



Scottish Further Education Unit

Skills for Work: **Hospitality** **Intermediate 1**

Working in the Professional Kitchen



Support Material

August 2007

 scotland's colleges

Acknowledgements

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Hospitality: Working in the Professional Kitchen (Intermediate 1)

F19G 10

Introduction

These notes are provided to support teachers and lecturers presenting the Scottish Qualifications Authority Unit F19G 10, *Hospitality: Working in the Professional Kitchen (Intermediate 1)*.

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Marketing Officer - Communications
The Scottish Further Education Unit
Argyll Court
Castle Business Park
Stirling
FK9 4TY

Website: www.sfeu.ac.uk

Further information regarding this Course including Unit Specifications, National Assessment Bank materials, Centre Approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

Website: www.sqa.org.uk

Class Sets

Class sets of this pack may be purchased direct from the printer. Costs are dependent on the size of the pack and the number of copies. Please contact:

Elanders Hindson
Merlin Way
New York Business Park
North Tyneside
NE27 0QG

Tel: 0191 280 0400

e-mail: info@elandershindson.co.uk

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How to Use this Pack


None of the material in this pack is mandatory. Rather, it is intended as a guide and an aid to delivery of the Unit and aims to provide centres with a flexible set of materials and activities which can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials and approaches that you have developed yourself. The pack is available on the SFEU website in Word format to enable you to customise it to your suit your own needs.

The **Reference Section** of the pack provides information on the rationale for, and ethos behind, the *Skills for Work* courses, the Course Rationale, and the Outcomes and PCs for the *Working in the Professional Kitchen* unit. It also contains the Employability Skills Profile for Intermediate 1 Hospitality showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course and in the *Working in the Professional Kitchen* unit.

The **Tutor Support Section** contains a suggested approach to teaching the Unit, advice on learning and teaching with under-16s and guidance on integrating the development of employability skills throughout the unit. Solutions to knowledge based activities are included here, as are variations to the recipes and key teaching points and tips for the recipes which form the major part of the Student Support Section.

The **Student Support Section** contains guidance and instruction on all of the tasks to be completed along with a Log Book worksheet which can form part of the students' Learning Diary. The Log Book does not form part of the assessment of the Unit, but will help the students to reflect on and review their work.

Finally, the Student Support Section contains a **glossary** of some of the less familiar words which are used in the recipes.

Activities are identified with the symbol: 

Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments.

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience - reviewing and adapting as necessary
- reflecting after the activity has been completed - evaluating, self-assessing and identifying learning points.

The Skills for Work Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience.
- **specific vocational skills/knowledge**
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Hospitality (Intermediate 1)

Course Rationale

This Intermediate 1 Hospitality Course has been designed to provide an introductory qualification in hospitality which reflects the initial skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

The primary target group for the Course is school pupils from third year in secondary education and above. It is anticipated that the Course will build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning, and will give such candidates an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This Course fills an identified need for an introductory Course that is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential.

The knowledge and experience acquired by candidates will not only enable candidates to work within the hospitality industry but will also develop transferable competencies.

The general aims of this Course are to:

- provide candidates with a broad introduction to the hospitality industry
- allow candidates to experience vocationally-related learning
- encourage candidates to develop a good work ethic
- encourage candidates to take responsibility for their own learning and development
- provide opportunities to develop a range of Core Skills
- facilitate progression to further education and/or training.

The specific aims of this Course are to:

- prepare candidates for work in the hospitality industry
- develop team-working skills

- develop customer care skills
- begin to develop food preparation, cooking and presentation skills
- begin to develop food and drink service skills
- develop an awareness of relevant health and safety and food hygiene procedures
- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop aspects of the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- build candidates' confidence
- prepare candidates for further learning, study and training opportunities in the hospitality industry.

Unit Outcomes, PCs and Evidence Requirements

National Unit Specification: statement of standards

Unit: Hospitality: Working in the Professional Kitchen (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Carry out a risk assessment of a kitchen area.

Performance Criteria

- a) Identify the main hazards in a given area.
- b) Identify the associated risks to health and safety in a given area.
- c) Briefly identify controls in place to minimise risk.

Outcome 2

Carry out a range of simple food preparation techniques while working as a member of a team.

Performance Criteria

- a) Select and use correctly a range of equipment appropriate to each preparation technique.
- b) Apply each food preparation technique to a range of foods.
- c) Weigh and measure foodstuffs accurately.
- d) Carry out each activity using the correct health and safety and food hygiene procedures.
- e) Co-operate positively with others in all activities.

Outcome 3

Undertake a range of cookery processes while working as a member of a team.

Performance Criteria

- a) Correctly identify suitable foods and equipment for each process.
- b) Correctly apply each cookery process to a range of foods.
- c) Regularly monitor the cookery process.
- d) Use appropriate techniques to check food for readiness.
- e) Carry out each activity using the correct health and safety and food hygiene procedures
- f) Co-operate positively with others in all activities.

Outcome 4

Present and store a range of finished dishes while working as a member of a team.

Performance Criteria

- a) Use an appropriate range of garnishes and decorations to present the finished dish.
- b) Complete the finished dishes to a commercially acceptable standard.
- c) Complete the finished dishes using the correct health and safety and food hygiene procedures.
- d) Store the finished dishes at the correct holding temperature.
- e) Co-operate positively with others in all activities.

Evidence Requirements for the Unit

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Performance and written/oral evidence is required for this Unit.

- Practical activities for this assessment should be carried out under supervision either in a professional kitchen or training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.
- Written/oral evidence is required which demonstrates knowledge and understanding of risk assessment.

Outcome 1: Written/Oral Evidence

Candidates will be required to carry out a straightforward risk assessment of a specified area in the kitchen.

A completed record of the risk assessment should be retained as evidence that the candidate is able to:

- identify the main hazards in a given area
- identify the associated risks to health and safety in a given area
- briefly identify the controls in place to minimise risk.

The risk assessment must be carried out under supervised, open-book conditions.

Outcome 2: Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- select and use correctly a range of equipment appropriate to each preparation technique
- apply each food preparation technique to a range of foods
- weigh and measure foodstuffs accurately
- carry out each activity using the correct health and safety and food hygiene procedures
- co-operate positively with others in all activities.

Preparation techniques: peel, cut, slice, grate, mix, whisk, cream, fold. Each preparation technique must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

Outcome 3: Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- correctly identify suitable foods and equipment for each process
- correctly apply each cookery process to a range of foods
- regularly monitor the cookery process
- use appropriate techniques to check food for readiness
- carry out each activity using the correct health and safety and food hygiene procedures
- co-operate positively with others in all activities.

Cookery processes: boiling, baking, grilling, shallow frying. Each cookery process must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

Outcome 4 — Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- use an appropriate range of garnishes and decorations to present the finished dish
- complete the finished dishes to a commercially acceptable standard
- complete the finished dishes using the correct health and safety and food hygiene procedures
- store the completed dishes at the correct holding temperature
- co-operate positively with others in all activities.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists and a risk assessment template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

NB Centres must refer to the full Unit Specification for detailed information related to this Unit.

Employability Profile for Hospitality Intermediate 1

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

Hospitality: Working in the Hospitality Industry	=	A
Hospitality: Introduction to Events	=	B
Hospitality: Working in the Professional Kitchen	=	C
Hospitality: Working Front of House	=	D

Employability skill/attitude	Evidence
positive attitude to workplace and learning	A, B, C, D
awareness of the importance of good timekeeping and attendance	A, B, C, D
appropriate appearance	B, C, D
good communication skills — listening and talking	A, B, C, D
ability to work in a team	B, C, D
working co-operatively with others	B, C, D
self-respect and showing respect and consideration for others	A, B, C, D
ability to follow instructions	A, B, C, D
awareness of food hygiene and health and safety procedures	B, C, D
planning and preparing for work	B, C, D
confidence to seek feedback	A, B, C, D
self-review and evaluation	A, B, C, D
customer care skills	B, D
efficient use of time	B, C, D
flexibility and adaptability	B, C, D

Assessment evidence in all Units:

Practical performance supported by assessor observation checklists, and candidate self-evaluation reviews.

Careers Scotland Support for School-College Collaboration for Scotland's Colleges in the Scottish Enterprise area



In August 2006 Careers Scotland (SE and HIE areas) received funding from Scottish Executive to support college/school collaboration and encourage and promote vocational educational choices for pupils in schools. Following consultation each area produced a local action plan outlining how they intended taking forward key activities. Careers Scotland's focus is to support the career guidance needs of all S2-5 pupils involved in the opportunities which school/college collaboration brings, supporting them to make vocational educational choices, and with particular consideration for those young people at risk of becoming not engaged in employment education or training.

Skills for Work (SfW) courses are a key aspect of enhanced school/college collaboration and Careers Scotland has an important role in selection and recruitment and pre-entry career guidance, as well as ongoing support and pre-exit career guidance, to ensure the pupils' experience of SfW is capitalised upon in any future career planning. Careers Scotland also supports the career guidance needs of pupils involved in other vocational/pre-vocational programmes where relevant. Career Box delivery is a valuable tool in helping meet the needs of school pupils and lessons reflect options available within colleges; both at school and post school.

Careers Scotland activity takes place at local and national levels. This may involve a combination of any of the following services which can be tailored to local needs:

- awareness raising of Skills for Work courses (and other vocational programmes where relevant) – for pupils, teachers and parents - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals
- careers guidance support for individuals and groups, before, during and after involvement in SfW courses, resulting in better informed career decisions and effective transitions
- providing support for pupils who have been unsuccessful in attaining a place on a SfW course
- providing transitional skills development for those completing SfW courses
- capacity building through relevant shared CPD events, for Careers Scotland staff, teachers and college lecturers
- capacity building through the development of resources to support pupils, parents or teachers
- delivery of relevant Career Box lessons, where appropriate

- making connections with other existing support for pupils
- participation in local planning and management arrangements
- contributing to local and national discussions on provision and strategic development
- capturing good practice and evaluating effectiveness, using the community of practice site on our website (www.careers-scotland.org.uk) and sharing successes and concerns

In addition there are opportunities for developmental activities which can help to take forward CPD, good practice, resource development and learning opportunities for Skills for Work for young people, teachers, college lecturers, parents, Careers Scotland Advisers and employers.

For further information on Careers Scotland (SE)'s involvement in school/college collaboration in your college, please get in touch with one of our Careers Scotland Regional contacts:

South East Region (Edinburgh and Lothians; Forth Valley; Borders)

Stephen Benwell 01786 452043 stephen.benwell@careers-scotland.org.uk

North East Region (Tayside; Grampian; Fife)

Pat Pugh 01224 252044 patricia.pugh@careers-scotland.org.uk

South West Region (Dumfries and Galloway; Ayrshire; Lanarkshire)

Jean Geddes 01698 742192 jean.geddes@careers-scotland.org.uk

West Region (Glasgow; Dunbartonshire; Renfrewshire)

Sandra Cheyne 0141 204 8338 sandra.cheyne@careers-scotland.org.uk

Tutor Support Section

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the tutor knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can

be done individually or in groups; ask students to demonstrate what they have learned; use a range of question and answer techniques that allow participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a tutor has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner’s strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well. Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summative assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the tutor can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about

them; allow learners to set criteria for success and then measure their achievements against these.

- 9. Managing the learning behaviour.** Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking Skills for Work courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect tutors to provide structure and routine, and will perform best in a calm, orderly learning environment. Young students will respond to firm, fair, and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips - Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, ie. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

- 10. Care and welfare issues.** School/college partnerships mean increasing numbers of young learners in college. Tutors have to be aware of their professional responsibilities and mindful of young people's rights. However tutors have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that tutors have a working knowledge of the Child Protection policies (local authority and college documentation) and follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see the following page).

Tips - Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. 'Skills for Work' is a unique educational initiative that young people can be motivated to buy into – you as the tutor are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for tutors delivering *Skills for Work* Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

General Guidance on Unit Delivery

The *Skills for Work Unit Hospitality: Working in the Professional Kitchen Intermediate 1* provides a broad, experiential introduction to the work of a professional kitchen. Candidates will learn about basic food hygiene, health and safety issues, equipment, terminology, knife handling skills and preparing, cooking and presenting a range of commodities and dishes.

The specific aims of this unit are to:

- Identify risks to health and safety
- Identify controls to reduce risks
- Identify and carry out a range of preparation skills
- Select, use and maintain equipment required for each skill
- Develop dexterity with tools and knives
- Identify appropriate commodities for the cookery process
- Select and undertake a range of cookery techniques/processes
- Comply with current food hygiene regulations
- Comply at all times with food, health and personal safety requirements while in the kitchen
- Work cleanly and maintain a hygienic work area
- Develop and undertake team work
- Select, design and use appropriate garnishes
- Understand and use kitchen terminology in context

Due to the nature of the activities the importance of personal hygiene must be stressed and applied vigorously. Students should be shown and encouraged to undertake a system of *clear and clean as you go*.

Unit Induction

Centres should ensure that a comprehensive induction to the Unit is given, which will enable students to understand fully what they will be learning, the approaches to be used and how they will be assessed. In addition you will need to familiarise them with the working and operational requirements of a professional kitchen, the staff involved and the tasks expected of them prior to the practical sessions

This would be an appropriate time to highlight the value of developing sound employability skills and to explore what this means to the students in the context of the unit.

Learning and Teaching Approaches

Every effort should be made to allow the students to learn using a variety of experiences. Practical activities should be designed to enhance their awareness of a professional kitchen.

The practical activities should be carried out in a professionally equipped kitchen, in a realistic working environment or in the workplace. Students are to be encouraged to work cooperatively with others in the team and develop this as sound working practice.

Invariably there will be times while food is cooking and all that is required is to monitor the process. This downtime can be used to encourage the students to complete the various Activities shown in the Student Support Section.

Tutor led theoretical input should be kept to a minimum – the focus should be on **experiential learning**. Allowing students to be involved in their own learning is a rewarding experience for both tutor and student. Tutors can guide the students towards thinking about what they are doing, how they are doing it, and why. By structured discussion and questioning tutors can check the students' own learning and understanding and formalise it in an overall summing up of the outcome of each task. Each activity should involve discussion related to actual workplace practice.

Good working practices will be developed as a result of working cooperatively with others, and undertaking the activities in the support pack. Students should be encouraged to perform these activities while conducting themselves in an appropriate manner. As part of employability skills, it is important that the students are encouraged to self assess and evaluate their own work, and as they progress through the unit, be given appropriate opportunities to evaluate the work of their peers. They must be encouraged to set their own goals and seek advice. This will help build confidence and competence.

Managing the class during group work can be a challenge, as there is a possibility that they will form naturally into subgroups not always of your choosing. The key to success is to get the students involved in the make up of each group. Guidelines are given e.g. each group must have both sexes represented - different age quartiles represented and so on. This allows a certain amount of involvement and choice and more importantly the student sees a negotiated outcome. When groups are not imposed, the students are encouraged to work and cooperate within a team, and not only with friends.

An alternative approach is to allow the students to form themselves into groups to investigate specific topics. Each group would then become the 'experts' on their subject and feedback to the others on their area of investigation. This can then be developed by reforming the groups so that the new groups each have an 'expert' in every area studied. This ensures that each group should have a representative cross section of the knowledge gained, and are more capable of taking tasks forward.

This randomised selection is accepted more easily with this level of candidate. It also can be used in supporting evidence in the **employability skills**:

- positive attitude and willingness to learn
- listening and talking skills
- ability to work as a team
- ability to follow instructions
- self evaluation skills.

Delivery Model

It is suggested that all practical activities are kept to a maximum of two hours. This will of course impact on the dishes able to be prepared, and a sample list with recipes is included.

It is important that the skills elements are demonstrated and the expected standards are clarified by the tutor. A **holistic approach** to developing skills elements is recommended, but it is stressed that this can only be attempted after a full and comprehensive induction to the Unit.

Consider these **skills elements**:

- knife skills
- health and safety
- food hygiene
- commodity selection
- cookery and preparation techniques
- weigh, measure, and effective garnishing

All of these could all be taught as stand alone exercises but equally could be integrated in the holistic approach which is recommended.

It may seem a daunting task to combine all of these skills into one lesson but where the range of techniques and processes to be covered can be integrated naturally to offer students a realistic learning opportunity, this is to be strongly encouraged. While each of the processes should be studied, completing dishes which integrate the range of processes can be used effectively. Every opportunity to help the students see the big picture and to feel the achievement of producing a viable saleable product should be grasped.

Example - Pureed vegetable soup, with herb croutons

This is how this dish could meet the assessable criteria:

- select appropriate ingredients - selection of vegetables – (remember to include potato to act as thickening)
- weigh and measure vegetables, stock, margarine, bread, butter and olive oil
- prepare vegetables, wash, skin, rewash
- peel, slice, grate, cut
- shallow fry vegetables (sweat) and croutons
- boil soup - regulate to simmer
- puree with blender - or pass through chinois
- correct seasoning and garnish

By adopting this method the practical elements of the unit are allowed to dominate and the knowledge is delivered through the practical tasks. Also, at the end of the session students are encouraged to complete an evaluation of the product. This record forms a large part of the learning process.

The following employability skills can be evidenced and recorded by the student, and the validity of employability skills stressed and embedded:

- ability to follow instructions
- awareness of food hygiene and safety
- self review and evaluation
- appropriate appearance

With some preparation, this outline - including group discussion, the practical exercise, clean and clear, feedback and recording is achievable within the 120 minutes suggested for a practical session.

Recipe exemplar for a holistic approach to teaching in the Unit

Savoury Cheese Pasta

200g short cut macaroni or other pasta
30g/ml block margarine or vegetable oil
20g white or wholemeal flour
50g onion
50g green pepper
50g red pepper
500ml milk with a [studded onion](#)
seasoning

Weigh and measure all ingredients

Wash peel and rewash onions

Place plenty of water into a pan; bring to the boil and add salt

Cook pasta in the water, stirring occasionally; cook until *al dente*

Drain, refresh and hold.

Prepare Sauce:

Warm the milk in a pan with the studded onion.

Melt the margarine, add the flour and cook the roux until the mix resembles wet sand.

Remove from heat and allow to cool.

Gradually add the hot milk, stirring well after each addition.

Place the onion back into the sauce and cook for 30 minutes.

Keep checking the sauce - if it appears to be too thick add a little water and stir well.

Chop the measured onion finely

Dice the pepper

Grate the cheese.

Sweat the onions in a little additional oil; when clear and soft add the peppers and cook for a minute; then re-serve.

When cooked, strain the sauce through a chinois; add the pasta, onion and pepper with half the cheese. Taste and correct the seasoning.

Place into an ovenproof dish, cover with remaining cheese and bake at Gas 4, 350°F, 180°C for 20/25 minutes.

Garnish with [julienne](#) green pepper and serve at once, or hold in a 'hot cupboard' above 63°C.

This recipe and practical task could be used to provide evidence of the following:

Outcome 2	
Select and use equipment correctly	Pots, chinois, ovenproof dish, knives, boards
Weigh and measure accurately	See recipe
Health and Safety and Food Hygiene	Wash, peel rewash, use of colour coding
Cooperate positively with others	Observation - with feedback
Apply food preparation techniques	Peel, cut, grate, slice, mix
Outcome 3	
Identify and select suitable foods and equipment	See recipe
Apply cookery processes	Boil, bake, shallow fry
Monitor the process	Pasta and sauce
Check for readiness	Pasta and sauce
Health and Safety and Food Hygiene	Cross contamination avoided at all times
Cooperate positively with others	Observation - with feedback
Outcome 4	
Select and prepare garnish	Peppers
Finish to a commercial standard	Subjective - but with feedback - 'Would I..?'
Health and Safety and Food Hygiene	Observation
Store/hold at correct temperature	Where, how long and at what temperature
Cooperate positively with others	Observation - with feedback

Other Suitable Dishes

You will be able to restrict the dishes possible by giving a tight time line.

To cover the cookery processes listed suitable dishes could include:

Grilling Bacon Burgers Tomatoes Mushrooms Fish, whole and cuts Chicken, breast and drumsticks	Baking Baked apples Fruit sponge Baked fish Vegetables - potatoes Scones - and varieties Biscuits, shortbread
Boiling Savoury potatoes Broth type soups Puree/Cream type soups Vegetables - varieties Savoury pasta	Shallow fry Fish cakes Vegetables Fish fillets Lyonnaise potatoes

‘Ready Steady Cook’

It may be helpful to begin the Unit by introducing the concept of a ‘Ready Steady Cook’ format which will be understood by many students.

Working in pairs each team is given the same selection of commodities, the process(s) to be used and a finish time. This will help the students to understand that cooking can be fun, but that there are rules which must be followed, and that their end result must be commercially acceptable.

The rules:

- Work together
- Use all of the ingredients
- Work cleanly and hygienically
- Wash all equipment used and leave on the bench top - this should help reinforce the names and the uses for each item
- Clean as you go
- Product(s) must be commercially acceptable – they should pass the ‘Would I...’ test!

‘Would I.....’ testing is a realistic method of getting the students to self-assess the commercially acceptable standard element.

- Would I eat this product?
- Would I be able to sell this product?
- Would I buy this product?
- Would I pay £4.00 for this on a menu?

Students can be encouraged to use these criteria in self-assessing their own and/or their peers’ products.

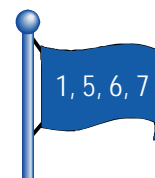
Assessment

Assessment should be planned towards the end of the Unit, giving the students as much time as possible to practise the skills and assimilate knowledge and understanding.

Signposting Employability Skills

In addition to the specific vocational skills developed in this Unit, students will have opportunities to develop and apply their knowledge and understanding of the employability skills.

Throughout the pack there are numbered flags, like the one shown here, showing which specific employability skill can be highlighted and/or assessment evidence recorded when students are busy with the various activities in the Unit.


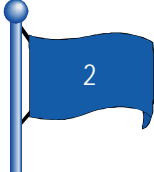


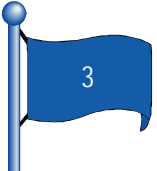
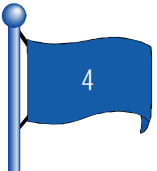

1	Positive attitude to workplace and learning	6	Working cooperatively with others	11	Confidence to seek feedback *
2	Awareness of the importance of good timekeeping and attendance	7	Self respect and showing respect and consideration for others *	12	Self review and evaluation
3	Appropriate appearance *	8	Ability to follow instructions *	13	Customer Care skills
4	Good communication skills – listening and talking *	9	Awareness of food hygiene and health and safety procedures *	14	Efficient use of time
5	Ability to work in a team *	10	Planning and preparing for work	15	Flexibility and adaptability

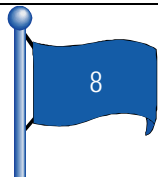

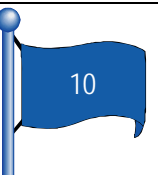
* Achievement in employability skills marked with an asterisk* will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills identified, particularly if learning activity encompasses the following recommendations.

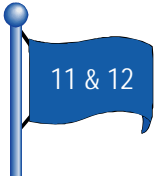

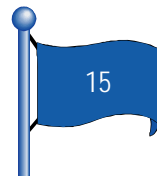
Guidance on Integrating Employability Skills

You will find or create countless opportunities to help students develop employability skills. Here are some ways of going about it to get you thinking!

Employability Skills	Delivery Advice	Possible Activities/Contexts
 <p>Positive attitude to workplace and learning</p>	<ul style="list-style-type: none"> The students will have lots of opportunities to demonstrate a positive attitude to learning throughout their experience in this Unit – because they have a lot to learn! However their attitude to learning will be influenced greatly by their impressions of the Unit and how quickly they get stuck in to the fun part. When students are attentive, follow instructions, volunteer for tasks, ask questions, demonstrate a desire to learn more, take advice, carry out checks on their own work, and identify how they'll do better next time, they are showing a positive attitude to learning. They may achieve this aspect of this Unit with ease simply because they are enjoying their work and their attitude to learning is a positive one. 	<ul style="list-style-type: none"> listening to instructions applying feedback asking questions persevering with a practical activity when initial results are discouraging carrying out self-evaluation genuine participation in the review process quality checking their own work assisting others in their work practising specific practical skills discussions with tutor
 <p>Awareness of the importance of good timekeeping and attendance</p>	<ul style="list-style-type: none"> Make your expectations clear from day one. You can have the students more or less write the class guidelines themselves by identifying pros and cons of good and poor attendance and timekeeping – the benefits in the workplace of one and the consequences of the other. Relate your ground rules to the world of work, e.g. arrive on time, back from breaks on time etc. The measure of a student's success in this aspect is for them to be honest in their appraisal of their performance and to make progress and will therefore be one of 'distance travelled' rather than a particular minimum percentage of classes attended. Attendance and timekeeping should be monitored throughout the Unit. Students should be given feedback on their performance - both good and bad - in this regard. If you take note of patterns in performance it should be easy to give the students accurate feedback. They should be encouraged to be dressed in the appropriate uniform, and have any required equipment, as well as be on time for the start of the lesson. 	<ul style="list-style-type: none"> turning up for class returning from breaks sticking to planned work schedules regarding timing of activities being prepared for the start of the activity, i.e. correct uniform, appropriate equipment

 <p>Appropriate appearance</p>	<ul style="list-style-type: none"> • It is important that students get a consistent message regarding the wearing of uniform, the importance of good personal hygiene and the wearing of jewellery during all practical classes. They should be encouraged to identify the pros and cons of wearing the correct uniform for practical classes in the kitchen and restaurant - the benefits in the workplace of one and the consequences of the other - and why jewellery is not allowed. • While young learners are likely to carry out your instructions on the wearing of uniform just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. 	<ul style="list-style-type: none"> • wearing the correct uniform • awareness of personal hygiene • absence of jewellery
 <p>Good communication skills</p>	<ul style="list-style-type: none"> • Good communication skills are very important when working in the hospitality industry. It is necessary for young learners to understand why they should listen carefully to instructions, speak clearly to the rest of the team, to you, and to customers. 	<ul style="list-style-type: none"> • listening to instructions • asking questions • conversations with teacher/tutor and members of their team • co-operation with others re use of equipment, materials and workspace
 <p>Ability to work in a team Working cooperatively with others Respect for self and others</p>	<ul style="list-style-type: none"> • Get individual class members into the habit of working as a member of a team from the beginning. Encourage them to speak to each other - and to you - about the sharing of workspace, equipment and materials. Work in pairs or small teams when appropriate. Watch out for specific instances of the students working co-operatively with each other and showing respect and consideration for others. 	<ul style="list-style-type: none"> • sharing equipment and materials with others • sharing the work • assisting others • self-evaluation reviews

 <p>Ability to follow instructions</p>	<ul style="list-style-type: none"> • It can be difficult to keep the attention of under-16s! When you want them to cultivate the skill of following instructions it's important to transmit the instructions clearly and concisely. Trying to get students to think of the reason behind an instruction can help them to remember it. Get them to repeat the instruction or explain it in their own words to make sure they've understood and know what's required. If an individual student is struggling with an aspect of their work they may appreciate personal assistance and quiet one-to-one instruction. This would be an opportunity for you to note their positive response to any instructions you give them at that time. 	<p>Following instructions regarding:</p> <ul style="list-style-type: none"> • health and safety and food hygiene procedures • food preparation techniques and cookery processes • sequencing of work • checking finished dish for taste, appearance etc. • planning and preparation
 <p>Awareness of food hygiene and health and safety procedures</p>	<ul style="list-style-type: none"> • The importance of food hygiene and health and safety procedures should be introduced during the Unit induction and reinforced during delivery of the Unit. • While young learners are likely to carry out your instructions regarding food hygiene and health and safety procedures just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. 	<ul style="list-style-type: none"> • working safely during practical classes • working hygienically during practical classes • carrying out basic risk assessments • wearing appropriate uniform • safe use of equipment • safe use of materials • using a clean-as-you-go approach during kitchen practical sessions
 <p>Planning and preparing for work</p>	<ul style="list-style-type: none"> • Guidance on how students should prepare to carry out tasks in their practical activities should become the norm from the first session. Spend a little time identifying the objectives of the session and encouraging the students to think about how they will go about it, what equipment they will need, what the sequence of the work should be etc. • You might devise a planning sheet that can be used at the beginning of every session so that planning and preparation becomes a routine part of each task. 	<ul style="list-style-type: none"> • carrying out a basic risk assessment • wearing appropriate uniform • correct selection equipment • correct selection of materials • co-operation with others re use of equipment, materials and workspace

 <p>Confidence to seek feedback</p> <p>Self review and evaluation</p>	<ul style="list-style-type: none"> • Closely allied to checking their own work are the skills of identifying own strengths and weaknesses and identifying learning points from practical experiences. Students can be helped to do this when you discuss their performance with them. Such discussions can help them get into the habit of evaluating their performance as a natural part of their work routine, and to become confident in asking for feedback. • Some teachers and tutors have found it helpful to quiz students about their performance as the work is proceeding in the kitchen, and also to encourage them to seek feedback from their peers. 	<ul style="list-style-type: none"> • carrying out self-evaluation exercises • completing log sheets • peer assessment and review • evaluating the quality of their product • action planning and setting goals • identification of next steps • discussions with teacher/tutor and members of their team
 <p>Efficient use of time</p>	<ul style="list-style-type: none"> • The skill of multi tasking can be developed when the students must see the way through all the jobs and perform these in a time efficient manner. • The skill of prioritising should be encouraged. A 'To Do' list may be introduced, where the young learner is encouraged to view the entire task required and then to list the steps involved in order of importance. 	<ul style="list-style-type: none"> • encouraging set schedules for the jobs in hand. • plan of work to be undertaken for complex tasks. • encourage the young learner to see the whole picture-reminding them that there will always be clear and clean up. • encourage prioritisation of tasks
 <p>Flexibility and adaptability</p>	<ul style="list-style-type: none"> • A clear understanding that flexibility and adaptability are in the nature of our business should always be stressed to young learners. 	<ul style="list-style-type: none"> • responding to unexpected situations as they arise • proposing variations to the standard recipe being cooked.

Health and Safety

Every opportunity should be taken to integrate the knowledge of Health and Safety legislation in real situations. Simulated activities should be arranged which clearly demonstrate the risks and hazards which the students may find in a work environment.

The emphasis must be on safe, hygienic working practices at all times. Students must be encouraged to develop good work practices which meet both organisational and legislative health and safety policies and procedures.

During the Unit induction the wearing of the **protective clothing** correctly must be demonstrated and throughout the unit tutors should model the required standards.

Take time to explain:

- why chefs' jackets are white
- why jackets must be buttoned to the neck, long-sleeved and the sleeves always kept down
- why headgear must always cover and enclose the hair, and
- why the aprons provided double up at the waist to protect the student.

All these of points must be related to current Food Safety, and Health and Safety legislation. By stressing the **legal aspects**, students may accept that these rules are not petty but in fact mandatory by law.

A bit of shock tactics can be used when you introduce **personal hygiene** and the rules which must be followed during the practical sessions:

Potentially every student is a killer!

The food which they will be producing may be served to customers in a restaurant. If their food is contaminated due to poor handling, hygiene or storage, the outcome, to the most vulnerable groups, can be death.

An obvious stipulation during the unit will be **hand washing** – using bactericidal soap, and dedicated hand wash facilities.

Remember to include washing hands:

- frequently during the various tasks
- always after handling raw meat or fish
- always after using the toilet.

Nails must be kept short and clean and no nail polish is allowed.

Hands and face must be kept free of all jewellery including bracelets, rings, watches and earrings - all of which may accidentally fall into food - resulting in contamination.

Stress too that the wearing of face make-up is to be kept to a minimum because the practical activities will be hot work and students will invariably sweat.

On that note, overall **personal hygiene** should be stressed at this point. Regular showering or bathing is a must.

When a student **feels clean and looks clean**, they will look professional. This will enhance their self worth and esteem.

Plan of Work

Centres will wish to design their own scheme of work to suit particular timetabling issues and range of methods of delivery of teaching and learning. The plan which follows is based on 2 hour sessions using the recipes in this pack. Note however that these are not mandatory and centres may substitute other recipes which cover the required number of processes and techniques as outlined in the Unit specification. Where Outcomes 2, 3 and 4 are integrated this will allow for 17 x 2 hour sessions allowing leeway to be built in for tutorials and other class based work.

It is suggested that the assessment for Outcome 1 is carried out prior to the practical activities.

The specific processes covered and the preparation techniques used are shown in each of the recipes in the Student Support Section.

Suggested Plan of Work covering all Cookery Processes and Food Preparation Techniques

Session	Activity	Cookery Processes and Food Preparation Techniques Covered	Garnishing/decoration
1	Induction and Risk Assessment	Health and Safety; introduction to the kitchen; dress code; knife skills	
2	Fish Cakes	Bake and shallow fry Peel, cut, mix, lift	Parsley and lemon wedge
3	Lyonnaise Potatoes	Boil and shallow fry Peel, slice, cut, lift	Chopped parsley
4	Savoury Potatoes	Bake Slice, cut	Chopped parsley
5	Scones	Bake Mix, shape	
6	All-in-one Sponge	Bake Cream, mix and whisk	Icing sugar, cocoa
7	Fruit and Spice Pudding	Bake Peel, cut, slice, mix, grate and cream	Icing sugar
8	Boiled Beef and Vegetables	Boil Peel, slice, cut, grate, mix	Parsley
9	Leek and Potato Soup	Boil Peel, cut, slice	Leek/Chives
10	Lentil Broth	Boil Peel, cut, slice	Chopped parsley/ Croutons
11	Chocolate Pots	Boil, bake Grate, mix, whisk	Whipped cream, grated chocolate or cocoa
12	Swiss Roll	Bake Mix, whisk, fold	
13	Basic Bread and Butter Pudding	Bake Mix, whisk	Runny honey
14	Basic Sweet Pastry	Bake Rub in, mix	
15	Beef Burgers	Shallow fry or grill Cut, slice, peel, mix	Parsley
16	Mixed Grill	Grill Cut, slice	Watercress
17	Grilled Liver and Onions	Grill	Parsley or chives

Resources

Centres will require fully fitted professional/training kitchen facilities for this Unit. The facilities will also be required for other Units in the course.

The facility should be well equipped with sufficient cooking equipment.

- Heavy equipment must be in place to undertake the cookery processes involved, therefore ovens, tops and grills will all be needed in sufficient number to allow safe practice.
- Small equipment: pots, pans, baking sheets, peelers, graters, balloon whisks, spoons both metal and wooden, fish slices, palette knives, spatulas, bowls, scales, measuring jugs/spoons, pot racks, cooling racks should all be available.
- Temperature probes/food thermometers, with suitable means for cleaning, must be available.
- Depending on the dishes to be cooked, the centre will be responsible for the supply of all perishable foodstuffs and commodities.
- Basic set of knives per student - a suggested set may comprise:
 - 22cm French cook's knife
 - 10cm vegetable paring knife
 - vegetable peeler
 - palette knife
 - 20 cm steel knife

Students under 16 years must not be allowed to remove any knives from the practical areas.

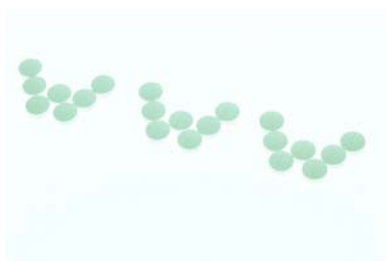
In order to comply with legislation, students must be provided with **protective clothing**. The minimum required would be:

- 1 chef's white jacket
- chef's checked trousers
- chefs' aprons
- hat - the style is not important, but must be capable of covering all the hair and head.

The laundry of these items will be important, and it is fundamental that clean protective clothing must be worn during all kitchen sessions. Students should accept responsibility for personal laundry, and this must be stressed at the time of induction.

As a rule: **'No clean kit - no kitchen work'**.

Web Resources



The following websites may be useful:

Food Standards Agency	www.food.gov.uk
Food Standards Agency – Scotland	http://www.food.gov.uk/scotland/
Chefs on the web	www.chef.co.uk
Denny’s Chefs Clothing	www.dennys.co.uk
3663 First for Foodservice	www.3663.co.uk
Russums Catering Clothing + Equipment	www.russums-shop.co.uk
Springboard UK – promotes careers in hospitality	www.springboarduk.org.uk
Federation of Chefs Scotland	www.scottishchefs.com

An increasing number of **hotels** and **restaurants** now have their own websites, and students can be encouraged to access these to glean information on **menu** content, style and market.

It is not possible to include **local businesses** here but, national websites which may be of value include:

Taste of Scotland – Scottish Restaurant Listings	www.taste-of-scotland.com
London Restaurants Guide	www.squaremeal.co.uk
Edinburgh’s Best Restaurants	www.Edinburghsbestrestaurants.com
Hotel Review Scotland	www.hotelreviewscotland.com

Most of the following websites offer **sample menus**:

Great Places to Stay in Scotland	www.rampantscotland.co.uk
Wagamama	www.wagamama.com
Pancho Villa's – Mexican cuisine	www.panchovillas.co.uk
Monster Mash – retro restaurant	www.monstermashcafe.co.uk/
TGI Fridays	www.tgifridays.com
Bouzy Rouge, Glasgow	www.bouzyrouge.co.uk
La Tasca – Spanish Tapas Bar	www.latasca.co.uk
Littlejohns (Aberdeen and St Andrews)	www.littlejohns.co.uk
Howies Restaurants (Edinburgh, Aberdeen, St Andrews)	www.howies.uk.com/
Frankie and Bennys	www.frankieandbennys.com/

Use of Visits

Where it is possible, giving students the opportunity to visit various outlets can be invaluable, if expensive.

Visiting speakers can be an alternative way of building enthusiasm in the student. This works particularly well if a past student can be encouraged to visit and give input in an informal but structured way. Local chefs may be persuaded to give talks/demonstrations to the student body, if a visit is not possible.

Guidance on Student Activities and Sample Responses

A range of activities covering the Unit outcomes is given in the Student Support Section of this pack. Although they are shown in the form of activity worksheets, tutors should use the resources in whatever way is appropriate to the group. For example, they may be of value used as topics for discussion, observation checklists or recall exercises.

Sample responses are provided here for the initial activities. The worksheets can then be effectively used as a reinforcement tool for the skills and knowledge learned.



Risk Analysis

This worked solution can be used to introduce and expand on the concept of risk assessment. The students will also be able to draw upon their own knowledge of risks and dangers.

When discussing the machinery involved in the kitchen it must be stressed that training must be undertaken before operating any pieces of kitchen equipment. Any machinery with revolving blades can be operated - but not cleaned or dismantled - by a student under the age of 16 provided training has been given.



Growth of Bacteria

It is vital that the students are aware of the importance of food hygiene and good hygiene practices. Although not an Outcome in this unit, good practice in this area must be emphasised throughout the practical elements of the unit. You may find the REHIS handbook useful for covering food hygiene course content. Students should be aware of types of food contamination, and how these can be prevented.

Bacterial Growth

It is important that students are aware of the '**danger zone**' and that some bacteria can survive really cold temperatures. It is not necessary at this level that students worry about nomenclature but it may be helpful to get them to devise **rhymes** for the various hygiene rules, eg.

'At high degrees of heat they die, if merely warm they multiply.'

Stress that all hot food for service must be kept at temperatures above 63°C.

Food bacteria grow by dividing and multiplying. This happens every 20 minutes if conditions are right.

1 bacterium becomes 2 in 20 minutes
2 bacteria becomes 4 in a further 20 minutes
4 bacteria becomes 8 in only 1 hour

How long will it take for our 1 bacterium to grow to over 1 million?

Bacteria	Time
8	1hr
16	1hr 20
32	1hr 40
64	2hrs
128	2hrs 20
256	2hrs 40
512	3hrs
1 024	3hrs 20
2 048	3hrs 40
4 096	4hrs
8 192	4hrs 20
16 384	4hrs 40
32 768	5hrs
65 536	5hrs 20
131 072	5hrs 40
262 154	6hrs
524 318	6hrs 20
1 048 636	6hrs 40

A valid teaching point is that it is rare for the chain reaction in bacterial growth to begin with only 1 bacterium. 6 hours and 40 minutes (the time to reach 1 million bacteria) falls within a normal kitchen working day.

Chemical Contamination

Chemical or Substance
Washing up liquid
Bleach
Ammonia
Oven cleaner
Soap pads
Soap
Rhubarb leaves

Physical Contamination

Contaminant	How it contaminates
Burnt matches	If left around after lighting the gas these can be easily picked up on spoons and make their way into food.
Sticking plasters	Can fall off into food. Blue plasters are easier to see.
Jewellery	May not be clean and can be touched or fall into food
Hair	Can fall into food
Can lids	Not taking care when adding the can contents into pan
Insects	Enter via uncovered windows or salad vegetables
Soil	Unwashed vegetables/salads
Glass	Fragments or shards from broken jars or bottles

Take particular care to again stress the importance of good personal hygiene.

Personal Hygiene

Every person working in a food handling area must maintain a high level of personal cleanliness. This includes:

- always having hair covered
- not wearing watches or jewellery of any kind – the exception being a plain wedding band
- no licking of fingers, touching face, ears, nose or mouth
- no smoking, spitting, sneezing or chewing gum

It must be stressed to students that they must *not handle food* if they:

- **are suffering from a disease likely to be transmitted through food**
- **have infected wounds or skin infections, or**
- **are suffering from diarrhoea**

If they have had sickness or diarrhoea they should not handle food for 48 hours after the last attack.

Hand Washing

Effective hand washing technique is a simple procedure which helps to prevent harmful bacteria spreading from the hands to work surfaces and food equipment.

Thorough hand washing is particularly important:

- each time the students go into food areas
- after breaks and always after visiting the toilet. (This is always the case even when the hands have been washed in the toilet area. Remind students of everything they have touched since leaving the toilet!)
- before preparing food
- after handling raw food
- after handling food waste or emptying or touching bins
- after blowing nose/sneezing.

Good hand washing involves:

- bactericidal soap
- hot water
- drying with disposable towels.

Moist conditions make it easy for germs to grow and multiply.

'*Clear as you go*' good practice can be discussed here showing the importance of keeping the possibility of cross contamination down to a minimum.

Cookery Tasks



Fish Cakes

Any fish is suitable e.g. salmon, haddock, whiting. Fishmongers can often supply fish pieces which are cheap and nutritious. Smoked varieties give a good flavour. Students are encouraged to work together when coating the fishcakes.

Fish cakes are ideal for including on a buffet service. If they are to be used on a buffet, batch cook them in small amounts.

Storage conditions: Should be kept refrigerated if not to be cooked and served. Once cooked hold above 63°C and serve while still hot.



Lyonnaise Potatoes

The critical points in this recipe are:

- The potatoes must not be over-cooked before frying.
- Slices should not be too thin or they will break up.

Lyonnaise potatoes are ideal for including on a buffet service. If they are to be used on a buffet, batch cook them in small amounts.

Storage conditions: Once cooked hold above 63°C and serve while still hot.



Baked Savoury Potatoes

The point in this recipe is to demonstrate how the same ingredients will look and taste completely different when *cooked using a different process*. Watch that the potatoes are not too thin.



Oven Scones

What is given here is a standard scone recipe. There are many variations and some students can be stretched by allowing them to experiment with additional ingredients.

Critical points:

- Careful weighing and measuring. The egg mixture is best done in a measuring jug where the egg is made up to the measure by adding the milk.
- Winter flour is general purpose flour - low in gluten. Self raising flour can be used but the amount of chemicals in it can vary considerably. It is best to use winter flour and add baking powder.
- When 'cutting out' the scones encourage the students to use a straight push down, Don't allow them to move the cutter in the hand as this makes for an uneven rise to the scone.
- Keep the mix soft - it will be a bit messier but will give a better result.
- When baking, cook at the top of the oven.

Possible variations:

- Fruit - add 60g sultanas to mix
- Treacle - add a tablespoon of black treacle to egg before making up to the 425ml. If the spoon is heated with boiling water it will cut into the treacle and deposit it without sticking.
- Cherry - add 60g cut cherries to the soft mix before cutting
- Cheese - omit sugar; add a teaspoon of salt and a good pinch of cayenne pepper to the dry mix. Then rub in 60g grated cheese and proceed as before.
- Topping can also be changed eg:
 - brush with milk
 - brush with beaten egg
 - brush with egg white and sprinkle with sugar
 - brush with egg and cover with Demerara sugar



All in One Sponge

This recipe has been included as a 'never fails' option. Some cognitive activity is encouraged with the weighing of the ingredients. The easiest way is to use balance scales and simply use the whole eggs as the balance.

Student tips:

- A few drops of milk may be needed to get the correct dropping consistency.
- It is important that the correct soft-whipped margarine is used.
- The test for cooking is when the sponge leaves the sides of the tin.
- For a chocolate variety, remove a spoonful of the measured flour and replace with sieved cocoa powder.
- Dust with icing sugar and finish with a light dust of cocoa.

Jams, curds, fresh cream or butter cream and frosting all make very acceptable fillings and give the opportunity to add flavourings.



Fruit and Spice Pudding

This recipe has been included to achieve a reinforcement of the weighing and measuring evidence requirement. It also serves to show how simple recipes can be used to create variations.

If the spice and sultanas were omitted from the recipe given, and lemon juice and zest added to the apples the techniques covered would be:

peel, cut, slice, mix, grate and cream.

Boiled Beef and Vegetables

This is a standard boiled protein recipe. It can be easily adapted to chicken, where the bird is kept whole. With chicken the meat can then be stripped and made into a pie.

For your more able students you may wish to add **dumplings**.

If so, add the dumplings at the same time as the vegetables – they should take no longer than 15/20 minutes to cook.

Suitable recipe:

- 100g self raising flour
- 50g beef suet or block margarine
- 1 teaspoon salt
- 1 teaspoon dry mustard (powder)
- chopped parsley

If using margarine, place into the freezer so it is really hard and grate the fat into the dry ingredients.

Add enough cold water to mix to a soft dough.

Divide into four.

Flour each well and drop into the stock; cover and simmer.

Leek and Potato Soup

This recipe is for a classic clear soup. Clear soup is where the soup is only clouded by its characteristic garnish.

You will need to demonstrate the cutting of paysanne and julienne, when the students are preparing the vegetables.

More able students may find it more challenging to cook a piece of chicken - a leg would be ideal - to create their own stock. This could be done while the vegetables are being prepared. The flesh from the chicken would be added to the soup at the last minute.

The same style of soup recipe would make minestrone; although this entails a lot of ingredients. More able students may be able to manage minestrone.

Let the students smell parsley, and then break the stalks and let them smell those – explain the reason we use stalks and not the green parsley in a **bouquet garni**.

If you have to use leek, **blanche** and **refresh** first. It will be a lot more pliable. Advise students that when making the bouquet garni, keeping the string long enough to tie to the pot handle makes it easier to fish it out.

Red Lentil Broth

A classic broth type soup.

This recipe can be easily altered to produce a **puree**. The vegetables may be cut **mirepoix**, and the soup liquidised when cooked.

Professionally when a puree soup is served it lacks texture. Consider producing **croutons** to serve as an accompaniment:

- 2 slices of bread cut into small dice.
- Fry in clarified butter until golden brown.
- Drain well.

Where the croutons are fried and then tossed into fresh herbs the result is very satisfying.

To **clarify butter**:

- Place butter into a saucepan and allow to melt and then to boil.
- Remove from heat, and carefully pour the clear fat off, leaving the fat solids and salt in the bottom of the pan. Use only the clear liquid - **ghee**.
- By clarifying butter you will increase the frying temperature and will allow the croutons to brown without the butter burning. Good vegetable oil can be substituted.

Chocolate Pots

This recipe can easily be altered and the chocolate omitted. Consider carefully if your students can produce the caramel needed for a classic **Crème Caramel**. The potential danger of burns would make it difficult to supervise in a large group.

Cooking in the **bain marie** should prevent the custard from over heating.

When completing the self review, encourage the students to cut and look critically at the texture of the cooked custard. Air bubbles formed in the custard are a sure indication that the cooking temperature has been too hot.

Fatless Sponge - Swiss Roll

The standard fatless sponge recipe given here can also be used to produce round cakes which can then be made into gateau.

Students can try using all the mix in a 20cm spring loaded tin, cutting through the middle when cold and completing as a gateau.

Variations:

- A chocolate variety can be made easily by substituting cocoa power for flour on a like-for-like basis.
- Add the zest of a lemon to the sponge mix and fill with lemon curd and cream.
- Use vanilla or other flavoured butter-cream to fill and decorate.

Student tips:

- When whisking the sabayon - keep the bowl turning as you whisk.
- The mix is ready when it reaches the '**ribbon stage**'.
- Jam will be easier to spread if placed into a bowl and beaten with a palette knife - this means you don't need to heat it.

If balloon whisks are being used it may be better to pair students up as the whisking can be tiring, although the bain marie method should reduce the time needed.

Basic Bread and Butter Pudding

Variations:

- 30g washed sultanas added to the mix - take care not to have the fruit on the top of the pudding they will burn in the oven.
- Substitute orange, ginger or lime marmalade for the golden syrup
- Omit the syrup and add 40g Demerara sugar for a caramel effect
- Use various bread types

Sweet Shortcrust Pastry

This recipe is for basic sweet pastry. Here the simplest of recipes has been given. You may find it easier with some groups to allow the students to work together and double the recipe ingredients.

It is very easy to get the '**rubbing in**' to the stage when the mix is solid. Show the students that by gently shaking the mixing bowl any undistributed fat will come to the top. This should help them to avoid over mixing.

Resting the paste will help the rolling out - don't use too much flour.

Suggested uses:

- Flan - pastry bottom only; banana or mandarin orange Bakewell; lemon meringue
- Pie - pastry only on the top - apple, plum, rhubarb
- Tart - pastry on top and bottom - Dutch apple, apple, rhubarb

Non Practical Research Activity

Sample sweet dishes made from pastry:

Banana flan	Sliced bananas, topped with apricot glaze
Lemon meringue	Lemon custard filling, meringue topping

Beef Burgers

The bread and egg is acting as the **panada** - this should mean that little if any flour need be used.

When students are shaping the burgers, encourage them to keep a small bowl of cold water on the bench and to keep their hands and palette knife wet. They will find this much easier and less sticky than using flour.

Variations:

- Add finely diced chilli to the mix.
- Add grated cheese. Divide each burger into two, flatten one half, add cheese to the middle and place the other half on top.
- Top with a fried egg.

Encourage this dish to be served with a green salad!

All Day Breakfast - Mixed Grill

This is an introduction to grilling. You may wish to have other items available e.g.:

- lamb cutlets
- pork chops
- mushrooms
- tomatoes.

Grilled Liver with Onions

This liver dish can also be **shallow fried**. It is important that the students get used to handling **offal**. If possible get some of, if not all, the liver whole. Show the students the skin and explain that if this is not removed then the slices will tend to curl.

Soaking in milk tends to remove the blood and any bitterness, giving a better taste. The same process can be used for fish - salmon and cod are particularly good examples.

Note here the difference between a **garnish** and a **decoration**.

A **garnish** should be an integral part of the dish. A **decoration** is added to complement the finish.

Encourage students at all times to differentiate between the two.

Student Support Section

Tutor Note on Student Activities

This section includes both student notes and activities. Use of these materials is not mandatory. Rather, they are offered to centres as a flexible set of materials and activities which can be selected, altered, used to supplement tutors' own tried and tested materials, or used in whatever way suits individual centres and their particular situation. For example, you might want to talk through the instructions with the learners and then give the instructions out on paper as reminders.

Specifically, the recipes shown here are not mandatory and centres may substitute other recipes which cover the required number of processes and techniques as outlined in the Unit specification.

Tutors are encouraged to adapt and use the materials creatively in ways which engages the student.

Welcome to Working in the Professional Kitchen!

Cooking is a skill which you can use every day and which when done well can lead to really good jobs in the hospitality industry. Being good at cooking should give you a good chance of getting work, and like a lot of other jobs, the better you are the more you can expect to be paid. While you work through this Unit you'll have the chance to prepare and make real food which may be sold to customers.

You'll find some words in the recipes which are used in professional kitchens. When they are used in the text they will be shown in italics. You can check the meanings of these words in your **glossary**, and add others that your tutor tells you about.

Most of the work you need to do will be in the kitchen and that means that you'll need to be dressed as a **chef**, and know all of the dangers - there are a quite a few – that you will come across. As you work your way through the Unit, your tutor will expect you to follow certain **safety rules**. It's important too that you know how to protect yourself and the other students in the kitchen.

These rules are very important! These rules are the law, and by not sticking to the rules you risk your own and others health and safety.

Having said that, you should also have fun and enjoy the Unit.

Good Luck and Happy Cooking!



Hazards and Risks in a Professional Kitchen



It is very important that you work safely and maintain a safe work place. Your own and the safety of others is very important. This is why you must be kitted out in **protective clothing**.

- The **jacket** you have been given is made of thick material. This helps protect you from heat. It's white so that you can see when it is dirty and needs changing.
- The **hat** you have been given must be worn at all times and should cover your hair completely.
- **Aprons** are also to protect you from burns and scalds. By folding it over at the waist you have extra layers of material protecting you.
- You will be responsible for all your own clear up in the kitchen, so you will be supplied with **wash up cloths, drying cloths** and **oven cloths**.
- Oven cloths are there to protect you when moving hot items about, either on the top of the cooker or in and out of the oven.
- Oven cloths should never be allowed to get wet. The reason for this is that wet cloths conduct heat. The heat passes through the cloth and gets to your hands. Dry cloths insulate your hands from the heat so that the heat doesn't get a chance to get through.



This is a clear example of **Hazard – Risk – Control**.

In this case:

Hazard = the heat

Risk = you getting burnt

Control = what you need to do to avoid being burned by the heat

Hazard – Risk – Control

Let's look at an actual situation.

Remember the hazard is simply something which **could** be dangerous; the risk is what **might** happen and the control is what you **can** do to reduce the risk.

Area	Main hazards	Associated risks to health and safety	Controls in place to minimise risk
Cooking area in kitchen – (with stoves on)	Hot cookers	Burns hands and arms.	Train everybody to use dry oven cloths when handling pots and pans.
	Hot pots and pans	Scalds from steam from pots.	Sleeves must be kept down to protect your arms from heat
	Pan handles	Burns	Protect your hands with a clean, dry oven cloth when handling pots and pans.
	Hot fat in frying pans	Fire could break out. Burns	Make sure that the pot handles are never left over the heat. Training that fat should be watched all the time while on the cooker. Never cover a frying pan.

Risk Analysis

A **risk analysis** is looking for things which could happen, and then finding ways of either stopping it all together, or making sure that the risk is as small as possible. This will often involve some kind of training. This training is all part of the rules which you must follow when working in a professional kitchen.



Activity

You will have been shown basic knife skills and safe knife practice.
Can you now complete a risk analysis table that would include?

Area	Main hazards	Associated risks to health and safety	Controls in place to minimise risk
Food preparation area		Cutting your fingers Cutting your hand Stabbing someone in the team	



Activity



You will be allocated an area in the kitchen, and you and your team, have been asked to do a **risk analysis** on that area.

You will be working in a group, so take time, listen and take on board everybody's point of view. You might find it helpful to write down your and your team's results.

Area	Main hazards	Associated risks to health and safety	Controls in place to minimise risk

Hazards

Remember that a hazard is something that could be dangerous. There are lots of different hazards. When you look at hazards in relation to food, the hazards are things that would make the food unsafe to eat.

When we are talking about food, hazards come in three main types:

- microbiological
- physical contamination
- chemical contamination.

Microbiological Contamination

The first is **microbiological** - a big word which just means harmful bacteria or germs. Bacteria grow very quickly if food is kept out of the fridge too long.

Bacteria grow well given enough:

- time
- temperature
- suitable food

bacteria grow well - especially in our food.

Try this next activity; you will be surprised with the numbers involved!



Activity

Growth of Bacteria



Food bacteria grow by dividing and multiplying, this happens every 20 minutes if conditions are right.

1 bacterium becomes 2 bacteria in 20 minutes
2 bacteria becomes 4 in a further 20 minutes
4 bacteria becomes 8 in only 1 hour

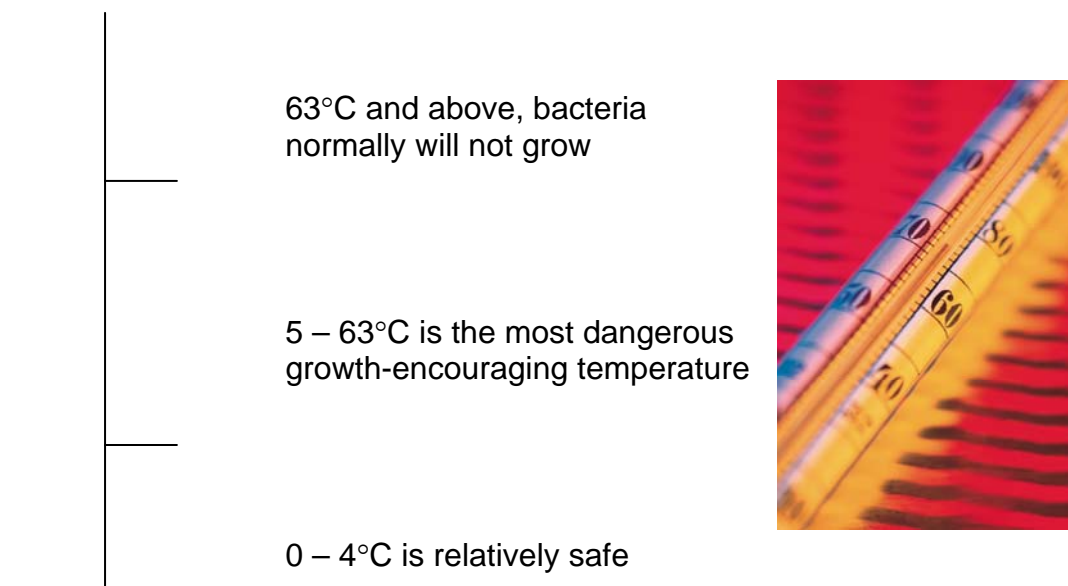
How long will it take for our 1 bacterium to grow to over 1 million?



The bad news and good news!

Now you've done the bacteria count table, you'll realise just how quickly they multiply and how dangerous food bacteria can be. The good news is that there are a few simple rules which can help at least slow down the growth of bacteria. The first rule is the **correct use of refrigeration**.

Bacterial growth is slowed down if food is stored below 5°C.



So here are the rules:

- **Keep cold food cold**
- **Keep hot foods piping hot**

Don't keep food warm for any length of time.

Chemical Contamination

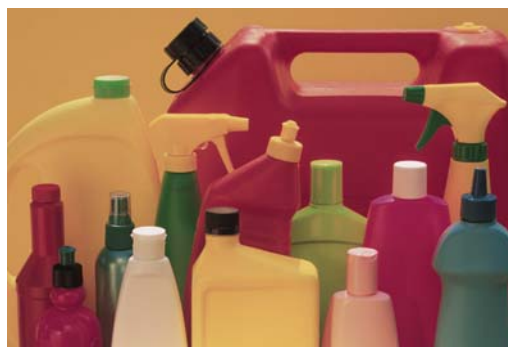


If cleaning or other chemical based products get into food it will result in that food being unsafe and inedible.

Can you think of any chemicals or chemical substances which could be a food hazard?

An example is given to start you off. Again working as a team, how many can you name?

Chemical/Substance
Washing up liquid



Physical Contamination



Activity



In its simplest term, this means any non-food thing getting into food. The law clearly states that food producers who allow non-food things to contaminate food are in breach of **Food Safety Laws**. Again, in a group list as many possible non-food items which could easily contaminate food.

An example is given:

Contaminant	How it contaminates
Burnt matches	If left around after lighting gas, can be easily picked up on spoons and make their way into food.



Activity

Personal Hygiene

Sometimes you are the source of the risk!

Working as a group, make a list of things to do with personal hygiene that you think may be a health hazard in the kitchen. A couple of examples are given to start you off.

Remember to include everyone in your group. It might be a good idea if one of the team does all the writing.

Sources of risk	Possible risk
Dirty fingernails	Contamination of food
Sneezing	Contamination of food Your germs become everyone's germs

Personal Hygiene

Every person working in a food handling area must maintain a high level of personal cleanliness. This includes:

- Always having hair covered
- Not wearing watches or jewellery of any kind – the exception being a plain wedding band
- No licking of fingers, touching face, ears, nose or mouth
- No smoking, spitting, sneezing or chewing gum.



You must not handle food if you are suffering from a disease likely to be transmitted through food, have infected wounds or skin infections or are suffering from diarrhoea. If you have had sickness or diarrhoea you should not handle food for 48 hours after the last attack.

Hand washing

Effective hand washing technique is a simple procedure which helps to prevent harmful bacteria spreading from hands, work surfaces and food equipment. Thorough hand washing is particularly important:

- each time you go into food areas
- when you first come into the food area, after breaks and always after visiting the toilet. This is always the case even when the hands have been washed in the toilet area. Think off everything that you might have touched since leaving the toilet!
- before preparing food
- after handling raw food
- after handling food waste or emptying or touching bins
- after blowing nose/sneezing

Good hand washing involves bactericidal soap, hot water and drying with disposable towels.

Moist conditions make it easy for germs to grow and multiply.



Cookery Tasks

Employability skills flags are not shown in the recipes as almost all the skills, with the exception of customer care skills, can be developed in carrying out each food preparation and cooking task. Tutors should therefore be aware of opportunities to highlight individual employability skills throughout.

Fish Cakes

Ingredients

4 medium potatoes
400g fish fillet
25g butter or margarine
250ml milk
50g onion – diced very small
parsley
seasoning



Method

First prepare the potatoes for baking.

- Wash well, and then dry with paper towels. Now rub a little vegetable oil into your hands and rub the potatoes in this.
- Next take a small, sharp knife and make a shallow cut around the potato - if you imagine that the potato is the 'shape of the world' then the cut is made around the equator.
- Place the prepared potatoes directly onto the racks of the oven and bake for about 50 minutes: Gas 5 - 375°F, 220°C. They are ready when they start to split where you made the cut.

While the potatoes are cooking prepare to cook the fish

- Melt butter in a small pan and **sweat** the onions
- Fold the fish fillet into a parcel and place onto the onions.
- Now add the milk, just enough to cover the fish - you may not need it all.
- Place onto stove and bring to the boil, cover with a tight lid and remove to the side. The cooking time for the fish will be about 10 minutes.
- Remove and drain the fish.
- Now wash and chop the parsley.
- When potato is cooked remove the white flesh from the skins with a spoon
- Place this into a bowl and mash with a fork
- **Flake** the fish into the potato using a fork.

- Place the pan with the fishy milk back onto the stove and on a high heat **reduce** the liquid - until there is about one tablespoon left. Remove and cool.
- Now mix the fish, potato, liquid and parsley together and season well.
- Roll into a thick sausage, and then cut into cakes.
- Place onto floured tray and chill.

You now need to **pané** the cakes - to do this it is best to work as a group as it gets very messy! When you are working decide who is going to keep their hands dry.

Pané ingredients

seasoned flour

egg wash

soft white breadcrumbs

- Each of these ingredients is placed onto a separate tray and the cakes are passed through each in turn. The order of doing this is always flour – egg – crumb.
- After this, reshape the fish cakes if necessary using your palette knife and they are ready for cooking.
- Shallow fry in hot fat, until golden on both sides.
- Garnish your dish with sprigs of fresh parsley.

Now that you have completed this recipe, what do you think of the fish cakes?

Could your efforts be improved?

Complete the **log sheet** which your tutor will give you.



Lyonnaise Potatoes

Ingredients

200g onions
400g potatoes
parsley
oil to fry
salt and fresh ground black pepper



Method

- Choose even sized potatoes.
- Wash potatoes well.
- Cover with salted water and boil for approximately 15 minutes.
- Cook until quite firm.
- Remove from water and allow to cool.
- When cold, peel and slice the potatoes approximately ½ centimetre thick.
- Wash, peel and re-wash onions.
- Slice thinly.
- Heat frying pan with enough oil to cover the bottom of the pan.
- Add sliced potatoes – making sure that you only cook enough to cover the bottom of the pan at one time.
- Cook until golden brown on both sides. Place onto a baking tray and keep each **batch** hot in the oven.
- When all the potatoes are cooked, start again with the onions. This time they can all go in the pan together. Keep turning them until they are golden brown.
- Mix the onions and potatoes together, season well and place into a suitable dish.
- Decorate with chopped parsley.

Now that you have completed this recipe, what do you think of this dish?

Could your efforts be improved?

Complete the **log sheet** which your tutor will give you.

Remember when you are doing this to list all the equipment you used to make the dish.



Baked Savoury Potatoes

Ingredients

200g onions
400g potatoes
50g butter
500ml chicken stock



This is a variation of the previous recipe.

Method

- Wash, peel and rewash the vegetables.
- Slice thinly.
- Mix the onions and potatoes together in a clean towel and season with salt and pepper.
- Using some of the butter - grease an ovenproof dish.
- Place the onion and potato mixture in the dish finishing off with a neat layer of potatoes.
- Add the rest of the butter in small bits on the top.
- Now add the chicken stock, just enough to come to the top, but not to cover the potatoes- you may not need it all.
- Cover dish with a lid or foil and place onto a baking tray.
- Bake at Gas 5, 380°F 190°C for approximately 1 hour.
- For the last 20 minutes remove the lid to allow to brown.
- Serve at once.

This is suitable for a side dish, or by adding cheese topping it would make a good vegetarian choice on a menu.

List all the equipment on your **log sheet**, and think again about what might have improved your dish.

Oven Scones

Ingredients

425g winter flour
30g baking powder
or
425g self raising flour
50g block margarine
50g sugar
pinch salt
30g baking powder
425ml milk
1 egg



Method

- Sieve the flour into a baking bowl.
- Add the remaining dry ingredients.
- In a separate bowl whisk the egg with enough milk to make the egg and milk mix up to 425ml.
- Cut up the margarine and using the tips of your fingers **rub in** the fat into the dry mix.
- The mix should look like breadcrumbs.
- Now gently fold in the egg and milk mix, until you have soft dough. Remove from the bowl onto the table.
- Add a little flour to the table and work the mixture gently but firmly until it is not sticky.
- Using a rolling pin or the heel of your hand thin it out to 2cm.
- Now take a scone cutter and cut scones, placing them onto a floured baking tray.
- Use all the mixture and bring together any scraps to form more scones.
- Dust the tops with a little flour and bake in a hot oven - Gas 8, 425°F or 210°C for 10 to 15 minutes.
- Allow the scones to **rest** on the baking tray for a few minutes after you've taken them from the oven and then cool on a rack.

These scones will keep for a day, but scones are best eaten while fresh!



When cold they can be frozen in bags, defrosted and flashed through a hot oven for 2 minutes before service. **Once defrosted, the scones must not be refrozen.**

Remember to complete your **log sheet**.

All in one Sponge



This is a simple sponge, using the 'all in one' method.

Ingredients

3 medium sized eggs
Same weight of self raising flour
Same weight of oft margarine
Same weight of caster sugar

Method

Before you start this recipe, take time to think about how you are going to measure the ingredients.

- Prepare the tins – you'll need two x 15cm cake tins.
- First using a pencil and greaseproof paper, trace around the bottom of the tins.
- If you fold the paper in half, you will only need to do this once and you will cut the two circles together.
- Now, using a little melted margarine or butter grease the tins well.
- Now pour a little flour into the tin, and move it around until bottom and sides are covered in flour. Shake out any extra flour by turning the tins upside down. Place the paper shapes into the bottom of each tin, and butter the paper

You're now ready to make the sponge.

- Weigh all the ingredients and sieve the four into a mixing bowl
- In turn add the margarine, sugar and eggs.
- Using a wooden spoon, beat the mixture.
- It may be a bit difficult at first but will get easier as the ingredients mix.
- Beat until you have a soft dropping mix.
- Divide between the two tins and flatten the tops.
- Place onto a baking tray and cook at Gas 6, 425°F 200°C for 10 to 15 minutes.
- Rest a few minutes before turning them out of the tins onto a [cooling rack](#).
- Take the paper off the bottoms.
- When cold the sponges may be frozen for filling later. If you're using straight away, spread jam or lemon curd on one cake and place the other on top,
- Dust with icing sugar.

The sponge may be kept for a few days in an airtight tin.

Remember your **log sheet**.

Fruit and Spice Pudding

Ingredients

Filling

400g cooking apples
50g sultanas
10g mixed spice
25g sugar

Sponge topping

2 eggs
self raising flour
caster sugar
soft margarine
a few drops vanilla essence

Method

- Wash, peel, core, half and then slice the apples.
- Soak the sultanas in warm water to clean and plump them.
- Mix the apple and sultanas, and place into an ovenproof dish.
- Mix in the spice and sugar.
- At this stage you may need to add a little water - a tablespoon should be enough.

Cover with cling film while you prepare the sponge.

- Make an all in one sponge as before, but only use 2 eggs this time.
- Spoon the sponge over the fruit mix and spread evenly.
- Bake on a baking tray at Gas 4, 360°F or 180°C for 30 to 40 minutes until golden brown and well risen.
- Serve straight away after dusting with icing sugar.
- Custard sauce or cream is a suitable accompaniment.



Your **log book** will be checked by your tutor - keep it up to date!

Boiled Beef and Vegetables



When you prepare this recipe you will be using fresh meat and vegetables. Remember the rule about cross contamination and make sure you wash your hands, clean your table and change the coloured boards when preparing the ingredients.

Ingredients

450g rolled brisket/silverside beef

Vegetables for taste:

1 carrot
1 onion
2 sticks celery
bay leaf and 6 peppercorns

Vegetables for garnish:

200g carrot
200g turnip

Method

- **Blanche** and **refresh** the beef.
- Place into a pot with enough water to just cover.
- Add the washed and peeled vegetables - cut in half.
- Add a stock cube or a teaspoon of beef stock make, then add the bay leaf and peppercorns.
- Bring to the boil then reduce to a simmer and cook for about 1hour 15 minutes.
- Wash peel and rewash vegetables.
- Cut into batons. These are shaped like chips - but keep the shape tidy. Keep to one side.
- After the cooking time for the beef, remove and strain the liquid into another pot.
- At this time the cooking vegetables have done their job and these are thrown away.

- Place the beef back into the liquid, add the turnip, bring back to the boil and cook for 5 minutes
- Then add the carrots and cook again for a further 10 minutes or until the vegetables are just cooked.
- Remove the beef and allow to **rest** for 15 minutes before slicing.
- Remove the vegetable garnish and keep hot in the oven.
- Meantime, put the pot back onto the heat, without a lid, and boil fast- this will reduce the amount of liquid, and at the same time concentrate all the flavours.

To serve, slice the beef, surround with the vegetables and serve with a little un-thickened gravy.



Leek and Potato Soup

Ingredients

400g leeks – include some of the green

200g potatoes

25g margarine or sunflower oil

1 litre chicken stock

[bouquet garni](#)



Method

- Trim, wash and cut the leeks lengthwise.
- Cut the leeks into 1½ cm pieces.
- Rewash again to make sure that all the dirt and grit is removed. Drain.
- Wash, peel and rewash potatoes.
- Now cut the potatoes into neat chip shapes.
- Next cut each of the chips – so that you have thin square slices.

- Melt the margarine in a pot and when hot add the leeks and **sweat** them for 10 minutes. Keep the lid on, but don't let the leeks burn.
- Add the stock, seasoning and potatoes.
- Simmer gently for 20 minutes.
- Skim the top.
- Correct the seasoning.
- Serve at once. If not for immediate service chill quickly and store in a refrigerator at less than ___°C
- When reheated, you must be sure to heat to a temperature of ___°C before service.
- Garnish with blanched and refreshed green leeks at service time.

You will see that the storage temperatures have been left blank! Fill them in before you add this recipe as added to your **log sheet**.



Red Lentil Broth

Ingredients

100g lentils - well rinsed

100g onion - finely chopped

100g turnip - finely chopped

100g celery - finely chopped

200g carrot - half finely chopped and the rest grated

bouquet garni

1litre good vegetable stock



Method

- Place the washed lentils into a pot with the stock and bring to boil.
- Simmer for 20 minutes - remember to keep the lid on.
- Wash, peel and prepare the vegetables.
- Dice the vegetables and grate carrot.
- Add the vegetables to the lentils with the bouquet garni and boil gently for 50 to 60 minutes.
- Skim if necessary.
- Correct seasoning.
- Serve at once, or hold above 63°C for service later.
- If made to be served later, chill quickly and refrigerate.
- Reheat to 83°C before service.

This is the first broth type soup you have made. Remember to add it to your **log**.

Chocolate Pots

Baked chocolate custard

Ingredients

500ml milk

A few drops vanilla essence

2 whole eggs

2 egg yolks

30g sugar

60g plain chocolate



Method

- Collect all the ingredients.
- Place the milk in a clean pan and add the grated chocolate. Slowly heat until almost boiling and the chocolate has melted.
- Whisk the eggs, yolks and sugar in a glass bowl until light and fluffy.
- While still whisking, pour the milk onto the egg mix.
- Whisk again and strain through a [chinois](#) into a jug.
- Collect individual pots or an ovenproof service dish and place into a roasting tin.
- Pour the custard into the pots.
- Carefully fill the roasting tin half full with water.
- Take care that the water doesn't get into the custard pots
- Bake in the oven at gas 4 for 12/15 minutes or until just set.
- Chill quickly when removed from the oven.
- Keep in the refrigerator until service time.
- Serve cold decorated with whipped cream

This dish holds potential danger because of the egg and milk content. Make sure that you store it at the correct temperature.

Fatless Sponge - Swiss Roll

Ingredients

3 eggs
90g self raising flour
90g caster sugar



Method

- Pre-heat the oven to Gas 7, 425°F or 220°C
- Prepare, grease and line a Swiss roll tin, with greased greaseproof paper.
- Sieve the flour twice.
- Place the eggs and sugar into a bowl, and then set the bowl over a pan of hot water.
- Allow a few minutes to heat, then using a balloon or electric whisk, whisk until light and thick. It is ready when you can see the trail the whisk leaves in the mix.
- Remove from the heat and whisk for a few minutes while cooling.
- Gently fold the flour in – it's best to use a metal spoon.
- When combined, pour into the prepared tin and spread evenly.
- Bake for 8 to 12 minutes.

- Turn out onto a clean tea towel covered with a piece of greaseproof paper which has been sprinkled with a little sugar.
- Carefully remove the greaseproof paper
- Quickly trim off the crisp edges.
- Roll up leaving the paper inside as you roll.
- Wrap in the tea towel and allow to cool.

The unfilled roll may be frozen at this stage.
When required unroll and fill with warmed jam and/or whipped cream.

How could your product be improved?
Can you choose a very good example from the class?
Remember to do your **log sheet**.

Bread and Butter Pudding



Ingredients

250ml milk

A few drops of vanilla essence

2 eggs

4 slices bread, buttered and spread with golden syrup

25g Demerara sugar for the topping

Method

- Heat the milk with the vanilla in a pan.
- Whisk the eggs in a glass bowl, and when milk is hot whisk it onto the eggs.
- Cut the bread into triangles and layer into an ovenproof dish.
- Now pour the egg mix over the bread and allow to soak - this may take 10/15 minutes.
- Place the dish into a roasting tin and make a [bain marie](#).
- Top up the pudding with the rest of the egg mix and cover the top with the Demerara sugar.
- Bake at gas 3, 350F 180 C for 50 to 60 minutes until set and golden.

Serve at once with cream or custard.

If to be kept, chill quickly and refrigerate when cold.

On your **log sheet** complete the many ways that this pudding could be made.

Make a note of the temperature needed if the pudding has to be reheated, to be served hot.

Sweet Shortcrust Pastry

Ingredients

200g winter flour
125g margarine or butter
50g sugar
pinch of salt
1 egg yolk

Method

- Gather all ingredients.
- When separating the egg, be careful not to get any yolk into the egg white.
- Place sieved flour and fat into a bowl.
- Rub in the fat to the flour using your fingertips.
- Make a well in the centre of the flour and add the egg and sugar.
- Combine the mixture, and form into a smooth dough.
- Leave the pastry to rest in refrigerator for 20 minutes.

This is the basic pastry that can be used for all sweet tarts, pies and flans.

It will keep covered and uncooked in the fridge for 10 days.

Once made into pies, these may be frozen.



Pastry Based Sweets

In modern kitchens lots of the sweet and pastry items on sale are produced on the premises.

Working in groups, and using the Internet or any other search facility look for as many pastry based sweets as you can:



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What would you need to add to make the items you have listed?



Beef Burgers

Beef burgers are probably one of the most popular meals for young people today. See and taste how much better they are when you have made them yourself - and you know exactly what is in them!

Ingredients

400g good minced beef

100g onion

A little oil to sweat the onion, and more to shallow fry the burgers

1 slice of bread – with the crusts removed

1 egg

seasoning



Method

- Begin by washing, peeling and rewashing the onion and dice into small pieces.
- Sweat in a little oil – then allow to cool.
- Now in a mixing bowl put the bread and the egg. This will act as a binding for the burgers.
- Using very clean hands combine the egg and bread until mixed very well.
- Add the minced beef and cool onions and mix well.
- Now divide the mix into 4 and shape using your palette knife.
- Place onto a tray, cover with cling film and keep in the fridge.
- When ready to cook, heat enough oil in the frying pan to cover the bottom of the pan.
- Carefully place the burgers into the pan, and cook for 3 to 4 minutes.
- Turn carefully and continue cooking on the other side.
- Remove from pan; place onto a baking tray and finish off in the oven.

Keep refrigerated until ready for cooking, or the uncooked burgers may be frozen- provided that the mince has not been frozen before.

Hold for service above 63°C.

Beef burgers are ideal served with Lyonnaise potatoes or with a salad. Complete your **log sheet**.

All Day Breakfast - Mixed Grill

An 'all day breakfast' is becoming an increasingly popular dish in many restaurants and hotels. Many of the restaurant chains are including this, and if it is being offered, that's because it is popular.

Grilling is a very fast way of cooking, so the food being used must be good quality.



Ingredients

Here are some of the ingredients you could use:

- 4 rashers good quality back bacon
- 4 pork or beef link sausages
- 4 slices black pudding

Method

All of these items are to be grilled and very little preparation is needed.

- The sausages will take the longest time to cook and the bacon the shortest, so begin with the sausages.
- If linked together, cut apart and place onto a metal grilling tray.
- Do not pierce the sausages.
- Give them a few minutes under the grill then add the black pudding - remember to take off the plastic skin.
- After a few more minutes add the bacon, turn the sausages and black pudding if browning too quickly.
- Finish all together.
- It may be better to finish with the last minutes in the oven.
- Served traditionally with a fried egg.

In your **log sheet** list as many items as you can think of that are suitable for adding to this grill.

Grilled Liver with Onions

Liver and onions is a popular dish which is easy to prepare and cook. Liver is full of nutrients especially iron, and you should try it!

Remember, any items that are to be grilled need to be of the best quality.

The liver being used here is lambs.



Ingredients

500g lambs' liver
a little sunflower oil
250ml milk
50g seasoned flour
200g onions - thinly sliced
sunflower oil to cook

Method

- If the liver is in a piece you will need to slice it.
- Before you do that, check that the glossy skin has been taken away. If not remove it now.
- Once the liver is skinned and sliced, put it into a bowl with the milk.
- Set aside for 15 minutes.
- Now wash, peel and rewash the onions.
- Slice thinly.
- Remove the liver from the milk and dry on paper towels.
- Flour the slices lightly.
- Place onto a grill tray and sprinkle with a little oil.
- Begin the cooking. It should only take a few minutes on each side. Be careful not to overcook it.
- When done keep hot in the oven while you fry the onions.

Serve the liver with the onions on top. Decorate with some chopped parsley or chives.

Remember to complete your **log sheet**.

Glossary of Terms Used in the Professional Kitchen

Term	Meaning
Al dente	firm when cooked; not too soft when you bite it
Bain marie	a water bath – dish with water to regulate the cooking temperature
Batch	cook in small quantities
Blanche	to remove impurities by bringing to the boil
Bouquet garni	a bundle of herbs and seasonings used for soups, stocks and sauces; parsley stalks, peppercorns, bay leaves and thyme; tied into a piece of leek or muslin (cloth)
Cartouche	greaseproof paper cut to a specific shape
Chinois	a conical shaped strainer, used in the same way as a colander
Colander	round bowl strainer which allows liquid to drain away
Cooling rack	a wire grid which allows air to circulate around item
Core	to remove the centre of apples, pears etc.
Egg wash	mixing together fresh eggs and water
Flake	separate the flesh of fish, using a fork
Julienne	cut of vegetables into short, thin strips, the length of a match stick and half as thick
Pané	passing food through flour, egg wash and bread crumbs
Reduce	evaporate off liquid, to concentrate flavour
Refresh	to make cold under running water
Rest	allowing foods to set after cooking
Rub in	lightly incorporating fat into a mix
Studded onion	a bay leaf and a few cloves are stuck into a whole small onion; used to add flavour to soups and sauces
Sweat	a cookery term which means to cook slowly and gently, without browning



Scottish Further Education Unit
Argyll Court
Castle Business Park
Stirling
FK9 4TY