



Apply basic techniques of commercial cookery

D1.HCC.CL2.01

Trainer Guide



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Competency Based Training (CBT) and assessment – An introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of Competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a 'unit'.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational health and safety requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of Competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an 'element'.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning Approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant's competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in Learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for Participant Diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant Centred Learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active Learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training Strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of Training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/Tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group Discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role Play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation Games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /Group Exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case Study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field Visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group Presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice Sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)

Principle of Competency Based Assessment

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in Assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment Objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of Assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative Assessment Tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- Pass Competent (PC)
- Not Yet Competent (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Competency standard

UNIT TITLE: APPLY BASIC TECHNIQUES OF COMMERCIAL COOKERY		NOMINAL HOURS: 50
UNIT NUMBER: D1.HCC.CL2.01		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required by cooks and chefs to apply a range of cookery methods in the preparation of menu items in a commercial environment; the application of this unit is critical to all other food production units		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Select and use equipment</p> <p>1.1 Select appropriate <i>cooking equipment</i> to prepare standard recipes</p> <p>1.2 Use equipment in a <i>safe</i> manner according to manufacturer's and enterprise procedures</p> <p>1.3 <i>Clean and store</i> equipment as appropriate to enterprise procedures</p> <p>Element 2: Apply wet methods of cookery</p> <p>2.1 Select appropriate <i>wet cooking method</i> for preparation of the dish/s</p> <p>2.2 Apply <i>appropriate wet cooking method</i> for preparation of the dish/s</p> <p>2.3 <i>Identify and solve</i> problems in the application of the cooking method</p> <p>2.4 Coordinate the <i>production of menu items</i></p> <p>2.5 Communicate with <i>front of house staff</i> on the production/service of menu items</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that apply basic techniques of commercial cookery within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p>Cooking equipment may include:</p> <ul style="list-style-type: none"> • Electric, gas or induction stoves • Steamers, including combination oven, pressure, atmospheric, bamboo • Salamanders • Pressure cookers • Smokers • Grills, including direct, indirect, char, BBQ • Ovens, convection ovens, combination ovens • Wok • Tilt pan/bratt pan 	

<p>Element 3: Apply dry methods of cookery</p> <p>3.1 Select appropriate <i>dry cooking method</i> for preparation of the dish/s</p> <p>3.2 Apply <i>appropriate dry cooking method</i> for preparation of the dish/s</p> <p>3.3 Identify and solve problems in the application of the cooking method</p> <p>3.4 Coordinate the production of menu items</p> <p>3.5 Communicate with front of house staff on the production/service of menu items</p>	<ul style="list-style-type: none"> • Kettles • Deep fryer and pressure fryer • Microwave • Food processors • Mixers, mincers • Blenders • Slices, bowl choppers. <p><i>Safe</i> will include:</p> <ul style="list-style-type: none"> • Knowledge of manufacturer's cleaning and operating recommendations • Demonstrating sanitisation of equipment • Following enterprise safety and hygienic procedures. <p><i>Clean and store</i> may be related to:</p> <ul style="list-style-type: none"> • Dismantle equipment safely • Re-assemble equipment safely • Routine maintenance schedules • Safe occupational health and safety requirements • Correct storage location • Sanitised to enterprise requirements. <p>Wet cooking method may include:</p> <ul style="list-style-type: none"> • Braising • Stewing • Poaching • Boiling, simmering • Steaming, including atmospheric and/or pressure.
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	<p>Appropriate wet cooking should relate to:</p> <ul style="list-style-type: none">• Type of food product• Size and age of the food product• Equipment to product. <p>Identify and solve may relate to:</p> <ul style="list-style-type: none">• Age and sex of meat cuts for cooking products• Change portion amounts of standard recipes• Identify problems and make corrective change• Documenting changes to standard recipe• Continuous improvement to quality, price, time efficiency of standard recipes. <p>Production of menu items may include:</p> <ul style="list-style-type: none">• Menu styles and service types• Cooking times• Equipment and storage capacity• Cooking styles, such as cook, chill, freeze• Communication within the kitchen brigade. <p>Front of house staff may relate to:</p> <ul style="list-style-type: none">• Debriefing menu dishes/specials• Timelines for cooking• Quantities of portions available• Special request, such as dietary and/or cultural requirements• Service style, including a la carte, buffet, functions.
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	<p>Dry cooking method may include:</p> <ul style="list-style-type: none"> • Roasting and pot roasting • Baking • Grilling • Deep and shallow frying • Wrapped food, such as vine, banana leaf, paper, bark, paper bag • Microwave. <p>Appropriate dry cooking should relate to:</p> <ul style="list-style-type: none"> • Type of food product • Size and age of the food product • Size of equipment to product • Equipment to manufacturer's recommendations. <p>Assessment Guide</p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • Knowledge of which technique of cookery is correct for each dish • Ability to demonstrate a range of cookery methods • Ability to identify food products by sight, taste and consistency • Ability to match ingredient quality to intended final product/use • Ability to clean and maintain food working and storage areas • Knowledge of general occupational health and safety procedures in the workplace • Knowledge of the relevant legislation in relation to food handling, food storage, chemical storage and general premises food safety • Ability to demonstrate practical skills in relation to safe use of equipment/utensils.
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	<p>Linkages To Other Units</p> <ul style="list-style-type: none"> • Comply with workplace hygiene procedures • Implement occupational health and safety procedures • Work effectively with colleagues and customers • Maintain strategies for safe food • Present and display food products • Note: these units must be completed prior to other food production units. <p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Knowledge of the classifications of various cooking methods from different recipes, cultural backgrounds and terminology • Demonstrate safe and hygienic handling of products • Demonstrate appropriate portion control • Demonstrate ability to prepare and produce a range of dishes using the wet and dry methods of cookery within industry realistic timeframes and constraints • Demonstrate correct knife skills, use of equipment and utensils. <p>Context of Assessment</p> <p>This unit may be assessed on or off the job:</p> <ul style="list-style-type: none"> • Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individuals work area or area of responsibility • Demonstration of skills on more than one occasion • Preparation and display of various dishes using a variety of basic cooking techniques within typical workplace conditions and timeframes.
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	Resource Implications Training and assessment must include access and use to a fully equipped commercial kitchen, use of real ingredients and service equipment; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment.		
	Assessment Methods The following methods may be used to assess competency for this unit: <ul style="list-style-type: none">• Observation of practical candidate performance• Oral and written questions• Third party reports completed by a supervisor• Project and assignment work• Sampling of dishes prepared by the student.		
	Key Competencies in this Unit Level 1 = competence to undertake tasks effectively Level 2 = competence to manage tasks Level 3 = competence to use concepts for evaluating		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; read menus, recipes and task sheets; select and obtain commodities; organise ingredients and task sheets
Communicating ideas and information	2	Share information with other kitchen, floor service staff; read recipes, menus, instructions and orders	

	Planning and organising activities	2	Work within time constraints in a logical sequence; plan logical and efficient sequencing and timing of tasks
	Working with others and in teams	2	Work cooperatively with other team members
	Using mathematical ideas and techniques	2	Calculate portions, weigh and measure quantities against standard recipes and/or menu requirements
	Solving problems	1	Identify and correct problems in the preparation and production of products, such as ingredient quality and equipment failure
	Using technology	1	Use mechanical kitchen equipment, including weighing equipment

Notes and PowerPoint slides

Slide

APPLY BASIC TECHNIQUES OF COMMERCIAL COOKERY

D1.HCC.CL2.01



Slide 1

Slide No	Trainer Notes
1.	Trainer welcomes trainees to class.

Slide

Apply basic techniques of commercial cookery

This unit comprises three Elements:

- Select and use equipment
- Apply wet methods of cookery
- Apply dry methods of cookery



Slide 2

Slide No	Trainer Notes
2.	<p>Trainer advises trainees this Unit comprises three Elements, as listed on the slide explaining:</p> <ul style="list-style-type: none"> • Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail • Trainees can obtain more detail from their Trainee Manual • At times the course presents advice and information about various protocols but where their workplace requirements differ to what is presented, the workplace practices and standards, as well as policies and procedures must be observed.

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Workplace observation of practical skills
- Practical exercises



Slide 3

Slide No	Trainer Notes
3.	<p>Trainer advises trainees that assessment for this Unit may take several forms all of which are aimed at verifying they have achieved competency for the Unit as required.</p> <p>Trainer indicates to trainees the methods of assessment that will be applied to them for this Unit.</p>

Slide

Introduction

- The basic techniques of commercial cookery underpin quality food preparation
- For each of the basic techniques you need to have a sound understanding of the:
 - Definition
 - Principles
 - Foods that are suitable
 - Appropriate equipment
 - Common problems



Slide 4

Slide No	Trainer Notes
4.	<p>Class Activity – General Discussion</p> <p>Trainer asks trainees general questions about their experience in commercial kitchens to ascertain level of underpinning knowledge, including:</p> <ul style="list-style-type: none"> • Types of cooking • Range of equipment they have used • Types of recipes.

Slide

Element 1: Select and use equipment



Slide 5

Slide No	Trainer Notes
5.	Trainer identifies the Performance Criteria for Element 1.

Slide

Large equipment

Large equipment is usually fitted and permanently attached to a power source. It may also be large free standing equipment. This includes:

- Stoves:
 - Electric, gas or induction
- Ovens:
 - Electric, gas, convection or combination
- Grills:
 - Flattop, Char, Salamander
- Deep fryers



Slide 6

Slide No	Trainer Notes
6.	<p>Trainer advises the trainees they will need to become familiar with the pieces of large equipment commonly found in commercial kitchens.</p> <p>Class Activity – General Discussion</p> <p>Trainer asks trainees to discuss:</p> <ul style="list-style-type: none"> • The equipment the trainees have used • What have they used it for • Was it easy to use • How it might differ from domestic equipment.

Slide

Small equipment

Small equipment in the commercial kitchen includes:

- Small electrical equipment:
 - Mixers, blenders, liquidisers, vitamisers, stick blenders, food processors
- Measuring equipment:
 - Scales, jugs, cups, spoons, thermometers, timers
- Preparation equipment:
 - Bowls, whisks, pestle and mortar, rolling pins, mallet, strainers, colanders, Chinois, saucepans, pots
- Serving equipment:
 - Tongs, spatulas, ladles



Slide 7

Slide No	Trainer Notes
7.	<p>Trainer advises the trainees they will need to become familiar with the pieces of small equipment commonly found in commercial kitchens.</p> <p>Class Activity</p> <p>Trainer to provide a range of small equipment for trainees to view and discuss.</p> <p>General Discussion</p> <p>Trainer asks trainees to discuss:</p> <ul style="list-style-type: none"> • The equipment the trainees have used • What have they used it for • Was it easy to use • How it might differ from domestic equipment.

Slide

Standard recipes

Recipes used in the commercial environment are referred to as standard recipes. They are written in a standard format specific to the establishment. This improves efficiency and consistency in food production.

Besides ingredients, quantities and cooking methods standard recipes include the:

- Cost of the recipe:
 - Which allows the cost and selling price of the dish to be calculate
- Equipment required to make the dish
- Presentation of the final dish



Slide 8

Slide No	Trainer Notes
8.	<p>Trainer to explain what a standard recipe is and its components.</p> <p>Class Activity</p> <ul style="list-style-type: none"> Trainer to provide examples of standard recipes.

Slide

Environmental sustainability

Commercial kitchens use large amounts of energy to operate and maintain equipment. Consider how you can save energy in the workplace:

- Turning gas and electricity on or off as needed
- Using the right sized equipment
- Using lids on pots if appropriate
- Keeping doors closed
- Maintaining:
 - Seals on ovens, refrigerators and freezers
 - Thermostats



Slide 9

Slide No	Trainer Notes
9.	<p>Trainer to explain about environmental sustainability in the commercial kitchens.</p> <p>Class Activity – General Discussion</p> <ul style="list-style-type: none"> • Trainees to discuss ways of saving energy.

Slide

Use equipment in a safe manner according to manufacturer's and enterprise procedures

Commercial equipment can be hazardous if not used correctly and in a safe manner. Consider the dangers of:

- Electrical and gas equipment
- Sharp knives and blades

Additionally the kitchen environment can be a hazardous place when using equipment. Consider the dangers of:

- Slippery floors
- Heavy lifting
- Extremes of heat
- Chemicals



Slide 10

Slide No

Trainer Notes

10.

Trainer to explain about.

Class Activity – General Discussion

- Trainees to discuss.

Slide

Personal protective equipment

When working in a commercial kitchen you will often be provided with personal protective equipment. This is referred to as PPE. Learn how to use it correctly.

Types of PPE include:

- Cooks uniform:
 - Especially designed to protect against heat and spills
- Gloves:
 - Types designed to protect against heat, chemicals, bacteria, cuts and skin irritation
- Eye protection
- Face mask



Slide 11

Slide No	Trainer Notes
11.	<p>Trainer to explain what PPE is and when it should be used.</p> <p>Class Activity</p> <ul style="list-style-type: none"> • Trainer to provide a range of PPE for the trainees to view and discuss • Students should research the range of personal protective equipment available in their area.

Slide

Equipment safety

Each type of equipment has potential risks.

Be aware of the risks and always practice safety procedures when using:

- Electrical and gas equipment
- Knives
- Steamers
- Slicers



Slide 12

Slide No

Trainer Notes

12.

Trainer to explain about safe use of equipment.

Class Activity – General Discussion

- Trainees to discuss the potential risks in the commercial kitchen.

Slide

Hygiene procedures

Safe equipment handling includes food safety elements such as:

- Cleaning and sanitising
 - Equipment
 - Surfaces



Slide 13

Slide No	Trainer Notes
13.	Trainer to explain how food hygiene and safety hygiene is related to equipment cleanliness.

Slide

Clean and store equipment as appropriate to enterprise procedures

All food and surfaces in the kitchen have microorganisms or bacteria present. Cleaning and sanitising equipment aims to:

- Prevent cross contamination
- Minimise the levels of bacteria to prevent food poisoning



Slide 14

Slide No	Trainer Notes
14.	<p>Trainer to explain about bacteria presence in commercial kitchens and the aim of hygiene practises in regard to equipment.</p> <p>Class Activity – General Discussion</p> <p>Trainees to discuss what a clean kitchen means, including:</p> <ul style="list-style-type: none"> • Safe food • Impression of customers.

Slide

Equipment cleaning

Kitchens need to have a well organised system for cleaning. Cleaning schedules include:

- What is cleaned and how frequently
- Who is responsible for the cleaning
- How the cleaning is to be carried out, including:
 - Cleaning equipment
 - Cleaning chemicals

Cleaning description sheets should be used for all major pieces of equipment.

Slide 15

Slide No	Trainer Notes
15.	<p>Trainer to explain cleaning schedules and cleaning description sheets.</p> <p>Class Activity</p> <p>In groups trainees to complete examples of:</p> <ul style="list-style-type: none"> • A cleaning schedule for the commercial kitchen • A cleaning document sheet for a specified piece of equipment.

Slide

Cleaning and sanitising

Cleaning and sanitising are not the same!

- Cleaning means physically removing dirt, residues and food particles
- Sanitising means killing the microorganisms on the surface of the equipment

It is not one or the other but both that ensures food preparation equipment is hygienic.

Wiping is not a substitute for cleaning or sanitising. It merely spreads the microorganisms across the surface.



Slide 16

Slide No	Trainer Notes
16.	Class Activity – General Discussion <ul style="list-style-type: none"> • Class to discuss their experiences of cleaning and observations of cleaning in hospitality venues • Discuss what happens in fast food establishments that they may frequent.

Slide

Cleaning and sanitising

The standard procedure for cleaning equipment is as follows:

- Remove visible food residues by scraping or pre cleaning
- Wash using detergent and hot water
- Rinse
- Sanitise
- Air dry



Most equipment will need to be hand washed but some small equipment can be washed in the commercial dishwasher.

Slide 17

Slide No	Trainer Notes
17.	<p>Trainer to demonstrate the standard procedure for cleaning equipment, emphasising the different stages.</p> <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to practise the cleaning procedure.

Slide

Equipment storage

Clean equipment needs to be stored appropriately so that:

- Contamination is minimised:
 - Usually under the bench in containers or draws
- It is easy and safe to access
- Occupational, health and safety factors are taken into account:
 - Heavy items should be stacked low on shelves
 - Reaching over hot stoves and flames is not required
 - Stacked evenly and not too high so it doesn't fall
- It is not damaged or broken



Slide 18

Slide No	Trainer Notes
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18.	Trainer to explain appropriate storage procedures for clean equipment.
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Slide

Equipment maintenance

Equipment needs to be well maintained. Kitchens should have a written maintenance schedule to assist the staff to regularly check equipment.

The establishment procedures or manufacturers instructions should be followed for maintain equipment in good working order.

All equipment both small and large needs to be safely maintained, including:

- Calibrating ovens and thermometers
- Sharpening knives and blades on slicers and mandolins



Slide 19

Slide No	Trainer Notes
19.	Trainer to explain the importance of equipment maintenance Trainer to provide an example of maintenance schedules.

Slide

***Element 2:
Apply wet methods of cookery***



Slide 20

Slide No	Trainer Notes
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20.	Trainer identifies the Performance Criteria for Element 2.
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Slide

Heat transfer

- Heat transfer occurs:
 - Within foods
 - In the medium in which foods are cooked
 - Via the energy source used for cooking
- Heat transfer methods:
 - Conduction
 - Convection
 - Radiation



Slide 21

Slide No	Trainer Notes
21.	Trainer to explain how foods are made up of constantly moving molecule and hen foods are heated the molecule motion is increased and the resulting friction creates heat transfer. Trainer to explain the three main types of heat transfer methods.

Slide

Methods of cookery

Food is cooked to make it more palatable. The palatability of food is judged by a range of factors including:

- Texture
- Smell
- Colour
- Flavour



The basic methods of cookery are divided into two groupings, these are:

- Wet methods of cookery
- Dry methods of cookery

Slide 22

Slide No

Trainer Notes

22.

Class Activity – General Discussion

Trainer to ask general questions to lead discussion:

- Why do we cook food?
- What happens when food is cooked?

Trainer to explain the 2 groupings of basic cooking methods.

Slide

Select appropriate wet cookery method for preparation of the dish/s

The basic methods of wet cookery are:

- Boiling
- Poaching
- Steaming
- Stewing
- Braising



Slide 23

Slide No	Trainer Notes
23.	Trainer to explain the cooking methods that are classified as wet methods of cookery.

Slide

Boiling

Boiling is:

- Subjection of food to heat totally submerged in a liquid at 100°C
- Gentle boiling water is referred to as simmering, this 95°C - 98°C

Food is boiled to tenderise and make it more palatable and digestible.

Boiling also changes the muscular or fibre tissues and accentuates the flavour.



Slide 24

Slide No	Trainer Notes
24.	<p>Trainer to explain the method of boiling, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to list the foods that they have cooked which are boiled. <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Principles of boiling

Principles:

- The item must be completely covered in liquid
- Salted meat and root vegetables must be started in cold water
- Green vegetables must be started in boiling water and be uncovered while cooking to retain colour
- Scum that rises must be removed by skimming
- Sauces and soups should be simmered
- Stocks should be simmered to prevent them becoming cloudy
- Fish is unsuitable for boiling as it tends to break up



Slide 25

Slide No	Trainer Notes
25.	Trainer to explain the principles of this method of cookery in detail.

Slide

Blanching

Blanching:

- Blanching is the process of partly cooking food for later use by immersing in a hot liquid to:
 - Remove the bitter taste from many vegetables
 - Seal the product
 - Partly cook food to speed up the cooking time
 - Assist in removing the skin from some foods, i.e. tomatoes
- Blanching is often a preliminary process to other cooking principles such as sautéing, braising or deep frying



Slide 26

Slide No	Trainer Notes
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26.

Trainer to explain the principles of this method of cookery in detail.

Slide

Blanching and refreshing

- Blanching can be done in either hot or cold water:
 - Cold water to open cells, remove blood, impurities and to leach out strong tastes and salt from salted meats
 - Hot water to seal in flavours and juices, partly pre-cook foods and to assist in the removal of skins e.g. tomatoes and peaches
- Blanching can also be hot fat at 150°C
- Refreshing is when hot blanched food is plunged into cold water to stop the cooking process



Slide 27

Slide No	Trainer Notes
27.	Trainer to explain the principles of this method of cookery in detail.

Slide

Poaching

Poaching is:

- Subjection of food to heat in a liquid held as close to boiling point as possible without movement of the liquid
- Temperature for poaching is 93°C to 95°C

Food is poached:

- To prevent fragile foods falling apart as when boiled
- To keep the food moist and tender
- As a nutritious way to cook (requiring no added fat), with food retaining natural flavour
- As aromatics can also be added to the poaching liquid adding flavour to foods



Slide 28

Slide No	Trainer Notes
28.	<p>Trainer to explain the method of poaching, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to list the foods that they have cooked using this method of cookery. <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Poaching

Principles:

- Item must be completely covered in the liquid
- Start process by bringing liquid to the boil, then reduce heat to poaching temperature before adding the food
- Whole large fish start in cold liquid to allow for even cooking
- Small fish and fish cuts start at poaching temperature
- For poaching eggs allow enough liquid for the egg to float freely
- Fruit is poached in sugar syrup. It must be completely covered in liquid and covered



Slide 29

Slide No	Trainer Notes
29.	Trainer to explain the principles of this method of cookery in detail.

Slide

Steaming

Definition:

- Subjection of food to heat in the form of steam in enclosed or confined space
- Pressure varies according to the type of equipment used:
 - Atmospheric steaming – 103°C
 - Pressure steaming – 121°C



Slide 30

Slide No	Trainer Notes
30.	<p>Trainer to explain the method of steaming, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to list the foods that they have cooked using this method of cookery. <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Why is food is steamed?

Food is steamed because:

- It is a very quick method of cookery, approximately twice as quick as boiling
- It retains the colour, flavour and nutritional value of food
- It's a fat free method of cookery

Steaming does not greatly enhance the flavour of a dish.



Slide 31

Slide No	Trainer Notes
31.	Trainer to explain the advantages of cooking food using steaming as the method of cookery in detail.

Slide

Principles of steaming

Principles:

- The foods that are suitable for steaming vary:
 - Atmospheric steaming is suitable for tender items of food
 - Pressure steaming is suitable for tough cuts of food
- The steamer must be tightly closed or lidded
- Puddings in basins must be covered with greaseproof paper
- The steamer must be hot before placing food in



Slide 32

Slide No	Trainer Notes
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32.	Trainer to explain the principles of this method of cookery in detail.
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Slide

Stewing

Definition:

- Stewing is the subjection of food to the action of heat in a minimum amount of simmering liquid or sauce

Principles:

- The food item must be covered with liquid
- Foods to be simmered slowly to tenderise the meat and concentrate the flavours
- Suitable for tough items of food
- Item and cooking liquid are served together
- Meat for stews can be either seared in hot fat first (e.g. ragout) or left natural (e.g. Irish stew)



Slide 33

Slide No	Trainer Notes
33.	<p>Trainer to explain the method of stewing, emphasising the:</p> <ul style="list-style-type: none"> Definition Reasons for cooking food using this method Principles of this method of cookery in detail. <p>Class Activity</p> <ul style="list-style-type: none"> Trainees to list the foods that they have cooked using this method of cookery. <p>General Discussion</p> <ul style="list-style-type: none"> Discuss the characteristics of the dishes.

Slide

Braising

Definition:

- Braising is the subjection of food to the action of heat in an oven, while it is enclosed in a container with liquid or sauce
- Braising is used to:
 - Tenderise food items of a tough nature
 - Combine foods to create flavoursome dishes



Slide 34

Slide No	Trainer Notes
34.	<p>Trainer to explain the method of braising, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to list the foods that they have cooked using this method of cookery. <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Braising

Principles

- Food items to be braised should be of a tough nature
- Most foods must be sealed before braising
- Braising pan should be in keeping with the size of the item being braised
- Items must be half covered with liquid
- Container must be tightly lidded to stop evaporation
- Process carried out slowly to tenderise tough meats
- Liquid may be used to produce a sauce
- Braised vegetables may be served with a sauce made separately:
 - the liquid is usually too strong and similar in taste to the vegetables



Slide No	Trainer Notes
35.	Trainer to explain the principles of this method of cookery in detail.

Slide

Apply appropriate wet cooking method of preparation of the dish

- Each of the methods of cookery lends itself to particular types of foods:
 - Make sure the methods of cookery selected are appropriate for the foods being prepared
- You also need to apply:
 - The specifics of these selected methods of cookery
 - The associated preparation techniques for each method of cookery



Slide 36

Slide No	Trainer Notes
36.	<p>Trainer to explain that when applying a method of cookery trainees will need to consider:</p> <ul style="list-style-type: none"> • The principles of the method • The types of foods which are most appropriate • The equipment used must be appropriate • The associated techniques of preparation. <p>Trainer to provide examples e.g.</p> <p>To braise a meat dish you will need to:</p> <ul style="list-style-type: none"> • Select a cut of meat which is tough • The meat is usually left in big pieces • Appropriate cooking equipment must be selected • The meat must be sealed (browned) at the commencement of the braising • The meat must be half covered with liquid • The container must have a tightly fitting lid • The braising liquid is used as a sauce • The dish needs to be presented attractively and with appropriate accompaniments and garnishes.

Slide

Types of foods

Appropriate foods for:

- Boiling:
 - Pasta, rice, tough cuts of meat, poultry, eggs in the shell, root vegetables, tubers, green vegetables and legumes
 - Stock and soups
- Poaching:
 - Seafood, chicken, beef fillet, fruit
- Steaming:
 - Seafood, chicken, rice and vegetables
 - Puddings and dumplings



Slide 37

Slide No	Trainer Notes
37.	<p>Class Activity</p> <p>Trainees to work in groups to list examples of dishes using the wet cookery methods:</p> <ul style="list-style-type: none"> • Boiling • Poaching • Steaming.

Slide

Types of foods

Appropriate foods for:

- Braising:
 - Tough cuts of meat, whole fish, root and fibrous vegetables
- Stewing:
 - Tough cuts of meat, some fish and shellfish, fruit, root and fibrous vegetables



Slide 38

Slide No	Trainer Notes
38.	<p>Class Activity</p> <p>Trainees to work in groups to list examples of dishes using the wet cookery methods:</p> <ul style="list-style-type: none"> • Braising • Stewing.

Slide

Associated preparation methods

- Boiling:
 - Soaking, skimming and refreshing
- Poaching:
 - Submerging, draining and reducing poaching liquids
- Steaming:
 - Molding and wrapping
- Braising:
 - Browning



Slide 39

Slide No	Trainer Notes
39.	Trainer to explain the associated preparation methods that apply to the wet methods of cookery.

Slide

Appropriate equipment

Identify correct equipment:

- Equipment for storage of 'raw' ingredients
- Equipment for preparation and processing
- Equipment for cooking
- Equipment for hot or cold holding



Slide 40

Slide No	Trainer Notes
40.	<p>Trainer to explain the importance of selecting the correct equipment for each stage of the food production:</p> <ul style="list-style-type: none"> • Mise-en-place • Service. <p>Trainer to provide an example of a dish cooked using a wet method of cookery.</p>

Slide

Identify and solve problems in the application of the cooking method

When cooking foods using the wet methods of cookery you are likely to encounter common problems such as:

- Overcooked foods
- Tough meats
- Soggy dishes
- Sauces too dry or too wet



Slide 41

Slide No	Trainer Notes
41.	Trainer to explain that cooks need to identify and solve problems during the food production process.

Slide

Products

Understanding the products that are being used will assist to improve skills:

- Meats are animal muscle tissue:
 - Meat from older animals is tougher than from younger animals
 - Muscle tissue develops with use so muscles that are used more are tougher



Slide 42

Slide No	Trainer Notes
42.	<p>Trainer to explain the characteristics of meat products.</p> <p>Trainer to provide diagrams of typically cooked animals e.g.</p> <ul style="list-style-type: none"> • Beef • Lamb • Pork • Chicken. <p>Class Activity</p> <p>Using the diagrams trainees to work in groups to identify tough and tender cuts.</p>

Slide

Portion control

Portion control should be applied throughout the food preparation process.

Portion Control includes:

- Using standard recipes
- Preparing foods consistently
- Serving foods consistently



Slide 43

Slide No	Trainer Notes
43.	Trainer to explain what portion control is and how it is used throughout the food production process.

Slide

Problems – wet cooking methods

What are the common problems that occur when:

- Boiling:
 - Simmering
- Poaching
- Steaming
- Stewing
- Braising



Identify these problems and seek solutions to remedy them.

Slide 44

Slide No	Trainer Notes
44.	<p>Trainer to identify the common problems that occur when using each of the wet methods of cookery.</p> <p>Class Activity</p> <p>Trainees to suggest solutions to a range of common problems associated with wet methods of cookery.</p>

Slide

Improving standard recipes

Standard recipes should be refined as you go. Changes may need to be made to:

- Timing
- Equipment
- Ingredients
- Techniques
- Portion sizes



Slide 45

Slide No	Trainer Notes
45.	Trainer to explain how standard recipes need to be revised when problems are identified.

Slide

Continuous improvement

- Cooking skills take time to learn
- Evaluation of your skills will assist you to improve



Slide 46

Slide No	Trainer Notes
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46.	Trainer to explain the process of continuous improvement in the commercial kitchen environment.
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Slide

Coordinate the production of menu items

Many elements combine to produce meals to meet the expectations of customers, including:

- The selection of menu and service styles
- The preparation and cooking of foods



Slide 47

Slide No	Trainer Notes
47.	Trainer to explain the elements that are required to coordinate the production of menu items.

Slide

Menu and service styles

Menu and service styles impact on types of cooking methods.

Consider the appropriate wet cooking methods for the following services:

- A la carte
- Table d'hôte
- Buffet
- Cocktail



Slide 48

Slide No

Trainer Notes

48.

Trainer to explain the different types of menu service styles and how they might impact on the types of wet cookery methods used.

Slide

Storage capacity

Food needs to be stored during the various stages of food production.

Storage requirements need to be considered during:

- Food preparation
- Cooking
- Service



Slide 49

Slide No	Trainer Notes
49.	Trainer to explain the requirements of storage throughout the food production process.

Slide

Cooking systems

Cooking systems used in commercial kitchens for the wet methods of cookery:

- The most common is:
 - Cook and serve
- Alternatives to cook and serve include:
 - Cook/chill
 - Cook/freeze
 - Sous vide



Slide 50

Slide No	Trainer Notes
50.	<p>Trainer to explain the different types of cooking systems that can be used in food production.</p> <p>Trainer to point out the suitability for applying to dishes using wet methods of cookery.</p> <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to research cooking systems.

Slide

Finishing dishes

Finishing of dishes needs to be consistent.

Consider:

- Portioning
- Plating
- Saucing
- Accompaniments
- Garnishes



Slide 51

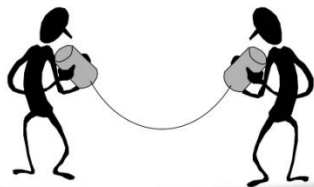
Slide No	Trainer Notes
51.	<p>Trainer to explain the importance of finishing dishes consistently and professionally.</p> <p>Class Activity</p> <p>Trainer to provide some example dishes.</p> <p>Trainees to suggest how they would finish each of the dishes in regards to:</p> <ul style="list-style-type: none"> • Portioning • Plating • Saucing • Accompaniments • Garnishes.

Slide

Communication

Effective communication in the commercial kitchen is very important:

- During mise-en-place:
 - Communication is needed to coordinate the preparation of all the components of the menu
- During food service:
 - Communication is needed to coordinate the dishes so the customer receives meals as desired



Slide 52

Slide No	Trainer Notes
52.	Trainer to explain the importance of communication throughout the food production process.

Slide

Communicate with FOH staff on the production/service of menu items

The staff in food service establishments work in teams.

The most significant teams are the:

- Front of House Team (FOH) – Service and waiting staff
- Back of House (BOH) – Kitchen staff

Additional staff might include:

- Administration



Slide 53

Slide No	Trainer Notes
53.	Trainer to explain the teams that operate in food service establishments. Trainer to explain the main roles of these staff.

Slide

Pre-service briefing

The pre-service briefing ensures the FOH staff are aware of all factors that impact on service.

These include:

- Portion numbers
- Cooking times
- Dishes for special dietary needs
- Service styles



Slide 54

Slide No	Trainer Notes
54.	<p>Trainer to explain the importance of the pre service briefing and explain all the information that needs to be communicated.</p> <p>Trainer to explain each of the key elements:</p> <ul style="list-style-type: none"> • Portion numbers • Cooking times • Dishes for special dietary needs • Service styles.

Slide

Specific dietary needs

Customers may have special dietary needs that will impact on the dishes you cook using wet methods of cookery.

Some common factors you should consider:

- Wheat starches used to thicken foods
- Use of dairy foods
- Sugars used in desserts
- Dishes containing nuts



Slide 55

Slide No	Trainer Notes
55.	<p>Trainer to explain the range of special dietary requirements that will impact on food preparation.</p> <p>Trainer to ask trainees questions about special dietary requirements, including:</p> <ul style="list-style-type: none"> • Do they have any special dietary needs? • Do family or friends have any special dietary requirements? • Have they prepared food for people with special dietary requirements? • What types of factors might require special meals? Including: <ul style="list-style-type: none"> ▪ Medical conditions ▪ Cultural practise ▪ Religious rules ▪ Ethnic preferences. <p>Class Activity – General Discussion</p> <ul style="list-style-type: none"> • Discuss the posed questions.

Slide

Service styles

- Service styles affect the selection of:
 - Appropriate food preparation methods
 - Appropriate wet methods of cookery
- What types of dishes would be most appropriate for?
 - A la carte service
 - Buffet service
 - Function service
 - Cocktail service



Slide 56

Slide No	Trainer Notes
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56.	Trainer to explain how service styles impact on methods of cookery used.
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Slide

Element 3:
Apply dry methods of cookery



Slide 57

Slide No	Trainer Notes
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57.	Trainer identifies the Performance Criteria for Element 3
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Slide

Select appropriate dry cookery method for preparation of the dish

The basic methods of dry cookery are:

- Baking
- Roasting:
 - Pot roasting
- Grilling
- Shallow frying
- Deep frying



Slide 58

Slide No	Trainer Notes
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58.	Trainer to explain the cooking methods that are classified as dry methods of cookery.
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Slide

Baking

Baking is:

- Subjection of food to the action of dry heat in an oven

Food is baked:

- To create visual appeal
- To produce a flavoursome texture

Delicate liquid-based foods, such as crème caramel or other baked egg custards, are cooked 'au Bain-Marie' (water bath) which spreads heat more evenly and stops food overheating and boiling.



Slide 59

Slide No	Trainer Notes
59.	<p>Trainer to explain the method of baking, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <p>Trainees to list the foods that they have cooked using this method of cookery:</p> <ul style="list-style-type: none"> • General discussion • Discuss the characteristics of the dishes.

Slide

Principles of baking

Principles:

- Preheat oven to required temperature
- Weigh ingredients accurately
- Understand ingredient function
- Distribute foods evenly on greased baking trays to assist even cooking
- Foods need to be placed in appropriate position in oven
- Even sized items on the same tray, small items bake faster than large items
- Do not mix different items on the same tray



Slide 60

Slide No	Trainer Notes
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60.	Trainer to explain the principles of this method of cookery in detail.
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Slide

Roasting

Roasting is:

- Subjection of food to the action of heat:
 - In an oven, and or
 - While it is rotating on a spit

in both cases fat or oil is used as a 'basting agent'.



Slide 61

Slide No	Trainer Notes
61.	<p>Trainer to explain the method of roasting, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <p>Trainees to list the foods that they have cooked using this method of cookery:</p> <ul style="list-style-type: none"> • General discussion • Discuss the characteristics of the dishes.

Slide

Principles of roasting

Principles:

- Before roasting all items should be seasoned
- Large roasts should be raised to prevent them from frying in melted fat
- Items must be basted during roasting process
- Start in a hot oven to seal juices then lower the temperature to allow even cooking
- Roast vegetables should be started in hot fat before placed in the oven
- Roast meats should be rested before carving to prevent excessive loss of juices
- Check doneness with thermometer or juices running clear in poultry, pink in red meats



Slide 62

Slide No

Trainer Notes

62.

Trainer to explain the principles of this method of cookery in detail.

Slide

Pot roasting

Pot Roasting is:

- Subjection of food to the action of heat in an oven while it is enclosed in a sealed container with butter/fat
- Suited to good quality lean cuts of meat, game and poultry

Principles:

- Size of the dish should be in keeping with the item
- Sufficient butter/fat must be used to baste adequately
- No liquid to be used in the process
- The container used must have a tight fitting lid
- The temperature must be high
- Lid will have to be removed during the last third of the process to allow the item to colour



Slide 63

Slide No	Trainer Notes
63.	<p>Trainer to explain the method of pot roasting, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method • Principles of this method of cookery in detail. <p>Class Activity</p> <p>Trainees to list the foods that they have cooked using this method of cookery:</p> <ul style="list-style-type: none"> • General discussion • Discuss the characteristics of the dishes.

Slide

Grilling

Grilling is:

- Is the subjection of food to radiant heat from above or below the food and is also known as broiling

Why do we grill?

- Grilling is a quick method of cooking suitable for prime cuts of meats, poultry and fish
- Grilling seals the food which is cooked to a crispy, golden colour



Slide 64

Slide No	Trainer Notes
64.	<p>Trainer to explain the method of drilling, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <p>Trainees to list the foods that they have cooked using this method of cookery:</p> <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Grilling

Grilling can be achieved in three different ways:

- Over heat:
 - Charcoal or char-grills
 - Barbecues
 - Heated grill plates
- Under heat:
 - Salamander
- Between heat:
 - Heated grill plates or bars



Slide 65

Slide No	Trainer Notes
65.	<p>Trainer to explain the different ways of grilling, including:</p> <ul style="list-style-type: none"> • Equipment • Reasons for cooking food using this method. <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to list the foods that they have cooked using these grilling methods. <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Principles of grilling

Grilling principles:

- Food items must be lightly oiled and seasoned before grilling
- Heat must be fierce enough to enable instant sealing to keep in the juices
- Grill bars must be hot, clean and oiled lightly so as to prevent the food items from sticking
- Steaks, chops, chicken breasts and fish fillets, etc should be sealed on the hottest part of the char-grill to keep the juices in:
 - Turn over after one minute or when starting to brown
 - Place on cooler part of the grill to continue cooking or finish product in oven



Slide 66

Slide No

Trainer Notes

66.

Trainer to explain the principles of this method of cookery in detail.

Slide

Principles of grilling

- Chicken pieces are generally cooked when the juices run clear
- Shellfish grills quickly
- Prime cuts should be cooked to the customers' request:
 - Rare meat is red in the centre
 - Medium rare meat is pink in the centre
 - Well done meat is brown through



Slide 67

Slide No	Trainer Notes
67.	Trainer to explain the principles of this method of cookery in detail.

Slide

Shallow frying

Shallow frying is:

- A dry method of cookery where food is cooked using hot oil or fat in a shallow pan
- The amount of oil is usually half the depth or thickness of the food

Shallow frying:

- Creates variety as well as making food more palatable and digestible

There are several variations of shallow frying.

They are:

- Sautéing
- Sweating
- Stir frying



Slide 68

Slide No	Trainer Notes
68.	<p>Trainer to explain the method of shallow frying, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to list the foods that they have cooked using this method of cookery. <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Principles of shallow frying

Principles:

- Food items must be seasoned before being shallow fried
- Food item must be placed in hot fat to seal it
- Food item must be well drained after cooking
- Food item is cooked in a pan, over heat source using a small amount of hot oil or fat
- The food must be evenly and thinly cut or sliced
- The pan and oil must be hot before adding the food
- A wok is best for preparing stir fry dishes
- Some foods need to be coated in either a light dusting of flour or crumbed to protect the flesh



Slide 69

Slide No	Trainer Notes
69.	Trainer to explain the principles of this method of cookery in detail.

Slide

Deep frying

Deep frying is:

Subjection of food to heat while it is immersed in hot fat.



Slide 70

Slide No	Trainer Notes
70.	<p>Trainer to explain the method of deep frying, emphasising the:</p> <ul style="list-style-type: none"> • Definition • Reasons for cooking food using this method. <p>Class Activity</p> <ul style="list-style-type: none"> • Trainees to list the foods that they have cooked using this method of cookery. <p>General Discussion</p> <ul style="list-style-type: none"> • Discuss the characteristics of the dishes.

Slide

Principles of deep frying

Principles:

- All food items should be seasoned prior to coating with the exception of chips
- Meat, poultry and fish should be able to cook quickly, not too thick
- Potatoes must be dry before frying to avoid splatter of hot fat
- Fat must be hot enough to seal the outside of the food. Temperature range 160°C to 190°C
- Do not overload the fryer
- Drain all foods well before serving



Slide 71

Slide No	Trainer Notes
71.	Trainer to explain the principles of this method of cookery in detail.

Slide

Apply appropriate dry cooking method of preparation of the dish

- Each of the methods of cookery lends itself to particular types of foods:
 - Make sure the methods of cookery selected are appropriate for the foods being prepared
- You also need to apply:
 - The specifics of these selected methods of cookery
 - The associated preparation techniques for each method of cookery



Slide 72

Slide No	Trainer Notes
72.	<p>Trainer to explain that when applying a method of cookery trainees will need to consider:</p> <ul style="list-style-type: none"> • The principles of the method • The types of foods which are most appropriate • The equipment used must be appropriate • The associated techniques of preparation • Trainer to provide examples.

Slide

Types of foods

Appropriate foods for:

- Baking:
 - Bread, cakes, muffins, pastries, egg-based dishes, meringues, potatoes and pasta
- Roasting:
 - Large tender cuts of meat, whole poultry, individual portions of meat, poultry and fish, root vegetables
- Grilling:
 - Steak, chops, cutlets, hamburgers, rissoles, sausages, bacon, chicken breasts, thigh fillets, small chickens, quail, fish fillets, small whole fish, shellfish, soft vegetables and gratinee dishes



Slide 73

Slide No	Trainer Notes
73.	<p>Class Activity</p> <p>Trainees to work in groups to list examples of dishes using the wet cookery methods:</p> <ul style="list-style-type: none"> • Baking • Roasting • Grilling.

Slide

Types of foods

Shallow frying:

- Small or thin pieces of good quality tender foods:
 - Schnitzels, medallions, cutlets, strips for stir fry, offal seafood's and vegetables
 - Farinaceous such as pasta, gnocchi, polenta and pancakes or crepes

Deep frying:

- Small pieces of good quality tender foods:
 - Poultry, seafood's and vegetables
- Pastries and patties



Slide 74

Slide No	Trainer Notes
74.	Class Activity Trainees to work in groups to list examples of dishes using the wet cookery methods: <ul style="list-style-type: none"> • Shallow frying • Deep frying.

Slide

Associated preparation methods

- ◉ Baking:
 - Soaking, skimming and refreshing
- ◉ Roasting:
 - Submerging, draining and reducing poaching liquids
- ◉ Deep frying:
 - Molding and wrapping
- ◉ Shallow frying:
 - Browning
- ◉ Grilling



Slide 75

Slide No	Trainer Notes
75.	Trainer to explain the preparation methods that are associated with each of the dry methods of cookery.

Slide

Appropriate equipment

Identify correct equipment for each stage of production:

- Equipment for storage of 'raw' ingredients
- Equipment for preparation and processing
- Equipment for cooking
- Equipment for hot or cold holding



Slide 76

Slide No	Trainer Notes
76.	<p>Trainer to explain the importance of selecting the correct equipment for each stage of the food production:</p> <ul style="list-style-type: none"> • Mise-en-place • Service. <p>Trainer to provide an example of a dish cooked using a wet method of cookery.</p>

Slide

Identify and solve problems in the application of the cooking method

When cooking foods using the dry methods of cookery you are likely to encounter common problems such as:

- Product is too or not brown enough
- Products are tough or dry
- Products are not evenly cooked
- Products are not cooked on the inside

Identify these problems and seek solutions to remedy them.



Slide 77

Slide No	Trainer Notes
77.	Trainer to explain that cooks need to identify and solve problems during the food production process.

Slide

Problems – dry cooking methods

What are the common problems that occur when:

- Baking
- Roasting:
 - Pot Roasting
- Grilling
- Shallow frying
- Deep frying

Identify these problems and seek solutions to remedy them.



Slide 78

Slide No	Trainer Notes
78.	<p>Trainer to identify the common problems that occur when using each of the dry methods of cookery.</p> <p>Class Activity</p> <p>Trainees to suggest solutions to a range of common problems associated with dry methods of cookery.</p>

Slide

Menu and service styles

Menu and service styles impact on types of cooking methods.

Consider the appropriate dry cooking methods for the following services:

- A la carte
- Table d'hôte
- Buffet
- Cocktail



Slide 79

Slide No	Trainer Notes
79.	Trainer to explain the different types of menu service styles and how they might impact on the types of wet cookery methods used.

Slide

Cooking systems

Cooking systems used in commercial kitchens for the dry methods of cookery:

- The most common is:
 - Cook and serve
- Alternatives to cook and serve include:
 - Cook/chill
 - Cook/freeze
 - Sous vide
- Foods cooked using the dry methods of cookery may not be ideal where reheating is necessary



Slide 80

Slide No

Trainer Notes

80.

Trainer to explain the different types of cooking systems that can be used in food production,
Trainer to point out the suitability for applying to dishes using dry methods of cookery.

Slide

Specific dietary needs

Customers may have special dietary needs that will impact on the dishes you cook using dry methods of cookery.

Some common factors you should consider:

- Fats and oils used to cook foods
- Use of dairy foods
- Sugars used in desserts
- Seafood based menu items
- Dishes containing nuts



Slide 81

Slide No	Trainer Notes
81.	<p>Trainer to explain the range of special dietary requirements that will impact on food preparation.</p> <p>Trainer to ask trainees questions about special dietary requirements, including:</p> <ul style="list-style-type: none"> • Do they have any special dietary needs? • Do family or friends have any special dietary requirements? • Have they prepared food for people with special dietary requirements? • What types of factors might require special meals? Including: <ul style="list-style-type: none"> ▪ Medical conditions ▪ Cultural practise ▪ Religious rules ▪ Ethnic preferences. <p>Class Activity – General Discussion</p> <ul style="list-style-type: none"> • Discuss the posed questions.

Slide

Service styles

- Service styles affect the selection of:
 - Appropriate food preparation methods
 - Appropriate dry methods of cookery
- What types of dishes would be most appropriate for:
 - A la carte service
 - Buffet service
 - Function service
 - Cocktail service



Slide 82

Slide No

Trainer Notes

82.

Trainer to explain how service styles impact on methods of cookery used.

Slide

Apply basic techniques of commercial cookery

- This is the end of the unit
- Are there any final questions?
- Thank you for participating



Slide 83

Slide No	Trainer Notes
83.	Trainer concludes the unit and thanks trainees for their participation.

Recommended training equipment

The equipment and kitchen consumables required for the delivery of practical cookery training classes are listed below, in the following categories:

- A Items of equipment which should be available for trainer and student use in the training kitchen.
- B The cleaning equipment and cleaning products which should be available in a cleaning room located adjacent to the kitchen, so that students can clean down to leave the kitchen in “as found” condition at the end of each class or session.
- C Consumables other than foodstuffs which need to be kept in the kitchen and available for everyday use in each class or session.
- D The items required by each student which would make up their own individual use kit of tools and small equipment.

A: Equipment in the training kitchen:	
<ul style="list-style-type: none"> Commercial cooking stove 4 burner minimum Stainless steel workbench Stainless steel sinks Dishwasher Refrigeration Freezers Cooking pots, multiple sizes Lids for pots Frypan Non stick pans Woks Chinois of various sizes Measuring jugs Mouillis 	<ul style="list-style-type: none"> Food processors Ramekins Sieves for dry ingredients Deep fryers Steamers Weighing scales Baking trays Roasting dishes Chopping boards for preparation Gas fire lighters, cigarette lighters not recommended Tongs for handling foods Spiders for handling deep fried foods Cake Tins Dariole moulds
B: Cleaning equipment and consumables:	
<ul style="list-style-type: none"> Detergent Scrubbing brushes Scourers Sink plugs Brooms Shovel and small brooms 	<ul style="list-style-type: none"> Floor mops Mop buckets Wet and dry vacuums Detergent Hand dishwashing detergent Paper hand towel

C: Consumables (non-food) to be available in the kitchen:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Silicon baking paper • Plain white butchers paper • Greaseproof paper • Aluminium foil | <ul style="list-style-type: none"> • Plastic wrap, clear • Plastic sheeting clear • Doyleys as required |
|---|--|

D: Student equipment kit should include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Chefs knife 21 cm • Boning knife 15cm • Filleting knife • Paring knives 9cm • Sharpening stone • Honing steel 30cm • Pallet knives • Wooden spoons 3 • Whisk 30cm 1 • Vegetable peeler • Pastry brush | <ul style="list-style-type: none"> • Piping bags • Piping tubes, various sizes • Plastic pastry scraper • Spatula, flexible • Tongs • Digital thermometer • Tea towels 6 • Cutlery set • Scissors • Fine strainer • Carry case for equipment |
|---|---|

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Set Up Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavour, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program.
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals.
AEC	ASEAN Economic Community.
AMS	ASEAN Member States.
ASEAN	Association of Southeast Asian Nations.
ASEC	ASEAN Secretariat.
ATM	ASEAN Tourism Ministers.
ATPMC	ASEAN Tourism Professionals Monitoring Committee.
ATPRS	ASEAN Tourism Professional Registration System.
ATFTMD	ASEAN Task Force on Tourism Manpower Development.
CATC	Common ASEAN Tourism Curriculum.
MRA	Mutual Recognition Arrangement.
MTCO	Mekong Tourism Coordinating office.
NTO	National Tourism Organisation.
NTPB	National Tourism Professional Board.
RQFSRS	Regional Qualifications Framework and Skills Recognition System.
TPCB	Tourism Professional Certification Board.

