



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

FOOD PREPARATION

NQF LEVEL 2

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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.

FOOD PREPARATION – LEVEL 2

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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 student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS

The student is able to:

- Prepare and produce a series of food items using basic cooking methods.
- Operate as a food preparation assistant.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component

The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Food Preparation Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

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

3.1.2 Practical component

The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Food Preparation Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated environment.

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

- **Some examples of practical assessments include, but are not limited to:**
 - A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
 - B. Exhibitions by students
 - C. Visits undertaken by students based on a structured assignment task
 - D. Research
 - E. Task performance in a “Structured Environment”

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

For the purposes of assessment, “Structured Environment” refers to a simulated workplace or workshop environment. The practical assessment of Food Preparation should be integrated with Hospitality Generics and Customer Services assessments.

• Evidence in practical assessments

All evidence pertaining to evaluation of practical work must be reflected in the students' Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (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 (40 percent) and the practical component (60 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out 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(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Food Preparation (Level 2)*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Clean Food Production Areas, Equipment and Utensils	10
2. Knives and Cutting Equipment	10
3. Handle and Store Food	5
4. Fry Food	5
5. Grill Food	5
6. Bake Food	5
7. Cook Starch Products	5
8. Fruit and Fruit Dishes	10
9. Vegetables and Vegetable Dishes	20
10. Hot and Cold Sandwiches and Rolls	10
11. Assemble Food for Quick Service	15
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: 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 systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

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

7 SUBJECT AND LEARNING OUTCOMES

On completion of Food Preparation Level 2, the student should have covered the following topics:

Topic 1: Clean Food Production Areas, Equipment and Utensils

Topic 2: Knives and Cutting Equipment

- Topic 3: Handle and Store Food
Topic 4: Fry Food
Topic 5: Grill Food
Topic 6: Bake Food
Topic 7: Cook Starch Products
Topic 8: Fruit and Fruit Dishes
Topic 9: Vegetables and Vegetable Dishes
Topic 10: Hot and cold Sandwiches and Rolls
Topic 11: Assemble Food for Quick Service

7.1 Topic 1: Clean Food Production Areas, Equipment and Utensils

Subject Outcome 1: Identify and clean food production areas, equipment and utensils correctly and safely in accordance with organisational requirements and good hygienic practices.

Learning Outcomes:

The student will be able to:

- Understand relevant food hygiene principles and procedures.
- Identify potential contaminants of food production areas and equipment.
- Understand and demonstrate relevant health and safety procedures.

Subject Outcome 2: Explain and demonstrate relevant hygiene principles and procedures when handling and disposing of waste.

Learning Outcomes:

The student will be able to:

- Dispose of refuse and food waste correctly.
- Clean refuse and waste containers.

Subject Outcome 3: Clean dismantled food production equipment and reassemble and store cleaning equipment correctly after use.

Learning Outcomes:

The student will be able to:

- Identify the categories of food production items, equipment and utensils and the appropriate cleaning schedules for each.
- Clean food production equipments.
- Reassemble equipment.
- Select, use and store cleaning materials correctly.
- Dismantle manual and electrical food production equipment safely and correctly.
- Clean equipment according to manufacturers' instructions.

Subject Outcome 4: Clean all areas using correct procedures.

Learning Outcomes:

The student will be able to:

- Clean work units.
- Clean sinks and hand basins.
- Clean floors and walls.
- Clean drains and associated areas.
- Clean shelves, cupboards, etc.

Subject Outcome 5: Given a range of unexpected situations, decide what action to take and give reasons for that choice.

Learning Outcome:

The student will be able to:

- Identify and respond to unexpected situations

7.2 Topic 2: Knives and Cutting Equipment

Subject Outcome 1: Handle and maintain knives safely according to correct procedures.

Learning Outcomes:

The student will be able to:

- Clean and sharpen knives.
- Select an appropriate knife and use correctly for cutting.
- Handle knives in a safe manner and use appropriate cutting procedures.
- Identify responses to unexpected situations.

Subject Outcome 2: Clean cutting equipment in accordance with manufacturers' instructions and correct safety procedures.

Learning Outcomes:

The student will be able to:

- Identify responses to unexpected situations.
- Dismantle manual and electrical food production equipment safely and correctly.
- Clean equipment according to manufacturers' instructions and reassemble ready for use.

7.3 Topic 3: Handle and Store Food

Subject Outcome 1: Ensure that food items are handled and stored according to organisational requirements.

Learning Outcomes:

The student will be able to:

- Identify different categories of foodstuffs and their appropriate storage procedures.
- Understand the different types of food packaging and their impact on storage procedures.
- Understand the importance of well-organised, clean and secure store areas.
- Demonstrate the correct procedures for thawing frozen food items.
- Demonstrate appropriate food hygiene procedures when storing and handling food.
- Understand relevant health and safety procedures when handling and storing food.
- Identify responses to unexpected situations.

7.4 Topic 4: Fry Food

Subject Outcome 1: Prepare and fry food items to meet customer and organisational requirements. (The student must understand the safety precautions necessary when frying food.)

Learning Outcomes:

The student will be able to:

- Clean preparation and cooking areas before and after use.
- Identify the dangers of cooking with deep fat fryers and the precautions to be taken to prevent accidents.
- Use the correct type of clean fat or oil to fry a range of food items.
- Drain food correctly and garnish appropriately.
- Explain the interrelationship between cost, safety and food hygiene in terms of frying food.
- State organisational requirements for maintaining frying equipment and frying food.
- Respond to unexpected operational situations.

7.5 Topic 5: Grill Food

Subject Outcome 1: Prepare and grill food to meet customer and organisational requirements.

Learning Outcomes:

The student will be able to:

- Clean preparation areas and grills before and after use.
- Identify the dangers of cooking with grills and the precautions that should be taken to prevent accidents.
- Use the correct temperature and time to grill a range of food items, including pre-prepared and convenience foods.
- Garnish grilled food items appropriately.
- Explain the interrelationship between cost, customer satisfaction, food hygiene and quality of food in terms of time and temperature when grilling foods.

- Respond appropriately to unexpected operational situations.

7.6 Topic 6: Bake Food

Subject Outcome 1: Prepare and bake food, following recipe specifications to meet customer and organisational requirements.

Learning Outcomes:

The student will be able to:

- Clean preparation areas and equipment before and after use.
- Select the correct temperature and baking time for a variety of food items and prepare items for baking.
- Bake, cool and finish food items according to recipe specifications.
- Store cooked food items and package take-away items correctly.
- Respond appropriately to unexpected operational situations.

7.7 Topic 7: Cook Starch Products

Subject Outcome 1: Prepare and cook a selection of starches to menu specifications, maintaining high standards of quality while reducing costs by keeping waste to a minimum.

Learning Outcomes:

The student will be able to:

- Describe the main contamination threats when preparing and cooking starch dishes.
- Explain the importance of the relationship between time and temperature when cooking starch dishes.
- Given a range of starch types, select the required type, quality and quantity.
- Given a range of cooking methods, select the appropriate method according to recipe requirements.
- Garnish, finish and present starch dishes according to customer requirements.

7.8 Topic 8: Fruit and Fruit Dishes

Subject Outcome 1: Store, select and prepare fruit for hot and cold dishes, demonstrating an understanding of hygiene principles and customer satisfaction when preparing fruit.

Learning Outcomes:

The student will be able to:

- Identify various types of fruit.
- Identify factors indicating quality and freshness of fruit.
- Understand food hygiene principles relevant to fruit preparation and storage.
- Understand health and safety principles relevant to fruit preparation and storage.
- Store fruit and fruit dishes correctly.

Subject Outcome 2: Prepare and cook a selection of basic fruit dishes according to organisational requirements, preserving nutritional value as far as possible.

Learning Outcomes:

The student will be able to:

- Clean preparation areas and equipment before and after use.
- Identify methods to preserve nutritional value.
- Identify ways to keep waste to a minimum.
- Identify and demonstrate the correct preparation methods for various fruit.
- Understand and apply various cooking methods appropriate to the fruit in question.
- Prepare and garnish hot and cold fruit dishes.
- Respond appropriately to unexpected situations.

7.9 Topic 9: Vegetables and Vegetable Dishes

Subject Outcome 1: Store, select, prepare and cook vegetables for hot and cold dishes, demonstrating an understanding of hygiene principles and customer needs, keeping waste to a minimum and preserving nutritional value.

Learning Outcomes:

The student will be able to:

- Understand food hygiene principles relevant to vegetable preparation and storage.
- Clean preparation areas and equipment before and after use.
- Identify and categorise various types of vegetables.
- Identify factors indicating quality and freshness.
- Identify methods to preserve nutritional value.
- Prepare vegetables in the correct manner for the recipe provided, including garnishes.
- Identify ways to keep waste to a minimum.
- Understand and apply various cooking methods appropriate to the vegetable dishes in question.
- Respond appropriately to unexpected situations.

7.10 Topic 10: Hot and Cold Sandwiches and Rolls

Subject Outcome 1: Prepare cold and hot sandwiches, rolls and fillings for immediate consumption.

Learning Outcomes:

The student will be able to:

- Clean preparation areas before and after use.
- Prepare and store hot and cold sandwiches and rolls according to good food hygiene practices.
- Identify and use a variety of bread products to prepare hot and cold sandwiches and rolls.
- Identify and use a variety of hot and cold sandwich fillings and demonstrate a selection of preparation methods.
- Present and garnish hot and cold sandwiches and rolls attractively.
- Respond appropriately to unexpected operational situations.

Subject Outcome 2: Understand the importance of having all preparation completed before service and how this impacts positively on customer satisfaction.

Learning Outcomes:

The student will be able to:

- Complete all preparation before service.
- Identify and describe impact on customer service.

7.11 Topic 11: Assemble Food for Quick Service

Subject Outcome 1: Prepare, cook and assemble food for quick service to meet customer and organisational requirements.

Learning Outcomes:

The student will be able to:

- Clean preparation areas and equipment before and after use.
- Prepare utensils, equipment and a range of food stocks for quick assembly.
- Select the correct cooking method for food items and prepare cooking areas.
- Cook the food, assemble with correct portions of other ingredients and garnish appropriately.
- Dispose of products not served in the specified time and explain why the products must be disposed of.
- Respond appropriately to unexpected operational situations.

8 RESOURCE NEEDS FOR THE TEACHING OF FOOD PREPARATION – LEVEL 2

8.1 Physical resources

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

8.2 Human resources

The lecturer must have an education qualification and at least NQF Level 5 Food Preparation training, with industry experience a distinct advantage. The lecturer should also be a registered assessor.

8.3 Financial resources

- Budget for consumables