

**National Competency Standards  
and Curricula**

**for**

**PROFESSIONAL COOKERY**

**NVQ LEVEL 4**

## Course Synopsis

This course is designed to introduce students to a career in the hospitality industry as a Professional Cook. It provides knowledge of responsibilities and work ethics of a Professional Cook. Competencies required in maintaining a kitchen in a hygienic manner, pre-preparation of cooking, storing methods and preparation of stocks, soups & sauces are introduced in this course to the student.

Course Title	Course Duration
<b>Professional Cookery</b>	<b>6 months – NVQ Level 4</b> The numbers of hours are not specified as training providers may decide the duration for each module, provided the specified competencies are achieved.
<p><b>Job outlook, objectives of the course:</b></p> <p>The hospitality industry offers a broad number of occupations at all levels, which require different levels of education and training. On completion of this course it will provide qualifications to further the career goals of students in becoming a professional cook, by introducing work place structures, ethics, principles and practices of hygiene and cleanliness, personal as well as of the work place.</p> <p>The course is of six months duration. During this training period, students must maintain records and prepare a portfolio of the work they do, and should be able to explain how they deal with problems they come across. The modules to be covered in the course and the methodology to be followed are given in detail below.</p> <p><b>Career path:</b></p> <ul style="list-style-type: none"><li>• Sous Chef</li><li>• Executive Chef</li></ul> <p><b>Underpinning knowledge:</b> Students are required to have a basic understanding of the hospitality and tourism sector.</p>	
<p><b>Modules to be covered:</b></p> <ol style="list-style-type: none"><li><b>1. Introduction to Professional Cookery</b> This module covers the competencies required to identify responsibilities during the course and special attention will be paid to ensuring hygiene and safety requirements.</li><li><b>2. Kitchen Organization Structure</b> This module covers the competencies required to prepare all kinds of food from various sections of the kitchen following recipes with due consideration given to health and safety aspects.</li></ol>	

### **3. Nutrition and Menu Planning**

This module covers the competencies required to understand nutritional values of food and to develop different types and styles of menus for varying uses considering the cost factor. Competencies required in understanding French culinary terms will be taught in this module.

### **4. Methods of Cooking**

This module covers the competencies required to use appropriate temperature in cooking.

### **5. Preparation/storage and serving of stocks, sauces and soups**

This module covers the competencies required to prepare stocks, sauces while ensuring safe working and hygienic conditions.

### **6. Different types of foods**

This module covers the competencies required to prepare appetizers, salads & dressings, sandwiches and snacks.

### **7. Pre-preparation of cooking**

This module covers the competencies required for pre-preparation of cooking while ensuring safe working and hygienic conditions.

### **8. Food preparation and storage methods**

This module covers the competencies required to perform different types of cuts in vegetables, fish and meat.

### **9. Preparation of main courses**

This module covers the competencies required to identify the importance and uses of commodities and prepare main courses according to the given recipes with knowledge.

### **10. Pastry and Bakery**

This module covers the competencies required to prepare different varieties of bread, pastry and cakes.

### **11. Dairy products and beverages**

This module covers the competencies required to prepare dairy products.

### **12. Maintaining and rearrangement of kitchen**

This module covers the competencies required to maintain and rearrange the kitchen as per the Standard Operating Procedure (SOP).

### **13. Career Skills 2**

This module is compulsory in all NVQ Level 4 courses. It builds on the soft skills developed in NVQ Level 3 courses, and will enable students to enjoy productive employment that requires fulfilling responsibilities. This course develops communicative skills in English and the ability to read and write constructively, and a command of grammar to facilitate this. It also develops cognitive skills with regard to effective work and the ability to work efficiently alone and in a team.

<b>Module Title</b>	<b>Course Duration</b>
<b>1. Introduction to Professional Cookery</b>	
<b>Objectives</b> This module covers the competencies required to identify responsibilities during the course and special attention will be paid to ensuring hygiene and safety requirements.	
<b>Competencies</b> <ol style="list-style-type: none"> <li>a. Understand responsibilities of the job</li> <li>b. Recognize the code of dress during practical and theoretical classes</li> <li>c. Ability to acquire knowledge of the importance of maintaining personal grooming &amp; hygiene.</li> <li>d. Ability to acquire knowledge of the importance of maintaining hygiene of utensils, equipment and kitchen</li> <li>e. Ability to acquire knowledge of the importance of various methods/processes available to maintain hygiene of tools, equipment and kitchen               <ul style="list-style-type: none"> <li>▪ Equipment used to maintain hygiene and preparation of equipment required for the daily production process</li> <li>▪ Rules and regulations implemented by various institutes to maintain hygiene</li> </ul> </li> <li>f. Ability to maintain kitchen/workplace hygiene and safety</li> <li>g. Ability to maintain food hygiene</li> <li>h. Ability to practice safety drills in the use of equipment</li> <li>i. Ensure adherence to health, safety and security norms</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstration , real work situations, student result presentation, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>2. Kitchen Organization Structure</b>	
<b>Objectives</b> This module covers the competencies required to prepare all kinds of food from various sections of the kitchen following recipes with due consideration given to health and safety aspects.	
<b>Competencies</b> <ol style="list-style-type: none"> <li>a. Ability to recognize the need for general kitchen</li> <li>b. Ability to identify the roles of all the various kitchen personnel</li> <li>c. Ability to identifying equipment</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstration , real work situations, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>3. Nutrition and Menu Planning</b>	
<p><b>Objectives</b> This module covers the competencies required to understand nutritional values of food and to develop different types and styles of menus for varying uses considering the cost factor. Competencies required in understanding French culinary terms will be taught in this module.</p>	
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>a. Acquire knowledge of nutritional value <ul style="list-style-type: none"> <li>▪ understanding qualities of food</li> <li>▪ nutritional qualities</li> </ul> </li> <li>b. Ability to develop a menu plan <ul style="list-style-type: none"> <li>▪ breakfast and its provisions</li> </ul> </li> <li>c. Acquire knowledge of costing</li> <li>d. Acquire knowledge of French with regard to terms used in cooking and in menu preparation</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentation, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>4. Methods of Cooking</b>	
<p><b>Objectives</b> This module covers the competencies required to use appropriate temperature in cooking.</p>	
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>a. Understand the terms in cooking</li> <li>b. Understand the objectives of cooking</li> <li>c. Understand Sri Lankan cooking methods <ul style="list-style-type: none"> <li>▪ rice cookery, introducing ingredients used in curries,</li> <li>▪ acids used in curries, tenderizing agents, thickening agents, cleaning of vegetables, chutney, moju, pickles</li> </ul> </li> <li>d. Understand all methods of cooking in moisture and liquid</li> <li>e. Understand all methods of cooking in fat and oil</li> <li>f. Understand all methods of cooking in dry/direct heat</li> <li>g. Understand the key points of each method</li> <li>h. Ability to give examples of food best cooked by each method</li> <li>i. Ability to make a statement on the changes during cooking</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstration, real work situations, student result presentation, guided practice and independent practice

<b>Module Title</b>	<b>Course Duration</b>
<b>5. Preparation/storage and serving of stocks, sauces and soups</b>	
<b>Objectives</b> This module covers the competencies required to prepare stocks, sauces while ensuring safe working and hygienic conditions.	
<b>Competencies</b> <ol style="list-style-type: none"> <li>a. Ability to define the term stock, sauce and soup</li> <li>b. Ability to select standard recipes of stocks, soups and sauces</li> <li>c. Ability to organize logistics for stocks, soups and sauces</li> <li>d. Ability to maintain consistency of finished product of stocks, soups and sauces</li> <li>e. Ability to Prepare stocks, soups and sauces</li> <li>f. Ability to Maintain hygienic standards of preparation of stocks, soups and sauces</li> <li>g. Ability to Check quality of finished product of stocks, soups and sauce</li> <li>h. Ability to Pack food items of stocks, soups and sauces for storage</li> <li>i. Ability to Store /hold food items of stocks, soups and sauces</li> <li>j. Understand importance of stocks in cooking</li> <li>k. Ability to prepare basic white and brown stocks</li> <li>l. Ability to classify soups</li> <li>m. Understand how and when soups are serving</li> <li>n. Understand the equipment used in soups and sauce production</li> <li>o. Understand quality points of sauces and basic sauce</li> <li>p. Understand the principals of serving and handling sauces</li> <li>q. Understand important points to be considered when storing sauces</li> </ol>	
<b>Recommended teaching methods:</b>	Lectures, Small group work, Home assignments, Field visits

<b>Module Title</b>	<b>Course Duration</b>
<b>6. Different types of Food</b>	
<b>Objectives</b> This module covers the competencies required to prepare appetizers, salads, dressings, sandwiches and snacks	
<b>Competencies</b> <ol style="list-style-type: none"> <li>a. Ability to identify appetizers, salads, dressings, sandwiches and snacks</li> <li>b. Identify commodities used in cooking - fruits, nuts, herbs, spices, colouring, coffee, chocolate, flour, yeast, etc.</li> <li>c. Understand different types of vegetables</li> <li>d. Understand the correct storage of vegetables</li> <li>e. Understand the different types of sandwiches, breads, spreads, fillings and its uses</li> <li>f. Ability to select standard recipes of appetizers, salads, dressings, sandwiches and snacks</li> </ol>	

<ul style="list-style-type: none"> <li>g. Ability to organize logistics for appetizers, salads, dressings, sandwiches and snacks</li> <li>h. Ability to maintain consistency of finished products of appetizers, salads, dressings, sandwiches and snacks</li> <li>i. Ability to prepare appetizers, salads, dressings, sandwiches and snacks</li> <li>j. Ability to identify the use of Hors d'oeuvre on the menu</li> <li>k. Ability to identify various food items used in the production of Hors d'oeuvre</li> <li>l. Ability to identify the preparation and service of various hot/cold Hors d'oeuvre</li> <li>m. Ability to identify the various equipment used in producing Hors d'oeuvre</li> <li>n. Ability to identify the various methods of making compound salads and how they are presented</li> <li>o. Ability to maintain hygienic standards of appetizers, salads, dressings, sandwiches and snacks</li> <li>p. Ability to check the quality of finished products of appetizers, salads, dressings, sandwiches and snacks</li> <li>q. Ability to pack food items of appetizers, salads, dressings, sandwiches and snacks for storage</li> <li>r. Ability to store/hold food items of appetizers, salads, dressings, sandwiches &amp; snacks</li> </ul>	
<b>Recommended teaching methods:</b>	Lectures, small group work, Home assignments, field visits

<b>Module Title</b>	<b>Course Duration</b>
<b>7. Pre preparation of Cooking</b>	
<p><b>Objectives</b> This module covers the competencies required for pre-preparation of cooking while ensuring safe working and hygienic conditions.</p>	
<p><b>Competencies</b></p> <ul style="list-style-type: none"> <li>a. Clean and arrange premises for cooking as per SOP</li> <li>b. Clean and arrange equipment for cooking</li> <li>c. Check information</li> <li>d. Select ingredients and quantities for cooking as per recipe</li> <li>e. Prepare raw materials for cooking as per recipe</li> <li>f. Store raw materials ensuring safe working and hygienic conditions</li> <li>g. Prepare food safely as per request</li> <li>h. Store food ensuring safe working and hygienic conditions</li> <li>i. Dispose of food ensuring safe working and hygienic conditions</li> <li>j. Ensure workplace hygiene procedures</li> <li>k. Maintain a clean environment</li> <li>l. Operate equipment safely</li> <li>m. Ensure cleaning and arrangement of premises</li> <li>n. Ensure cleaning and arrangement of equipment</li> <li>o. Ensure prepared ingredients as per recipe</li> <li>p. Mise en place for cooking operations</li> </ul>	
<b>Recommended teaching methods:</b>	Lectures, Small group work, Home assignments, Field visits

<b>Module Title</b>	<b>Course Duration</b>
<b>8. Food preparation and storage methods</b>	
<b>Objectives</b> This module covers the competencies required to perform different types of cuts in food	
<b>Competencies</b> <ol style="list-style-type: none"> <li>a. Ability to identify different cuts of vegetable</li> <li>b. Ability to identify different cuts of fish, chicken, pork, beef, lamb, mutton and eggs</li> <li>c. Ability to identify types of fish and eggs available in the market</li> <li>d. Ability to preserve different food items</li> <li>e. Understand differences between Crustacean, Mollusks, Cephalopods</li> <li>f. Ability to identify offal and other edible parts of the carcass</li> <li>g. Understand different storage methods.</li> </ol>	
<b>Recommended teaching methods:</b>	Lectures, Small group work, Home assignments, field visits

<b>Module Title</b>	<b>Course Duration</b>
<b>9. Preparation of main courses</b>	
<b>Objectives</b> This module covers the competencies required to identify the importance and uses of commodities and prepare main courses according to the given recipes with knowledge.	
<b>Competencies</b> <ol style="list-style-type: none"> <li>a. Prepare meat, sea food and poultry</li> <li>b. Prepare eggs</li> <li>c. Prepare farinaceous</li> <li>d. Prepare vegetables</li> <li>e. Prepare ethnic foods</li> <li>f. Maintain hygienic standards of main courses</li> <li>g. Store/hold food items of main courses</li> <li>h. Maintain consistency of production of main courses</li> <li>i. Pack food items of main courses</li> <li>j. Check quality of finished products of main courses</li> <li>k. Ability to correct storage techniques for various types of poultry</li> <li>l. Recognize the various uses of poultry in the kitchen</li> <li>m. Understand beef and pork production and supply in Sri Lanka</li> <li>n. Understand the carcass of beef and pork</li> <li>o. Understand marbling</li> <li>p. Understand the various uses of pork within the kitchen</li> <li>q. Understand major differences between lamb and mutton</li> <li>r. Understand quality points in lamb and mutton</li> <li>s. Understand storing of beef, pork, lamb and mutton</li> <li>t. Understand different types of pasta and pasta making methods</li> <li>u. Ability to explain breakfast and weekly menus</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstrations, role plays, lectures, small group work, home assignments

<b>Module Title</b>	<b>Course Duration</b>
<b>10. Pastry and Bakery</b>	
<p><b>Objectives</b> This module covers the competencies required to prepare different varieties of bread, pastry and cakes.</p>	
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>a. Understand the ingredients needed to produce short pastry</li> <li>b. Understand the uses of the following - colourings, coffee, chocolate, flour, yeast goods</li> <li>c. Different types of sponges and their productions</li> <li>d. Different types of cakes and their productions <ul style="list-style-type: none"> <li>▪ equipment and utensils that are used</li> <li>▪ ingredients used</li> <li>▪ methods of making</li> </ul> </li> <li>e. Types of Sugar and their different uses</li> <li>f. Understand the ratio of fat to flour to produce good short pastry</li> <li>g. Understand the various pastry products that use short pastry</li> <li>h. Understand how to line a flan ring</li> <li>i. Understand how tartlets are made</li> <li>j. Understand flans and tartlets baked blind</li> <li>k. Understand how to make and use pastry cream</li> <li>l. Understand how to make and use a glaze</li> <li>m. Understand making of puff pastry</li> <li>n. Ability to make bavarois</li> <li>o. Separate waste as per SOP, ensuring hygienic conditions and environment protection</li> <li>p. Dispose of waste as per SOP and ensuring environment protection</li> </ol>	
<b>Recommended teaching methods:</b>	Demonstrations, role plays, lectures, small group work, home assignments

<b>Module Title</b>	<b>Course Duration</b>
<b>11. Dairy products and beverages</b>	
<p><b>Objectives</b> This module covers the competencies required to prepare dairy products.</p>	
<p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>a. Understand what is milk</li> <li>b. Ability to identify dairy products</li> <li>c. Ability to identify the composition of dairy products</li> <li>d. Ability to identify the various form of preserving milk</li> <li>e. Ability to ensure the storage and hygienic requirements of dairy products</li> <li>f. Ability to identify what cream is</li> <li>g. Ability to identify various types of cream</li> <li>h. Ability to identify the various uses of cream</li> </ol>	

<ul style="list-style-type: none"> <li>i. Understand teas available in Sri Lanka</li> <li>j. Ability to make tea</li> <li>k. Ability to store tea</li> <li>l. Ability to identify what is cheese</li> <li>m. Understand the cheese making process</li> <li>n. Understand quality points of cheese</li> <li>o. Identify most common cheese</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstrations, role plays, lectures, small group work, home assignments

<b>Module Title</b>	<b>Course Duration</b>
<b>12. Maintaining and rearrangement of kitchen</b>	
<b>Objectives</b> This module covers the competencies required to maintain and rearrange the kitchen as per the Standard Operating Procedure (SOP).	
<b>Competencies</b> <ul style="list-style-type: none"> <li>a. Clean premises</li> <li>b. Arrange premises as per request and SOP</li> <li>c. Arrange equipment as per request</li> <li>d. Maintain working condition of equipment</li> <li>e. Separate waste as per SOP, ensuring hygienic conditions and environment protection</li> <li>f. Dispose of waste as per SOP and ensuring environment protection</li> </ul>	
<b>Recommended teaching methods:</b>	Demonstrations, role plays, lectures, small group work, home assignments

<b>Module Title</b>	<b>Course Duration</b>
<b>13. Career Skills 2</b>	<b>Up to 120 hours in any 6 month course</b>
<b>Objectives</b> This module is compulsory in all NVQ Level 4 courses. It builds on the soft skills developed in NVQ Level 3 courses, and will enable students to enjoy productive employment that requires fulfilling responsibilities. This course develops communicative skills in English and the ability to read and write constructively, and a command of grammar to facilitate this. It also develops cognitive skills with regard to effective work and the ability to work efficiently alone and in a team.	
<b>Competencies (these follow on competencies prescribed for Career Skills 1, which should be introduced/revised before moving on)</b>	

**a. Understand and use simple expressions to communicate**

This subject provides the necessary communication skills so that students can express individual ideas, emotions, preferences, frame and answer questions with regard to reasons and methods, explain simple procedures, understand and respond to complex instructions, describe daily routines, conduct and respond to interviews, express ability and inability and describe a process sequentially

**b. Read and write effectively**

This subject provides students with the necessary skills to write about how they feel, connect sentences meaningfully, read and carry out instructions, understand/produce arguments, read/write longer texts and summarize them, prepare reports and charts, write personal and official letters and apply for jobs

**c. Use English correctly**

This subject is not taught separately but is included in the development of the productive and receptive skills above, since awareness of the structure of the language is necessary for these, the development of appropriate vocabulary is also targeted to deploy the above skills

**d. Develop the capacity to think and plan productively**

This subject develops cognitive abilities and skills with regard to effective work, with strengthening of the ability to organize information and assess information to solve problems systematically, understand chronological order, develop the concepts of mind and task mapping and apply them, understand governmental structures and coordination mechanisms, collect information and prepare development plans and make chronological charts.

**e. Develop effective working capacity**

This subject develops the capacity to work effectively individually and in collaboration with others through presenting themselves positively, understanding the advantages of working together, understanding the characteristics of different people and the impact these have, speaking persuasively and understanding and working with maps

**f. Students will be able to work with computers so as to enter information swiftly and store it systematically, retrieve it easily, communicate on email, and use social media with due attention to ethics**

**g. Students will plan and implement two group projects, one with regard to environmental protection, the other a social service project in response to identified community needs. Students should plan the project systematically, target specific outcomes, report on progress, and evaluate the project on completion.**