Greens: Greens that are cooked before eating, such as kale, bok choy, spinach, and beet greens.

Match the lettuce varieties and their characteristics or uses:

<u>Lettuce Variety</u>	<u>Characteristic/Use</u>
Arugala	great with dip - Endive
Butterhead	loose mix of baby lettuce - Mesclun
Iceberg	when cooked, bitter becomes sweet - Radicchio
Endive	peppery flavor - Arugala
Little gem lettuce	leaves can be used as a wrap - Butterhead
Mesclun	gold standard for chopped salad - Iceberg
Radicchio	crisp, sweet and sturdy – Little Gem lettuce

Write the correct cooking green into the table to match the statement:

Cooking Green	Statement
Kale	It has many nutrients and is considered a superfood
Brussel Sprouts	It is a bud from the cabbage family
Spinach	It has seven calories per cup
Broccoli	It has vitamin K in all edible parts
Bok Choy	It plays an important role in cognitive function, immunity, and cancer prevention.
Beet Greens	One cup has 17% of the daily value for fibre

Write four tips for maintain the nutrients when prepping or cooking greens: **any 4**

Wash before cutting

Cook shortly after cutting

Cut larger, uniform pieces

Limit the water

Use little fat

Add citrus

Name 3 Sri Lankan greens that you did not know about before. Write a few notes on each one.

Answers will vary

Convenience Foods REVIEW

What are the three basic types of convenience foods?

Canned, dehydrated and frozen

List 2 advantages and 2 disadvantages of convenience foods:

Advantages	Disadvantages
<ul style="list-style-type: none"> ➤ <i>It saves time in preparation</i> ➤ <i>The quality is consistent</i> ➤ <i>It can be stored on a shelf or freezer for long periods</i> ➤ <i>There is no wastage</i> 	<p><i>Some types of foods are expensive foods and should be used with direction</i></p> <ul style="list-style-type: none"> ➤ <i>Vitamins B and C may be lost during processing.</i>

Write 5 top tips for handling convenient foods: **(any 5)**

➤ *Handle with the same care you give fresh raw ingredients.*

➤ *Examine as soon as received.*

➤ *Store properly*

➤ *Know the shelf life of each product*

➤ *Defrost frozen foods properly*

➤ *Know how and to what extent the product has been prepared.*

➤ *Use proper cooking methods.*

➤ *Treat convenience foods as though you, not the manufacturer, did the pre-preparation.*

➤ *Do not overuse convenience food in a dish or menu.*

➤ *If you have to make use of a convenience product, always taste and appraise it first.*

Cooking with alcohol REVIEW

What can alcohol do to food?

It can make your food taste, smell and cook better.

It brings out the flavour in food if you use it properly.

What is the maximum percentage of alcohol in a dish that will not make it the dominant flavour?
5%

Write the correct alcohol type next to the relevant statement:

- Toss this into berries and fruits salads to create a syrupy coating. Liqueurs
- Can be used to make vanilla extract. Vodka
- Use white for lighter sauces and red for thicker sauces and stronger flavours. Wine
- Flavour a sugar syrup with them and brush the syrup over cake layers. Fortified wines
- It is heavily used for batter deep frying. Beer
- Gives a smoky flavour and can be used in sweet or savoury dishes. Whisky

Write the 4 steps to flambé in your own words: Answer may be brief in own words

- 1. Heat the liquor in a saucepan until bubbles begin to form (around 130°F). Do not bring liquor to a boil, as it will burn off the raw alcohol needed to ignite the dish.*
- 2. Pour the warmed liquor into a skillet filled with whatever you're flambéing, standing at a safe distance from the stove, ignite immediately with a long match or lighter.*
- 3. Gently shake your now-flaming pan to evenly distribute the alcohol. Let cook until the flames disappear. The alcohol vapor generally burns off by itself in a few seconds.*
- 4. Serve immediately.*

Name 4 alcohol types that are good for flambéing: Any 4

- Cognac
- Dark Rum
- Brandy
- Bourbon
- Whisky
- Kirsch
- Grand Marnier
- Tia Maria
- Amaretto
- Cointreau
- Triple Sec

Heavy Snacks**REVIEW**

What is a heavy snack, give four examples:

They are served at special cocktails and for dinner. They can be a meal on their own.

Examples will vary.

Draw three possible platter designs and write some useful tips below the designs.

Answers will vary – pictures in Upskilling course book

Nutrition**REVIEW**

As a chef, why is it important to be aware of nutrition?

For personal health reasons and to be aware of how to prepare healthy dishes for your customers.

Do you think you have a lot of knowledge on this area?

Answers will vary

What are the three main functions of nutrients?

To provide energy, to promote growth and maintenance and to regulate body processes.

Match the following nutrients to their functions:

Nutrient

Function

Carbohydrates

To build the body (the muscles, skin, hair, blood, enzymes), regulate water

Proteins

To supply energy to brain, nervous system, muscles and blood.

Fats (lipids)

Provides a medium for chemical reactions, remove waste products and makes up 50-60 % of body weight

Vitamins

To maintain the body and bodily functions (store energy, help absorb vitamins, insulate vital organs, etc.)

Minerals

To maintain the body and bodily functions (boost the immune system, convert food into energy, etc.)

Water

To build the body and help with bodily functions (strengthen bones, teeth, nerve control, etc.)

Name 4 things that a healthy diet does? **(Any 4)**

- ***Fuels the body with energy (calories) and nutrients for everyday activities***
- ***Provides additional energy and nutrients for recreational activities and sports***
- ***Supplies nutrients for growth, repair and maintenance***
- ***Fights disease***
- ***Cushions the body, protects it from accidents, regulates body temperature and heals***
- ***Keeps these body systems functioning under many challenging circumstances throughout the life cycle***
- ***Sustains many different body systems***

What is an empty calorie?

Empty calories are the calories in nutrient-poor foods and beverages, such as candy or soft drinks. Empty calories still contain calories, but they may not have any nutrients.

What examples of food and beverages that you consume would be considered empty calorie?

Any examples

Eg. Coke.

➤ *Soft drinks, sports drinks, sweet tea, lemonade and energy drinks.*

➤ *Alcohol.*

➤ *Junk food and fast food.*

➤ *Candy, including hard candies and sweet or sour chews.*

➤ *Cakes and donuts.*

Read the table about how cooking methods affect nutrients in food and take some notes below:

These answers will vary according to what each trainee puts in their own words – can be verified against table in Upskilling book if it seems inaccurate.

Method	Affect
Baking	
Blanching	
Braising	
Grilling	
Boiling, simmering and poaching	
Sautéing	
Steaming	

Read the following statements and decide if they are True or False:

1. Food increases nutrients as it ages. **False**
2. Cooking food for a long time is the best for health. **False**
3. It is a good idea to use the water that you cook vegetables in for stock or sauces. **True**
4. Most vitamins and minerals are close to the skin of vegetables. **True**
5. It is better for nutrition to peel vegetables after cooking them. **True**

As a chef, list 5 ways you can make the food you offer healthier: **(Any 5 in trainees own words)**

- *Using less fat in cooking – use cooking methods that don't require as much fats*
- *Using unsaturated fats – if you must use fats, try to use less saturated fats*
- *Emphasizing flavour - Rely more on the natural flavours of foods and less on salt and other additives that should be decreased in the diet.*
- *Storing foods properly - Foods in storage lose nutrients as they age. The loss of nutrients can be slowed, however, by proper storage.*
- *Modifying portion sizes - It is not necessary to feature huge slabs of meat to serve satisfying meals.*
- *Using nutritional information - study the nutritional content of foods in order to plan healthy menus.*
- *Giving customers healthy choices - Offer a menu with a variety of foods so customers can choose a well-balanced meal suited to their needs and desires. Be flexible in the kitchen and modify menu items to meet balanced dietary requirements.*
- *Using the freshest, highest-quality foods possible - it is important to use high-quality natural ingredients at their peak of flavour. Healthy cooking means letting the true flavours of foods dominate.*

Plating REVIEW

What are the three essentials of food plating?

- 1. Good Preparation and cooking techniques*
- 2. Professional Work Habits*
- 3. Visual Sense*

Explain how to create balance in the presentation of a dish?

Colours

Two or three colours on a plate are usually more interesting than just one.

Shapes

Plan for variety of shape and form as well as of colour. Cutting vegetables into different shapes gives you great flexibility.

Textures

Good balance requires a variety of textures on the plate. Perhaps the most common error is serving too many soft or puréed foods.

What must you remember about portion sizes?

Match portion sizes and plates

Balance the portion sizes of the items on the plate

Give 5 tips to consider when plating food: **(Any 5)**

- *Keep food off the rim of the plate.*
- *Arrange the items for the convenience of the customer.*
- *Keep space between items, unless, of course, they are stacked on one another.*
- *Maintain unity.*
- *Make every component count.*
- *When using a sauce or gravy, add it attractively.*
- *Keep it simple.*
- *Never go for looks rather than flavour. This includes the use of herbs as a garnish, unless they go with the meal*
- *Avoid moving things around once they're on the plate, as this will simply make a mess*
- *Visualize what your dish will look like before you start arranging it on the plate*
- *Don't clutter the plate*

Sri Lankan Cookery

REVIEW

Why is it important to have a good understanding and skills in Sri Lankan Cookery as a chef based in Sri Lanka?

Because a chef should always take pride in preparing the cuisine of their home country and now many tourists want to eat authentic Sri Lankan Cuisine.

Name and describe four traditional meals that you have not tried before. *(Any 4 from list)*

1.

2.

3.

4.

When you are tempering a dish, when should you add spices?

At the end

What natural Products are used to flavour the following in Sri Lankan Cooking:

Food Type	Natural product
Fish	<i>Gembog (goraka)</i>
Meat	<i>Tamarind</i>
Country Fowl	<i>Tamarind</i>
Broiler Chicken	<i>Gembog (goraka)</i>

Name 2 Sri Lankan Vegetables you should wash after cutting. *(any two from table)*

1.

2.

How can you give a roasted/charred flavour to corn?

Cook it on radiant heat

What should you remember when serving Sri Lankan dishes to non Sri Lankan customers?

To adjust the seasoning and spices according to the desire of the customer (it is best to ask the level of spice they prefer)

Food Costing REVIEW

Give 3 advantages of an efficient food costing system: (any 3)

- *It discloses the net profit made by each section of the organization and shows the cost of each meal produced.*
- *It will reveal possible sources of economy and can result in a more effective use of stores, labour, materials etc.*
- *Costing provides information for the formation of a good price policy*
- *Cost records allow for speedy quotations for all special functions. Eg. special parties, wedding receptions etc.*
- *It enables the organization to keep to a budget*

What is the difference between direct labour costs and indirect labour costs?

- 1 Direct labour costs – the salaries and wages paid to staff such as chefs, waiters, bar staff, housekeepers etc, which can be allocated to income from food, drink and accommodation sales.*
- 2 Indirect labour costs – includes salaries and wages paid, for example, to managers, office staff and maintenance staff who work for all departments in the establishment (so their labour cost should be charged to all departments).*

How do you calculate the following (give equation)

Gross Profit – *Sales – Food costs*

Net Profit – *Sales – Total Cost (Labour cost + Overhead)*

Average spending power – *Total sales/no of customers*

Food costs for one week at the restaurant you work in are Rs.15,000. For the same week, the restaurant spends Rs.12,000 on labour and overheads. Food sales for the week total Rs.30,000.

1. Calculate the gross profit the restaurant makes for the week.

$$30,000 - 15,000 = 15,000$$

2. Calculate the net profit the restaurant makes for the week.

$$30,000 - (15,000 + 12,000) = 3,000$$

What are 3 objectives of a standard recipe? *(any three)*

- 1. Predetermine quantity and quality of ingredients*
- 2. Control portion costs*
- 3. Facilitate purchasing and internal requisitioning*
- 4. Facilitate food preparation*
- 5. Enhance market orientation of hotel/restaurant*
- 6. Maintain food quality standards*

In yield testing calculations, what does AP and EP stand for?

AP – as purchased

EP – edible portion

Why is yield testing important?

because it tells you several things: how much usable product you will have after processing; how much raw product to actually order; and the actual cost of the product per dollar spent.

Write 3 questions you can use to assess a supplier? *(any three for supplier assessment form in PCS Upskilling Workbook)*

- 1.
- 2.
- 3.

Why are requisitions used in commercial kitchens?

To record anything transferred from storage to the kitchen for inventory control.

Before accepting inventory, what should you check?

The quantity and quality of the goods delivered.

Supervisory Skills**REVIEW**

What is the first step to becoming a chef supervisor?

Work Ethic

What do you think are the top 5 most important traits for a chef supervisor?

Answer will vary according to trainees preference

Select five elements of Kitchen Supervisions and write notes about each one in your own words?

These answers will vary according to what each trainee puts in their own words – can be verified against table in Upskilling book if it seems inaccurate.

1.

2.

3.

4.

5.

What areas can you work on to increase your chef supervision and management skills?

Answers will vary according to trainees experience

Culinary competitions and Aspic REVIEW

Why would a chef choose to compete in the culinary Olympics?

To put your skills and knowledge to the test in a competitive format. It allows you to practice and perfect your skills/craft.

Read the category tables and answer true or false for the following:

1. In culinary artistry the height has to be minimum 60cm and maximum 150cm including the base. **True**
2. The jury can't cut any of the items. **False**
3. In individual classic fruit and vegetable carving each participant shall place its entry card next to the object. **True**
4. Toothpicks, wood skewer and any type of glue, textiles and other decoration materials practically used to enhance a banquet composition are not permitted. **False**
5. Food colours are allowed. **True**
6. In culinary art, the weight of finger food should be 40-50 grams each. **False**

When will you be given feedback about your entry?

On the competition day.

What is Aspic Jelly?

Aspic jelly is clarified stock that contains enough gelatin to solidify when cold.

What are the three main purposes of aspic?

1. ***To protect foods from the air, which would dry them out and discolour them.***
2. ***To improve appearance and give shine.***
3. ***To add flavour. This last purpose is, of course, best accomplished if the stock is of high quality.***

Why is aspic used in competitions?

To make the food glisten and make it more appealing to the eye.

Menu Planning

REVIEW

What is the main aim of a food menu?

To inform guests in a clear way what is available to them to select their meal.

What should management or menu planners take into account when planning a menu?

- *The type and choice of food and drinks available*
- *The quality of the product offered*
- *The quantity of the product offered*
- *The consistent standard of the product*
- *The consistent standard of the product*
- *Food and drinks served at the correct temperature*
- *The range of textures, flavours, aroma and colours offered by a food dish*
- *The presentation of food and drinks enhance the products and priced value for money*

Fill in the missing objectives:

The objectives of menu planning are to:

1. Meet nutritional needs
<i>2. Plan meals within the food cost</i>
3. Simplify purchase, preparation, and storage of meals
4. Provide attractive, appetizing meals with no monotony
<i>5. Save time and money</i>
6. Minimize overhead expenditure, i.e., fuel, electricity, water, labour.
<i>7. Meet/exceed customer expectations</i>
8. Determine production methods and distribution systems
<i>9. Predict and decide on staffing levels</i>
10. Provide quality, standardization & predictability

What are the 6 important factors of a menu:

- *The menu should be attractive*
- *It should be clean*
- *It should be easy to read*
- *It should reflect current awareness*
- *It should compliment the occasion*
- *The design*

Match the menu types below:

Table d'hôte	selection of individual dishes
Plat du jour	special menu
À la carte	set menu
Carte du jour	dish of the day

What is cross utilisation in your own words?

The use of one food product in multiple ways

What factors must be considered in a balanced menu?

1. Flavours

2. Textures

3. Appearance

4. Nutrients

**5. Cooking
Method**

6. Availability

QUIZ 1

1. Give one example of each type of contamination (1 example of each has been provided)

Microbiological	Physical	Chemical
eg. fungus	eg. sand	eg. pesticide

(1 mark)

2. Circle the correct answer. When washing your hands, you should dry them on:

- a. your chef's uniform
- b. paper towel or air dry them
- c. a tea towel
- d. your apron

(1 mark)

3. What could happen in the following situations?

Situation	What could happen?
A greasy or wet floor	
Broken glass	
Cooking with hot oil	

4. Why is it important to regularly clean, disinfect /sanitize all areas of the workplace?

- a. so that the head chef will be happy
- b. to look busy at work and get a promotion
- c. because bacteria and harmful particles can be found on all surfaces

(1 mark)

5. When delivering CPR you should push:

- a. softly and slowly with one hand
- b. medium pressure and slowly with two hands
- c. hard and fast with one hand on top of the other

(1 mark)

6. When treating a burn you should use:

- a. ice water for 2 minutes
- b. cool or lukewarm water for 20 minutes
- c. hot water for 20 minutes

(1 mark)

7. Circle all the rules for keeping food in a refrigerator (there is more than one):

- a. Apply FIFO – new stock should be placed behind older stock.
- b. Use gloves when you are putting things in and taking them out
- c. Keep an eye on use-by dates and all items should be correctly labelled.
- d. Raw food and prepared food should be kept together.
- e. Eggs can be kept on the top shelf or in the egg holders in the door.

(1 mark)

8. Why is it wrong to use the same cutting board for raw vegetables/fruits and meat?

- a. It is wrong because you can get fired.
- b. It is wrong because germs from the meat can get onto the vegetable/fruit and lead to food poisoning.
- c. It is wrong because the food won't taste nice.
- d. It is wrong because it is lazy.

(1 mark)

9. If there is an oil or grease fire what SHOULDN'T you do?

- a. turn off the heat source
- b. cover the flames with a metal lid or baking tray
- c. throw flour or water on it

(1 mark)

10. When using a fire extinguisher, what does PASS stand for?

- a. Pull, Aim, Squeeze, Sweep
- b. Pump, aim, shoot, seal
- c. Pour, aim, shout, store

(1 mark)

11. Give one example of each type of tool in the kitchen (one eg. has been provided):

Small	
Large	
Mechanical	

(3 marks)

12. Answer True or False for the following statements about knives and cutting boards.

1. Keep knife wiping cloths separate from other cloths. ____
2. Washing a knife in the dishwasher is safe. ____
3. When washing a knife that has been used for cutting meat or poultry use hot soapy water. ____
4. It is safe to store knives with other utensils. ____
5. If you use the same cutting board you will risk cross-contamination between raw foods and cooked foods. ____
6. There is only one colour of cutting board that is used in a commercial kitchen. ____

(1 mark)

13. Circle one responsibility that is not the job of a Commis chef:

- a. Assisting in the food preparation process
- b. Handle customer concerns and suggestions
- c. Cooking and preparing elements of high-quality dishes
- d. Preparing vegetables, meats and fish

(1 mark)

14. Match the kitchen spaces and the functions

Pastry and Bakery	store cold and frozen items
Butchery	Soup, Main courses = meat, fish and vegetables
Hot Range	Dessert and bakery products
Cold Room/Freezer	Cutting of meats, poultry and seafood

(2 marks)

15. Circle the correct answer. Waste should be:

- a. stored in a place that can be seen by guests/customers
- b. piled up till there is a lot of it
- c. disposed of quickly and efficiently
- d. disposed of altogether without any separation of plastic, paper, glass and food waste

(1 mark)

16. Time management is important because:

- a. It helps you to prepare tastier food.
- b. it makes your customers enjoy their meal.
- c. It reduces stress so there are less mistakes and accidents.
- d. Life is short.

(1 mark)

17. Circle the correct answer. When storing meat:

- a. You can place it in the fridge after a few hours if you're busy.
- b. It should be kept in the top of the fridge
- c. If it is frozen or vacuum packed it should be placed in the freezer immediately.
- d. Frozen meat should be thawed outside in the sun.

(1 mark)

18. Read the following statements and write T for True or F for False.

- a. Cooking is required for all vegetables and fruits.
- b. It is better to overcook vegetables and fruits.
- c. It is not necessary to preserve the colours of vegetables and fruits.
- d. Different vegetables and fruits contain different amounts of fibre

(1 mark)

19. Name three spices: Eg. Cinnamon

- 1.
- 2.
- 3.

(3 marks)

20, Name three fresh herbs: Eg. Basil

- 1.
- 2.
- 3.

(3 marks)

21. All milk products should be stored at what temperature?

- a) 4°C or lower
- b) 6°C or lower
- c) 8°C or lower
- d) 11°C or lower

(1 mark)

Total Score: /30

QUIZ 2

1. Fill in the missing word. What is cooking?

It is the transfer of _____ from its source to the food.

(1 mark)

2. Circle the three types of heat transfer:

1. Radiation
2. Fumigation
3. Conduction
4. Convection
5. Condensation

(1 mark)

3. Give one example of each cooking method:

Moist	eg. poaching
Dry	eg. grilling
Combination	eg. pot roasting

(3 marks)

4. Match the cooking methods with the descriptions:

Steaming	the direct, primary heat source comes from below the food item.
Roasting	The food should never touch the source of the steam (boiling water)
Grilling	Fast-frying strips of meat, poultry or vegetables in a wok with a small amount of fat.
Stir Fry	uses dry heat in an enclosed space, such as an oven.

(1 mark)

5. Circle the correct answer. What does Mise En Place mean:

- a. Finding a place
- b. Putting in place
- c. Leaving a place

(1 mark)

6. What are the benefits of mise-en-place?

Write T for True or F for False next to the statements below:

- a. I do not have to run here and there to get my ingredients before cooking. _____
- b. I can have more time to chat with my co-workers. _____
- c. I can see all my ingredients in front of me before I cook. _____
- d. It creates a lot of food wastage. _____

(2 marks)

7. What are the advantages of following a standard recipe? Circle the correct answers:

- a) The quality and quantity of the dish will be consistent.
- b) I can adjust according to my mood.
- c) I can control portion size.
- d) I can reduce food waste.

(1 mark)

8. True or False

- 1. Tea should be kept in a dry clean container. _____
- 2. Tea should be kept in a moist environment. _____
- 3. Tea should not be kept near strong smelling food as it absorbs smells. _____
- 4. Tea should be kept in the fridge. _____

(2 marks)

9. What is the difference between a lassi and smoothie?

- a. it tastes better
- b. a lassi has a higher content of yoghurt or milk
- c. a smoothie has more milk

(1 mark)

10. Why do chefs cook with alcohol?

- a. it is a cheap ingredient to use
- b. customers request it
- c. a small amount makes some dishes taste, smell and cook better

(1 mark)

11. We use spreads such as butter or mayonnaise in sandwiches to:

- a. make the bread soft
- b. to protect the bread from soaking up moisture from the filling
- c. to have more ingredients in a sandwich

(1 mark)

12. What are two common garnishes or sides given with sandwiches?

eg. coleslaw

- 1.
- 2.

(2 marks)

13. What is important to remember when making and serving a salad or appetizer?

- a. It should have only expensive ingredients
- b. It should be fresh
- c. It should be served in a large dish

(1 mark)

14. Circle the four types of salad dressing:

- a. colourful dressing
- b. vinegar based dressing
- c. simple dressing
- d. acidulated-cream based dressing
- e. mayonnaise based dressing
- f. natural yoghurt based dressing

(2 marks)

15. Tick the factors that are important for an appetizer:

- a. proper textures
- b. must be hot
- d. eye appeal (must look attractive)
- c. well balanced flavours
- d. must be cold

(1 mark)

16. Match the parts of the canape with their meaning:

Garnish (topping)	the main ingredient
Filling	traditionally toast or cracker
Spread	to catch the eye and balance the colours and textures
Base	for example, cream cheese, or hummus

(4 marks)

17. Fill in the missing words with heavy snacks or appetizers.

- a. _____ can be a meal on its own. Examples are
 B _____ are usually served before a meal.

(1 mark)

18. What is a mirepoix?

- a. a combination of beets, lettuce and celery
 b. a combination of carrots, onions and celery
 c. a combination of spinach and onions

(1 mark)

19. What seasoning should you NOT add to a stock because it might become too strong:

- a. herbs
 b. pepper
 c. salt

(1 mark)

20. Why shouldn't you use potatoes in a stock?

- a. it doesn't taste nice
 b. the starch makes it cloudy
 c. it gives a funny smell to the stock

(1 mark)

21. True or False

- a. You must start a stock in cold water. _____
 b. When making a brown stock you should not brown the bones first in a pan. _____
 c. You must skim the fat and scum regularly. _____
 d. You should add stock cubes to a fresh stock. _____

(1 marks)

Total Score: / 30

QUIZ 3

1. Fill in the missing words with a word from the box about general concepts of flavour building.

balance	flavour	ingredient	natural	simpler
---------	---------	------------	---------	---------

- Every _____ should have a purpose.
- When two ingredients contrast, be sure they _____.
- Think about the _____ of everything that will be served with the main dish on the plate.
- _____ is usually better. The more flavours you combine, the harder you have to work to balance them all.
- You must always think about how to respect the fresh produce and maximise its _____ flavour

(3 marks)

2. When is the most important to check and adjust seasoning in a dish?

- at the beginning of preparation
- at the end of preparation, before plating
- in the middle of preparation

(1 mark)

3. True or False

- Seasoning in enhancing the natural flavour of food without changing the taste. _____
- Dried herbs should be added at the end of a dish. _____
- Salt must be adjusted at the beginning of a dish even if the recipe does not say so. _____
- The most important skill of a chef is the ability to season and flavour food well. _____

(1 mark)

4. How long should you marinate fish for? Circle the correct answer:

- 2 hours
- 30 minutes
- 15 minutes

(1 mark)

5. Tick the things that a healthy diet does for us:

- a. helps us to enjoy our work more
- b. fuels the body with energy and nutrients for everyday activities
- c fights disease
- d. helps us to cook tasty meals

(1 mark)

6. Circle the options for keeping the maximum nutrition in foods:

- a. Use fresh meat and vegetables instead of old food.
- b. Cook with a large amount of oil.
- c. Cook for the shortest time possible.
- d. Use as little water as possible when poaching or boiling.
- e. Cook food at very high temperatures for a long time.

(2 marks)

7. A hot range main dish will usually have:

- a. only meat
- b. only vegetables
- c. only starch
- d. all of the above

(1 mark)

8. Match the cuts of vegetables with their descriptions:

Brunoise	Sticks of vegetables approximately 5cm long. Used as an accompaniment.
Baton	Long, thin, matchstick shaped pieces about 4cm in length.
Julienne	A technique for cutting herbs and green leaves into very thin strips of ribbons
Chiffonade	a very small diced cube between 1-3mm square

(2 marks)

9. Which type of vegetables use the cold method of boiling (fill pot with cold water and vegetables and then bring to a boil)?

- a. green leafy vegetables
- b. yams and root vegetables
- c. beans and leaks

(1 mark)

10. Braising, Roasting and Baking makes vegetables

- a. get burnt
- b. develop a more concentrated flavour
- c. lose flavour

(1 mark)

11. Give three examples of how potatoes can be cooked. Eg. chips

- 1.
- 2.
- 3.

(1 mark)

12. What is the best way to check the temperature of cooked food?

- a. Glass thermometer
- b. Hand test
- c. Food temperature probe
- d. Estimate

(1 mark)

13. Match the boiling time for eggs:

soft boiled with runny yolk	4-5 minutes
hard boiled with firm yolk	3 minutes
medium boiled with creamy yolk	6-7 minutes

(2 marks)

14. Why is it important to rest grilled, pan-fried or roasted meat before cutting/serving?

- a. to concentrate the flavours
- b. to let it go cold
- c. to reduce the oil content

(1 mark)

15. Tick only the good guidelines for plating:

- a. keep it simple
- b. go for looks rather than flavour
- c. don't clutter the plate
- d. don't plan what your plate will look like until you plate it

(1 mark)

16. True or False

- a. you should balance a plate with 2 or 3 colours instead of just one. _____
- b. you should cut everything the same shape to make the plate look nice. _____
- c. you should always have a good variety of textures on a plate. _____
- d. don't worry about selecting the correct size plate, it is ok if it looks crowded. _____

(2 marks)

17. Put the following dessert ingredients into the correct side of the table below:

white flour eggs white sugar butter milk heavy cream puff pastry

Refrigerator	Room temperature

(2 marks)

18. When whipping cream, you should:

- a. whip it for a long time
- b. whip it at a cold temperature
- c. over whip the cream

(1 mark)

19. Custard is a:

- a. dessert on its own
- b. a liquid that is thickened with eggs used in many desserts
- c. type of cake

(1 mark)

20. Ganache is a:

- a. pudding
- b. cheesecake
- c. rich chocolate cream

(1 mark)

21. Label each dessert with HOT or COLD:

- a. sponge _____
- b. chocolate mousse _____
- c. crème caramel _____
- d. baked cheesecake _____
- e. jelly _____

(3 marks)**Total Score: /30**

QUIZ 4

1. The three main types of dough in cookery are:

- a. strong, weak and elastic
- b. soft, hard and flexible
- c. lean, enriched and rolled in

(1 mark)

2. Why do we proof (rest) dough?

- a. to save time for other work
- b. to increase the volume of the dough
- c. to make hard bread

(1 mark)

3. Rolled in doughs (like croissant dough):

- a. contain many layers of fat that create a flaky texture
- b. are flat and have a hard texture
- c. contain a lot of milk and sugar

(1 mark)

4. Choux Pastry can be used to make:

- a. birthday cakes
- b. eclairs and cream puffs
- c. apple pies

(1 mark)

5. True or False

- a. pastry should be prepared in a very cold kitchen. _____
- b. blind baking is baking in the dark. _____
- c. when making pastry you must not overwork the pastry dough. _____
- d. some type of fat (eg. butter or margarine) is necessary for any type of pastry. _____

(4 marks)

6. If your pastry is soft and crumbly, you may have:

- a. over baked it
- b. added too much fat
- c. handled it too much

(1 mark)

7. Name three basic ingredients in Sri Lankan Cookery:

- 1.
- 2.
- 3.

(1 mark)

8. Tick the reasons we use coconut milk in Sri Lankan dishes:

- a. as a thickening agent
- b. to make curries dark
- c. to add aroma and flavour
- d. to add dairy to a dish

(1 mark)

9. True or False

- a. there are many different methods of introducing curry powder to a curry. _____
- b. rice is used as a thickening agent for some curries. _____
- c. vinegar is used as a thickening agent for some curries. _____
- d. curry powder should be stored in an airtight container. _____

(2 marks)

10. Name 3 Sri Lankan breakfast dishes:

- 1.
- 2.
- 3.

(3 marks)

11. Name 3 Sri Lankan desserts:

- 1.
- 2.
- 3.

(3 marks)

12. What can we add to water to prevent discolouration and loss of flavour when we soak some vegetables in water?

- a. pepper
- b. sugar
- c. salt

(1 mark)

13. The calculation for gross or kitchen Profit is:

- a. sales – total costs
- b. sales – overheads
- c. sales – food cost

(1 mark)

14. If food sales are 50,000/-, food costs are 20,000 and the labour and overheads are 10,000, the gross profit and net profit are:

- a. 20,000/- and 20,000/-
- b. 30,000/- and 20,000/-
- c. 40,000/- and 20,000/-

(2 marks)

15. Circle the calculation for Average Spending Power:

- a. Profit
sales
- b. sales
labour costs
- c. Total sales
no of Customers

(1 mark)

16. Why do we conduct stocktaking in a kitchen operation?

- a. when there are no customers, chefs get bored
- b. chefs enjoy counting and organising
- c. it gives an awareness of the actual value of goods at hand

(1 mark)

17. A standard recipe should show:

- a. the profit made per dish
- b. the precise quantities of ingredients in a dish
- c. the time taken to prepare the dish

(1 mark)

18. In yield testing AP stands for:

- a. about perfect
- b. as purchased
- c. after picking

(1 mark)**19. True or False**

- a. when selecting a supplier, you should consider price, delivery and quality of goods. _____
- b. a requisition is used to purchase products at the supermarket. _____
- c. you should sign the invoice as soon as the food is delivered. _____
- d. if goods delivered are low quality or an incorrect quantity, there is no point telling anyone. _____
- e. When opening and closing a kitchen, it is best practise to use a checklist. _____

(3 marks)**Total Score: /30**

ANSWERS - QUIZ 1

1. Give one example of each type of contamination (1 example of each has been provided)

Microbiological	Physical	Chemical
eg. fungus <i>multiple answers possible</i>	eg. sand	eg. pesticide

(1 mark)

2. Circle the correct answer. When washing your hands, you should dry them on:

- a. your chef's uniform
- b. paper towel or air dry them
- c. a tea towel
- d. your apron

(1 mark)

3. What could happen in the following situations?

Situation	What could happen?
A greasy or wet floor	<i>Falling, broken bones</i>
Broken glass	<i>Cuts and infection</i>
Cooking with hot oil	<i>Burns, Fire</i>

4. Why is it important to regularly clean, disinfect /sanitize all areas of the workplace?

- a. so that the head chef will be happy
- b. to look busy at work and get a promotion
- c. because bacteria and harmful particles can be found on all surfaces

(1 mark)

5. When delivering CPR you should push:

- a. softly and slowly with one hand
- b. medium pressure and slowly with two hands
- c. hard and fast with one hand on top of the other

(1 mark)

6. When treating a burn you should use:

- a. ice water for 2 minutes
- b. cool or lukewarm water for 20 minutes
- c. hot water for 20 minutes

(1 mark)

7. Circle all the rules for keeping food in a refrigerator (there is more than one):

- a. Apply FIFO – new stock should be placed behind older stock.
- b. Use gloves when you are putting things in and taking them out
- c. Keep an eye on use-by dates and all items should be correctly labelled.
- d. Raw food and prepared food should be kept together.
- e. Eggs can be kept on the top shelf or in the egg holders in the door.

(1 mark)

8. Why is it wrong to use the same cutting board for raw vegetables/fruits and meat?

- a. It is wrong because you can get fired.
- b. It is wrong because germs from the meat can get onto the vegetable/fruit and lead to food poisoning.
- c. It is wrong because the food won't taste nice.
- d. It is wrong because it is lazy.

(1 mark)

9. If there is an oil or grease fire what SHOULDN'T you do?

- a. turn off the heat source
- b. cover the flames with a metal lid or baking tray
- c. throw flour or water on it

(1 mark)

10. When using a fire extinguisher, what does PASS stand for?

- a. Pull, Aim, Squeeze, Sweep
- b. Pump, aim, shoot, seal
- c. Pour, aim, shout, store

(1 mark)

11. Give one example of each type of tool in the kitchen (one eg. has been provided):

Small	eg. knife <i>multiple answers possible</i>
Large	eg. fryer
Mechanical	eg. refrigerator

(3 marks)

12. Answer True or False for the following statements about knives and cutting boards.

1. Keep knife wiping cloths separate from other cloths. **T**
2. Washing a knife in the dishwasher is safe. **F**
3. When washing a knife that has been used for cutting meat or poultry use hot soapy water. **T**
4. It is safe to store knives with other utensils. **F**
5. If you use the same cutting board you will risk cross-contamination between raw foods and cooked foods. **T**
6. There is only one colour of cutting board that is used in a commercial kitchen. **F**





(1 mark)

13. Circle one responsibility that is not the job of a Commis chef:

- a. Assisting in the food preparation process
- b. Handle customer concerns and suggestions**
- c. Cooking and preparing elements of high-quality dishes
- d. Preparing vegetables, meats and fish

(1 mark)

14. Match the kitchen spaces and the functions

- | | | |
|-------------------|---|--|
| Pastry and Bakery |  | store cold and frozen items |
| Butchery |  | Soup, Main courses = meat, fish and vegetables |
| Hot Range |  | Dessert and bakery products |
| Cold Room/Freezer |  | Cutting of meats, poultry and seafood |

(2 marks)

15. Circle the correct answer. Waste should be:

- a. stored in a place that can be seen by guests/customers
- b. piled up till there is a lot of it
- c. disposed of quickly and efficiently**
- d. disposed of altogether without any separation of plastic, paper, glass and food waste

(1 mark)

16. Time management is important because:

- a. It helps you to prepare tastier food.
- b. it makes your customers enjoy their meal.
- c. It reduces stress so there are less mistakes and accidents.**
- d. Life is short.

(1 mark)

17. Circle the correct answer. When storing meat:

- a. You can place it in the fridge after a few hours if you're busy.
- b. It should be kept in the top of the fridge
- c. If it is frozen or vacuum packed it should be placed in the freezer immediately.
- d. Frozen meat should be thawed outside in the sun.

(1 mark)

18. Read the following statements and write T for True or F for False.

- a. Cooking is required for all vegetables and fruits. **F**
- b. It is better to overcook vegetables and fruits. **F**
- c. It is not necessary to preserve the colours of vegetables and fruits. **F**
- d. Different vegetables and fruits contain different amounts of fibre **T**

(1 mark)

19. Name three spices: Eg. Cinnamon

- 1. **multiple answers possible**
- 2.
- 3.

(3 marks)

20, Name three fresh herbs: Eg. Basil

- 1. **multiple answers possible**
- 2.
- 3.

(3 marks)

21. All milk products should be stored at what temperature?

- a) 4°C or lower
- b) 6°C or lower
- c) 8°C or lower
- d) 11°C or lower

(1 mark)

Total Score: /30

ANSWERS - QUIZ 2

1. Fill in the missing word. What is cooking?

It is the transfer of *heat* from its source to the food.

(1 mark)

2. Circle the three types of heat transfer:

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2. Fumigation

3. Conduction

4. Convection

5. Condensation

(1 mark)

3. Give one example of each cooking method:

Moist	eg. poaching <i>multiple answers possible</i>
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Combination	eg. pot roasting

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4. Match the cooking methods with the descriptions:

Steaming — the direct, primary heat source comes from below the food item.
 Roasting — The food should never touch the source of the steam (boiling water)
 Grilling — Fast-frying strips of meat, poultry or vegetables in a wok with a small amount of fat.
 Stir Fry — uses dry heat in an enclosed space, such as an oven.

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5. Circle the correct answer. What does Mise En Place mean:

a. Finding a place

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6. What are the benefits of mise-en-place?

Write T for True or F for False next to the statements below:

- a. I do not have to run here and there to get my ingredients before cooking. **T**
- b. I can have more time to chat with my co-workers. **F**
- c. I can see all my ingredients in front of me before I cook. **T**
- d. It creates a lot of food wastage. **F**

(2 marks)

7. What are the advantages of following a standard recipe? Circle the correct answers:

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8. True or False

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- 2. Tea should be kept in a moist environment. **F**
- 3. Tea should not be kept near strong smelling food as it absorbs smells. **T**
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11. We use spreads such as butter or mayonnaise in sandwiches to:

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- b. to protect the bread from soaking up moisture from the filling
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(1 mark)

12. What are two common garnishes or sides given with sandwiches?

eg. coleslaw *multiple answers possible*

- 1.
- 2.

(2 marks)

13. What is important to remember when making and serving a salad or appetizer?

- a. It should have only expensive ingredients
- b. It should be fresh
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14. Circle the four types of salad dressing:

- a. colourful dressing
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- c. simple dressing
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- e. mayonnaise based dressing
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(2 marks)

15. Tick the factors that are important for an appetizer:

- a. proper textures
- b. must be hot
- d. eye appeal (must look attractive)
- c. well balanced flavours
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16. Match the parts of the canape with their meaning:

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|-------------------|---|
| Garnish (topping) | the main ingredient |
| Filling | traditionally toast or cracker |
| Spread | to catch the eye and balance the colours and textures |
| Base | for example, cream cheese, or hummus |

(4 marks)

17. Fill in the missing words with heavy snacks or appetizers.

a. **heavy snacks** can be a meal on its own. Examples are

B **appetizers** are usually served before a meal.

(1 mark)

18. What is a mirepoix?

a. a combination of beets, lettuce and celery

b. a combination of carrots, onions and celery

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19. What seasoning should you NOT add to a stock because it might become too strong:

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20. Why shouldn't you use potatoes in a stock?

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21. True or False

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b. When making a brown stock you should not brown the bones first in a pan. **F**

c. You must skim the fat and scum regularly. **T**

d. You should add stock cubes to a fresh stock. **F**

(1 marks)

Total Score: / 30

ANSWERS - QUIZ 3

1. Fill in the missing words with a word from the box about general concepts of flavour building.

balance

flavour

ingredient

natural

simpler

- a. Every **ingredient** should have a purpose.
- b. When two ingredients contrast, be sure they **balance**
- c. Think about the **flavour** of everything that will be served with the main dish on the plate.
- d. **Simpler** is usually better. The more flavours you combine, the harder you have to work to balance them all.
- e. You must always think about how to **respect the fresh produce** and maximise its **natural** flavour

(3 marks)

2. When is the most important to check and adjust seasoning in a dish?

- a. at the beginning of preparation
- b. at the end of preparation, before plating
- c. in the middle of preparation

(1 mark)

3. True or False

- a. Seasoning in enhancing the natural flavour of food without changing the taste. **T**
- b. Dried herbs should be added at the end of a dish. **F**
- c. Salt must be adjusted at the beginning of a dish even if the recipe does not say so. **F**
- d. The most important skill of a chef is the ability to season and flavour food well. **T**

(1 mark)

4. How long should you marinate fish for? Circle the correct answer:

- a. 2 hours
- b. 30 minutes
- c. 15 minutes

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5. Tick the things that a healthy diet does for us:

- a. helps us to enjoy our work more
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- c fights disease
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- b. Cook with a large amount of oil.
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- d. Use as little water as possible when poaching or boiling.
- e. Cook food at very high temperatures for a long time.

(2 marks)

7. A hot range main dish will usually have:

- a. only meat
- b. only vegetables
- c. only starch
- d. all of the above

(1 mark)

8. Match the cuts of vegetables with their descriptions:

- | | |
|------------|---|
| Brunoise | Sticks of vegetables approximately 5cm long. Used as an accompaniment. |
| Baton | Long, thin, matchstick shaped pieces about 4cm in length. |
| Julienne | A technique for cutting herbs and green leaves into very thin strips of ribbons |
| Chiffonade | a very small diced cube between 1-3mm square |

(2 marks)

9. Which type of vegetables use the cold method of boiling (fill pot with cold water and vegetables and then bring to a boil)?

- a. green leafy vegetables
- b. yams and root vegetables
- c. beans and leaks

(1 mark)

10. Braising, Roasting and Baking makes vegetables

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(1 mark)

11. Give three examples of how potatoes can be cooked. Eg. chips

- 1.. *multiple answers possible*
- 2.
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(1 mark)

12. What is the best way to check the temperature of cooked food?

- a. Glass thermometer
- b. Hand test
- c. Food temperature probe
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(1 mark)

13. Match the boiling time for eggs:

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| hard boiled with firm yolk | 3 minutes |
| medium boiled with creamy yolk | 6-7 minutes |

(2 marks)

14. Why is it important to rest grilled, pan-fried or roasted meat before cutting/serving?

- a. to concentrate the flavours
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15. Tick only the good guidelines for plating:

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- d. don't plan what your plate will look like until you plate it

(1 mark)

16. True or False

- a. you should balance a plate with 2 or 3 colours instead of just one. **T**
- b. you should cut everything the same shape to make the plate look nice. **F**
- c. you should always have a good variety of textures on a plate. **T**
- d. don't worry about selecting the correct size plate, it is ok if it looks crowded. **F**

(2 marks)

17. Put the following dessert ingredients into the correct side of the table below:

white flour eggs white sugar butter milk heavy cream puff pastry

Refrigerator	Room temperature
<i>eggs</i> <i>butter</i> <i>milk</i> <i>heavy cream</i> <i>puff pastry</i>	<i>white flour</i> <i>white sugar</i>

(2 marks)

18. When whipping cream, you should:

- a. whip it for a long time
- b. whip it at a cold temperature
- c. over whip the cream

(1 mark)

19. Custard is a:

- a. dessert on its own
- b. a liquid that is thickened with eggs used in many desserts
- c. type of cake

(1 mark)**20. Ganache is a:**

- a. pudding
- b. cheesecake
- c. rich chocolate cream

(1 mark)**21. Label each dessert with HOT or COLD:**

- a. sponge **HOT**
- b. chocolate mousse **COLD**
- c. crème caramel **HOT**
- d. baked cheesecake **HOT**
- e. jelly **COLD**

(3 marks)**Total Score: /30**

ANSWERS - QUIZ 4

1. The three main types of dough in cookery are:

- a. strong, weak and elastic
- b. soft, hard and flexible
- c. lean, enriched and rolled in

(1 mark)

2. Why do we proof (rest) dough?

- a. to save time for other work
- b. to increase the volume of the dough
- c. to make hard bread

(1 mark)

3. Rolled in doughs (like croissant dough):

- a. contain many layers of fat that create a flaky texture
- b. are flat and have a hard texture
- c. contain a lot of milk and sugar

(1 mark)

4. Choux Pastry can be used to make:

- a. birthday cakes
- b. eclairs and cream puffs
- c. apple pies

(1 mark)

5. True or False

- a. pastry should be prepared in a very cold kitchen. **T**
- b. blind baking is baking in the dark. **F**
- c. when making pastry you must not overwork the pastry dough. **T**
- d. some type of fat (eg. butter or margarine) is necessary for any type of pastry. **T**

(4 marks)

6. If your pastry is soft and crumbly, you may have:

- a. over baked it
- b. added too much fat
- c. handled it too much

(1 mark)

7. Name three basic ingredients in Sri Lankan Cookery:

- 1.
- 2.
- 3.

(1 mark)

8. Tick the reasons we use coconut milk in Sri Lankan dishes:

- a. as a thickening agent
- b. to make curries dark
- c. to add aroma and flavour
- d. to add dairy to a dish

(1 mark)

9. True or False

- a. there are many different methods of introducing curry powder to a curry. **T**
- b. rice is used as a thickening agent for some curries. **T**
- c. vinegar is used as a thickening agent for some curries. **F**
- d. curry powder should be stored in an airtight container. **T**

(2 marks)

10. Name 3 Sri Lankan breakfast dishes:

1. **multiple answers possible**
- 2.
- 3.

(3 marks)

11. Name 3 Sri Lankan desserts:

1. **multiple answers possible**
- 2.
- 3.

(3 marks)

12. What can we add to water to prevent discolouration and loss of flavour when we soak some vegetables in water?

- a. pepper
- b. sugar
- c. salt

(1 mark)

13. The calculation for gross or kitchen Profit is:

- a. sales – total costs
- b. sales – overheads
- c. sales – food cost

(1 mark)

14. If food sales are 50,000/-, food costs are 20,000 and the labour and overheads are 10,000, the gross profit and net profit are:

- a. 20,000/- and 20,000/-
- b. 30,000/- and 20,000/-
- c. 40,000/- and 20,000/-

(2 marks)

15. Circle the calculation for Average Spending Power:

- a. Profit
sales
- b. sales
labour costs
- c. Total sales
no of Customers

(1 mark)

16. Why do we conduct stocktaking in a kitchen operation?

- a. when there are no customers, chefs get bored
- b. chefs enjoy counting and organising
- c. it gives an awareness of the actual value of goods at hand

(1 mark)

17. A standard recipe should show:

- a. the profit made per dish
- b. the precise quantities of ingredients in a dish
- c. the time taken to prepare the dish

(1 mark)

18. In yield testing AP stands for:

- a. about perfect
- b. as purchased
- c. after picking

(1 mark)**19. True or False**

- a. when selecting a supplier, you should consider price, delivery and quality of goods. **T**
- b. a requisition is used to purchase products at the supermarket. **F**
- c. you should sign the invoice as soon as the food is delivered. **F**
- d. if goods delivered are low quality or an incorrect quantity, there is no point telling anyone. **F**
- e. When opening and closing a kitchen, it is best practise to use a checklist. **T**

(3 marks)**Total Score: /30**

FINAL TEST – PAPER 1 MODULES 1-8

- The paper has 60 questions and each correct answer will receive 1 mark.
- Read each statement carefully. If it is true, mark T and if false mark F.
- You have 1 hour to complete this paper.

Question	T or F
1. Practicing good hygiene is important as an employee in the hotel industry.	
2. An example of microbiological contamination is a piece plastic.	
3. Chemical contamination will happen through pesticides.	
4. A common chopping board is a good example of cross contamination.	
5. It is good practice to remove all jewellery and your watch when you are star work.	
6. It is good practice to remove all jewellery and your watch when you are star work.	
7. An apron and duster are part of a cook's uniform.	
8. If you get electrocuted on duty, you should not report it to your supervisor.	
8. If you get electrocuted on duty, you should not report it to your supervisor.	
9. I must learn what to do during a fire emergency when I am on duty.	
10. Bacteria and fungus grow very fast in very hot temperatures.	
11. Cross contamination will occur if someone who is suffering from a cold, shakes hands with another person.	
12. Perishable foods like vegetables should be stored in a deep freezer.	
13. I do not use tinned food which no production date and expire date.	
14. Chicken stored at -10c is considered to be in the danger zone.	
15. You should use netting around the windows and other openings to prevent flies and other insects coming into kitchen.	
16. Time management and organizing your work will help to get the job done quickly and efficiently.	

Question	T or F
17. One of my tasks is to finish my work without delay.	
18. A good team member should not worry about completing his tasks on time.	
19. A professional person is very keen to improve his skill and knowledge.	
20. If you are coming late to duty, you should not report to your supervisor.	
21. An example of a main meal is cream of onion soup in a set menu.	
22. Sauce can be served as part of the a la carte menu.	
23. Two tablespoons of cornflour are equal to 28 grams.	
24. The grater hand tool is used for peeling the skin off vegetables and fruits.	
25. A skimmer is used for skimming froth from liquid or to remove solids floating on soup.	
26. A blast- freezer is very commonly used for storing ice cream and yoghurt.	
27. A griddle plate helps when making grilled steaks.	
28. The person who prepares meat for cooking is called the butcher.	
29. When using non-stick pan, there is no need to use oil for frying.	
30. There is no need to disconnect the power supply when cleaning electrical equipment.	
31. It is important to know how to operate the bone saw carefully and safely.	
32. Carbohydrate is an energy providing nutrient for our body.	
33. One gram of potato starch provides 9 calories for our bodily functions.	
34. Umami is the term given to a complex taste which is very similar to a savoury taste.	
35. Beef is obtained from buffalo after slaughtering and pork from sheep.	
36. Chicken comes under red meat from the game category.	
37. Duck meat has high percentage of fat and comes under poultry category.	
38. Tuna is a good example of a freshwater fish.	
39. Seer fish is a white fish and is good for making grilled or curry preparations.	
40. Acid mixtures like vinegar or wine can be used to tenderize meat.	

Question	T or F
41. "Goujon" is a cut of round fish, across the bone.	
42. Shellfish comes under the hazardous food category and should be handled very carefully.	
43. Carrots and beetroot come under root category when categorizing vegetables.	
44. Potato has high percentage of starch and comes under tubers.	
45. A suitable temperature for milk and milk products is from -5C to -10 C.	
46. Fresh mozzarella cheese is made out of buffalo milk and used for pizza.	
47. Eggs can be used for glazing buns and other pastry products to give a shiny appearance.	
48. An example of long grain rice is samba rice.	
49. Spaghetti can served with chicken, meat or vegetable sauces.	
50. Steaming is a very common example of moist cooking.	
51. Lots of oil should used in the stewing cooking method.	
52. Boiling and broiling are very equal cooking methods for meat dishes.	
53. An ideal cooking method for poaching eggs is shallow poaching.	
54. Blanching and refreshing can be done after full cooking of the dish.	
55. Marinating is a technique used for tendering and flavouring tough foods.	
56. Pane product have no strong flavours absorbed from frying oil.	
57. Mise en place will help to cut down the time wasted during the work.	
58. Precooking can be done during the advance preparation time.	
59. Pre preparation time will help to organize work very effectively.	
60. It is no harm if you use the same cooking method to prepare all food in one menu.	

Total Score: /60

FINAL TEST – PAPER 2

MODULES 9-16

- The paper has 60 questions and each correct answer will receive 1 mark.
- Read each statement carefully. If it is true, mark T and if false mark F.
- You have 1 hour to complete this paper.

Question	T or F
1. Mise en place helps me to manage my time and work well with my team members.	
2. During the advance preparation time, some cross contaminations will occur.	
3. In a standard recipe, the price should be fixed but quantity can change.	
4. “ Brunoise ” is the name given when vegetable and fruits cut into fine strips.	
5. Beef tenderloin can be portioned into tournido(cut) parts also.	
6. Tea should be kept near strong smelling foods such as eggs and cheese because it can absorb strong smells.	
7. Masala tea has milk and different spices such as cinnamon, ginger and cardamoms.	
8. The quality of the water will not change the taste of the tea.	
9. Coffee contains caffeine and is made out of the coffee beans.	
10. Ice coffee is a type of coffee beverage served chilled and people like to drink it in hot climates.	
11. Cocoa is available in Sri Lanka and it's used for chocolate making.	
12. Fresh fruit juices cannot be served as part of the breakfast service.	
13. A virgin mojito is a good example for highly popular mocktail.	
14. Sandwiches can made out of the different types of bread and different fillings.	
15. Iceberg and butterhead are two varieties of lettuce that can be used for sandwiches.	
16. Five slices of bread and two different fillings are available in a double decker sandwich.	
17. Hand gloves should be worn during the preparation of canapes and cold dishes.	

Question	T or F
18. Garde manger is the place where cold foods and salad is made in kitchen.	
19. Sushi is a Japanese dish of steamed rice, made out of vinegar and sugar.	
20. There are two common types of stocks named white stock and brown stock.	
21. Brown stocks simmer should for 2 hours, skimming the scum if necessary and continue simmer for another 3 hours.	
22. Minestrone is a tomato flavoured thick soup with vegetables, it is a national soup from Italy.	
23. A good example for clear soup category is cream of vegetable soup.	
24. Velouté is one of the mother sauces in the sauce section and can served as a soup also.	
25. Mayonnaise can used as dressing in salads and as sauces with cold foods.	
26. Seasoning can be done at the end of the preparation and marinating can done at the beginning.	
27. The correct temperature for cooking fish and seafood is around 68C.	
28. Noodles can made out of rice flour and wheat flour.	
29. During the cleaning process of vegetable, they should be brushed or scrubbed to take off dirt and other particles.	
30. Potatoes can use as thickening agent in some dishes and used in preparation of pasta	
31. Egg are not high protein foods which cannot be served for breakfast service.	
32. For the ice cream preparation, one of the main ingredients is egg yolk.	
33. Sunny side up is a name given to single side fried eggs.	
34. Crab, lobster and prawns come under freshwater fish.	
35. When buying fish, one of the quality points is that the gills should be blood red and not smell.	
36. Le supreme is the name given to the cuts of large fillet into slant.	
37. Le trancon is a slice of round fish cut across the bone.	
38. Fish should be cooked thoroughly to kill the germs and bacteria.	
39. Prawn cocktail is a one of good example of a seafood product.	
40. Part of a beef fillet cut into chateaubriand can be served as a steak.	

Question	T or F
41. Veal is the name given to the calf of cow above one year.	
42. The chops of pork or lamb are available in a menu under grill section.	
43. Pork must not be well cooked at high temperature, because it will lose flavour.	
44. A drumstick is a cut from the leg part of poultry.	
45. Peaches and apples can be served as poached fruit category.	
46. Al- dente is the technical word given to the pasta which is cooked to the correct texture.	
47. Spaghetti bolognese is a traditional dish come from India.	
48. A high percentage of sugar can be used for dessert preparation because customers prefer more sweet taste.	
49. Folding is one of the basic techniques you will learn and need to master's in pastry making.	
50. Ganache is a basic mixture of heavy cream and chocolate couverture which is used to decorate ice cream.	
51. Pies and tarts can be prepared as sweet dishes as well as savoury dishes.	
52. A good example of fried dessert is banana and apple fritters	
53. Jelly and mousses are very common desserts at wedding buffet services.	
54. Chutney, sambal, pickle and pappadam can be served as side dishes in Sri Lankan lunch.	
55. Coconut plays a key role in Sri Lankan cookery.	
56. White raw rice is milled and has less vitamin B and is high in starch, it is good for fried rice.	
57. Asme is not a traditional Sri Lankan sweet meat, it is an Indian one.	
58. Stir fried kankun with beef is a common dish on a Chinese menu.	
59. Coriander seeds are not used in the preparation of curry powder	
60. Kiribath- milk rice can be served at a traditional function like the New Year festival.	

Total Score: /60



Skills for Inclusive Growth