

## Component Specification

### Food Preparation

#### NFQ Level 5

#### 5N1909

#### 1. Component Details

<b>Title</b>	Food Preparation
<b>Teideal as Gaeilge</b>	Ullmhúchán Bia
<b>Award Class</b>	Minor
<b>Code</b>	5N1909
<b>Level</b>	5
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to prepare a range of standard dishes under supervision in a professional kitchen, demonstrating an understanding of the principles of food safety, nutrition, menu planning, food and cost control.
<b>Learning Outcomes</b>	Learners will be able to: <ol style="list-style-type: none"><li>1 Describe how a professional kitchen is organised</li><li>2 Describe the role and functions of the national food, health and safety agencies, food legislation and regulations and the broad principles of HACCP</li><li>3 Identify the categories and characteristics of the full range of catering operations within the hospitality and catering industry</li><li>4 Explain the role of pricing and profit margins in food production including calculating costs and quantities in relation to catering activities</li></ol>

- 5 Identify a wide variety of domestic and international fresh and convenience food commodities, describing their characteristics, structure, classification and quality points
- 6 Outline common food allergies, intolerances and special dietary needs and related food ingredients
- 7 Explain the food control cycle, the principles of food cost, portion and quality control, dish yield management, waste minimisation, and the use of manual and computerised cost-control systems
- 8 Describe the role of nutrients in the body, their impact on good health, the digestive process, and the way in which stages in the food preparation cycle affect the stability and overall nutritional content of food
- 9 Use appropriate kitchen terminology, weights and measures
- 10 Use a range of modern kitchen and catering equipment, explaining their key features, working principles, safety considerations, maintenance, cleaning, uses and benefits
- 11 Use a range of knife skills for food preparation and service
- 12 Demonstrate an understanding of cooking temperatures, and times and degrees of cooking
- 13 Demonstrate a range of cookery techniques and processes using fresh and convenience foods in the preparation of a range of meals to include
  - cooked and continental breakfasts
  - grill and short order dishes
  - farinaceous foods
  - vegetarian meal
  - salads and dressings
  - hot and cold sandwiches

- basic hors d'oeuvre
  - basic stocks, soups and sauces
  - basic breads, pastry and desserts
- 14 Source fresh produce according to seasonal and local availability
  - 15 Demonstrate an appreciation of the role of structure, balance, pricing, nutritional value, special dietary needs, and current nutritional trends in menu planning and composition
  - 16 Implement food cost and quality control procedures throughout the food control cycle and in menu planning, food and beverage preparation and service
  - 17 Implement energy conservation and recycling initiatives
  - 18 Comply with all relevant legislation and regulations in relation to food safety, hygiene, health and safety procedures.

## 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.

<b>Grading</b>	<table border="0"> <tr> <td>Pass</td> <td>50% - 64%</td> </tr> <tr> <td>Merit</td> <td>65% - 79%</td> </tr> <tr> <td>Distinction</td> <td>80% - 100%</td> </tr> </table>	Pass	50% - 64%	Merit	65% - 79%	Distinction	80% - 100%
Pass	50% - 64%						
Merit	65% - 79%						
Distinction	80% - 100%						
<b>Specific Validation Requirements</b>	<p>The provider must have all of the following in place to offer this award:</p> <p>A production kitchen in compliance with health and safety requirements and regulations</p> <p>1. A class kitchen in compliance with health and safety requirements and regulations</p>						
<b>Supporting Documentation</b>	None						
<b>Access</b>	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.						
<b>Transfer</b>	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)

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*