



NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

FOOD PREPARATION

NQF Level 4

September 2007

FOOD PREPARATION - LEVEL 4

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INTRODUCTION

A. What is Food Preparation?

In Food Preparation, theoretical knowledge and principles are applied to the practical preparation and execution of menus. A wide variety of food commodities, preparation methods and presentation methods are used to equip students with knowledge, skills and values to enter the hospitality industry as cooks or commis chefs. The subject is underpinned by health, hygiene and safety applications.

B. Why is Food Preparation important in the Hospitality programme?

Food Preparation provides students with practical, marketable skills to enter the hospitality industry as an employee or entrepreneur. The subject enhances students' creativity and flair and instils principles such as planning, organisation, productivity, discipline, neatness and hygiene. It produces students with practical food preparation skills that can be applied in a wide range of hospitality contexts.

C. The link between Food Preparation Learning Outcomes and the Critical and Developmental Outcomes

Food Preparation enables students to be competent and creative in the production and presentation of food and beverages. Students will develop basic entrepreneurial and problem-solving skills in relation to food and beverage operations. Students will be aware of and understand the importance of cultural uniqueness and service excellence in the hospitality industry. Students will understand the aesthetic value of food and beverages and demonstrate an understanding of ethics and values which relate to the hospitality industry. Students will be able to apply the important principles of teamwork through developing interdependence and self-discipline. Lastly, students will be able to use technology effectively and critically, showing responsibility to the environment and the health, safety and security of others in the hospitality industry.

The following Critical Outcomes are addressed in Food Preparation:

- Identify and solve problems in which responses display that responsible decisions, using critical and creative thinking, have been made.
- Work effectively with others as a member of a team, group, organisation or community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.

D. Factors that contribute to achieving Food Preparation Learning Outcomes

Students with a keen interest in the practical side of food preparation and presentation will find the subject exciting and challenging. The subject will suit students with creative flair and the wish to acquire high quality, practical kitchen skills. It requires students to work individually and in teams in an organised, disciplined manner. Students must be able to follow instructions and take responsibility for their actions.

1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the candidate meets all the assessment requirements.

Course preparation should consider students with special education needs.

2 SUBJECT LEVEL FOCUS

- Operate as an assistant cook/chef in the preparation of basic menu items

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 40 percent of internal assessment.

Internal assessment of the theoretical component of Food Preparation Level 4 will take the form of observation, class questions, group work, individual discussions with students, topic and semester tests and internal examinations.

Assignments, case studies and tests can be done at the end of a topic. Tests and internal examinations must form part of internal assessment.

3.1.2 Practical Component

Practical components include applications, exercises and performance.

The practical components must be indicated in a Portfolio of Evidence (PoE).

The practical component will form 60 percent part of internal assessment.

Internal assessment of the practical component of Food Preparation NQF Level 4 will take the form of assignments, practical exercises, case studies, practical examination in a simulated hospitality environment.

Students may complete practical exercises on a daily basis. Assignments and case studies can be done at the end of a topic. Practical examination can form part of internal practical assessment.

- **Some examples of activities for practical assessments include, but are not limited to:**
 - Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, self activity, judging and evaluation)
 - Exhibitions by students
 - Visits undertaken by students based on a structured assignment task
 - Research and developing information brochures
 - Task performance in a simulated/structured environment

- **Definition of the term “Structured Environment”**

“Structured environment” for the purposes of assessment refers to an actual or simulated workplace, or workshop environment. It is advised that practical assessment for Food Preparation be integrated with Hospitality Generics and customer service assessments.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student's PoE. The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from evidence contained in the PoE.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to both internal and external moderation procedures as contained in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Food Preparation* (Level 3).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Prepare and cook meat, poultry, game and offal dishes	25
2. Prepare, cook and finish complex vegetable dishes	25
3. Prepare, cook and finish hot and cold desserts	20
4. Prepare, cook and finish hot and cold sauces and dressings	15
5. Accept and store food deliveries	15
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are to be systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification, as well as purposes of reporting.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Food Preparation Level 3 the student should have covered the following topics:

- Topic 1: Meat, poultry, game and offal
- Topic 2: Complex vegetable dishes
- Topic 3: Hot and cold desserts
- Topic 4: Hot and cold sauces and dressings
- Topic 5: Accept and store food deliveries

7.1 Topic 1: Meat, poultry, game and offal

7.1.1 Subject Outcome 1: Produce a variety of meat, poultry, game or offal dishes, using appropriate preparation and cooking methods. The student should eliminate wastage as far as possible and adhere to principles of hygiene at all times. The effects of time and temperature must also be taken into account

Learning Outcomes

The student will be able to:

- Clean preparation areas and equipment before and after use and comply with the Occupational Health and Safety Act (OHS) Act.
- Understand the main contamination threats when cooking meat dishes.
- Identify different types of meat products and the indicators of freshness and quality.
- Explain the relationship between time and temperature when cooking meat in terms of cost, customer satisfaction, quality and food hygiene.

- Prepare, cook, finish and garnish meat dishes in accordance with procedures and customer requirements.
- Identify and apply ways to keep waste to a minimum.
- Cater for different dietary requirements in the selection and preparation of meat dishes.
- Store all dishes not for immediate consumption in accordance with hygiene regulations.
- Handle unexpected operational situations.
- Complete all work in an organised and efficient manner and in accordance with time lines and deadlines.

7.2 Topic 2: Complex vegetable dishes

7.2.1 Subject Outcome: Produce complex vegetable dishes which will satisfy customers according to organisational requirements.

Learning Outcomes

The student will be able to:

- Clean and fully maintain preparation areas and equipment in accordance with principles of basic hygiene.
- Consider and select the correct type, quantity and quality ingredients according to recipe specifications.
- Retain the nutritional value adequately during preparation.
- Demonstrate correct preparation methods appropriate for the dish type.
- Use a range of preparations and satisfy organisational quality standards fully with properly prepared vegetables and preparations.
- Use a range of cooking and finishing methods and maximise the quality of dishes by selecting the correct method and any appropriate recipe adjustments.
- Store vegetables and preparations not for immediate use hygienically

7.3 Topic 3: Hot and cold desserts

7.3.1 Subject Outcome 1: Produce a variety of hot and cold desserts according to organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices.

Learning Outcomes

The student will be able to

- Select desserts for a variety of occasions and dietary requirements.
- Clean preparation areas before and after use.
- Understand the main contamination threats when cooking desserts.
- Understand the relationship between time and temperature when preparing and cooking desserts and the implications for costs, quality and food safety.
- Prepare and present a range of hot and cold desserts using a variety of preparation, cooking and finishing methods.
- Store desserts appropriately and safely if not for immediate use.
- Respond appropriately to unexpected operational situations.
- Work in an organised and efficient manner in accordance with specified time lines

7.4 Topic 4: Hot and cold sauces and dressings

7.4.1 Subject Outcome 1: Prepare, cook and finish hot and cold sauces and dressings which will satisfy customers according to organisational requirements.

Learning Outcomes:

The student will be able to:

- Adjust recipes to suit a variety of establishments and dietary preferences.
- Clean and fully maintain preparation and cooking areas and equipment throughout the production period according to hygienic principles.
- Given a range of quality points to consider, select the required type, quantity and quality ingredients in accordance with recipe specifications.
- Use different cooking methods when making sauces and stocks following correct procedures and quality standards.
- Given a range of preparation, cooking and finishing methods maximise the quality of the dish by the selection of the correct method and any appropriate recipe adjustments.
- Given a range of prepared, cooked and finished sauces, dressings and jellies, satisfy organisational quality standards fully.
- Store products not for immediate consumption following correct procedures.
- Given a range of problems with production, decide what action to take and give reasons for that choice.
- Prioritise, delegate as appropriate and complete all work in an organised and efficient manner in accordance with priorities and deadlines.

7.5 Topic 5: Accept and store food deliveries

7.5.1 Subject Outcome 1: Understand and apply the principles of receiving food deliveries and safe storage of such deliveries. The student will be able to identify potential food hygiene hazards and react in the appropriate way to remedy such situations.

Learning Outcomes

The student will be able to:

- Check deliveries of food items against the order and delivery documentation.
- Complete quality checks on foodstuffs (packaging, sell by dates, damage, temperatures, etc.).
- Ensure that hygiene standards are adhered to.
- Ensure safe transportation and handling of foodstuffs.
- Maintain a secure, clean and tidy storage area and equipment with the correct storage conditions.
- Store foodstuffs correctly in accordance with procedures.
- Follow stock rotation procedures.
- Complete all documentation in accordance with procedure.
- Issue food items correctly.
- Prioritise and delegate work activities in accordance with time schedules and deadlines.
- Deal with unexpected operational situations as they arise.
- Adapt to a variety of operational situations.

8 RESOURCE NEEDS FOR THE TEACHING OF FOOD PREPARATION - LEVEL 4

8.1 Physical resources

- A fully fitted training kitchen for hot and cold preparation
- Kitchen(s) must comply with OHS Act requirements
- One student per work station

8.2 Human resources

- At least NQF Level 5 Food Preparation training
- Industry experience

8.3 Financial resources

- Fully fitted training kitchen equipment - preparation areas, refrigerated storage, containers, dishwashing equipment, etc.
- Budget for consumables