

## Component Specification

### Culinary Techniques

NFQ Level 5

5N0630

#### 1. Component Details

<b>Title</b>	Culinary Techniques
<b>Teideal as Gaeilge</b>	Teicnící Cócaireachta
<b>Award Class</b>	Minor
<b>Code</b>	5N0630
<b>Level</b>	5
<b>Credit Value</b>	30
<b>Purpose</b>	The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to produce a range of classical and contemporary dishes, using a wide range of skills in their preparation, under supervision.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Describe how a professional kitchen is typically and optimally organised</li><li>2 Explain the role of good personal presentation, positive personal and professional attitudes, time management, work plans and scheduling, organisation and teamwork in the workplace</li><li>3 Explain the sensory properties of food including visual examination, taste, colour, texture and smell</li><li>4 Distinguish between the taste of fresh and convenience foods, organic and non-organic foods, mass-produced and artisan foods</li></ol>

- 5 Describe a range of systems of food production including organic, free-range, battery and artisan foods
- 6 Explain the physical structure, classification points, quality points and (where applicable) cuts associated with a range of meat, offal, poultry, game, fish and shellfish, vegetables and fruits, dairy, eggs, farinaceous foods, grains, pulses and cereals
- 7 Describe the process for butchering whole carcasses and smaller cuts of meat
- 8 Describe the wide range of commercial ethnic cuisines available to the Irish market including key ingredients, basic cooking procedures, specialist equipment and presentation techniques
- 9 Explain contemporary issues relating to food production
- 10 Explain the role of national food and health and safety agencies
- 11 Use a range of knife skills required for various types of food preparation including tomato concassé, mirepoix, classical vegetable cuts and duxelle
- 12 Complete a mise en place
- 13 Prepare a range of classical stocks, soups, glazes and base sauces, as well as a variety of extensions
- 14 Prepare a range of classical sauces using traditional methods
- 15 Prepare a range of dishes using whole fish, fish cuts and shellfish
- 16 Prepare a range of large volume classical dishes for the following foods using the relevant extensions and garnishes:
  - meat
  - poultry
  - game
  - fish/shellfish

- vegetables
- farinaceous dishes
- cereals
- grains
- pulses
- dairy
- eggs
- fruit
- beverages

- 17 Prepare fully cooked and continental breakfasts for traditional and buffet service
- 18 Prepare a range of short order dishes using a cookery processes
- 19 Prepare a range of vegetarian meals, salads, hot and cold sandwiches, hors d'oeuvre and farinaceous foods
- 20 Prepare a range of traditional and contemporary dishes from a selection of Irish and European cuisines using appropriate presentation techniques
- 21 Use smoking, curing, tenderising, marinating and pickling for a range of appropriate commodities
- 22 Use a range of equipment appropriate to a variety of cookery processes, selecting and maintaining the equipment where appropriate
- 23 Select commodities according to seasonality and availability
- 24 Implement cost and quality control considerations in menu planning, food and beverage preparation and service
- 25 Implement best practice in food hygiene and workplace safety.

## Assessment

### General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

### Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Skills Demonstration	70%
Examination - Theory	30%

### Description

## Skills Demonstration

*A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.*

## Examination - Theory

*An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.*

*A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.*

## Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

## Grading

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

## Specific Validation Requirements

The provider must have all of the following in place to offer this award:

A production kitchen in compliance with health and safety requirements and regulations

1. A class kitchen in compliance with health and safety requirements and regulations
- 2.

## Supporting Documentation

None

## Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

## Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

### Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*