

NATIONAL CERTIFICATE
PROFESSIONAL COOKERY
SAQA ID :14111
CREDITS :145



1. DOCUMENT OVERVIEW

Purpose

This qualification has been developed for people in the food and beverage service industry (hospitality). It brings together elements of food and drink preparation and service as well as supervision. This qualification is applicable to all sectors, from small restaurants to large-scale hotels. The qualification leads toward the F&B Management diploma and provides articulation with Gaming, Travel and other Tourism industries.

Specific Outcomes

Specific outcomes describe what the learner must be able to do successfully at the end of this learning experience.

Assessment Criteria

The only way to establish whether a learner is competent and has accomplished the Specific Outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task. These Unit Standards include assessments in the form of Formative and Summative Assessments: self-tests, Knowledge Questionnaires, Practical Activities and Assignments which you collect as a Portfolio Of Evidence, signed by your Supervisor and/or Facilitator to prove that you have successfully performed these tasks.

To qualify

To qualify and receive credits towards food and beverage service industry (SAQA ID 14113), NQF Level 03, a registered Assessor will conduct an evaluation and assessment of your Portfolio of Evidence and competency.

Critical Cross Fields

These are outcomes that allow learners to apply their qualifications to the industry and to food and beverage service industry their skills across various workplace applications.

A person acquiring this qualification will be able to food and beverage service industry Services by operating, controlling and maintaining a primary or secondary within a food and beverage service industry Services environment whilst applying personal safety, quality assurance and monitoring critical control points. This qualification will contribute to the full development of the learner within the environment by providing recognition, further mobility and portability within the field of food and beverage service industry Services. The skills, knowledge and understanding required to achieve this qualification are essential for the social and economic transformation of the South African and will contribute to the upliftment and skills development of the people therein

Responsibility

The responsibility of learning rest with you, so . . .

- Be proactive and ask questions.
- Seek assistance and help from your facilitator and mentor, if required

MODULE 1: INTRODUCTION TO THE HOSPITALITY INDUSTRY				
Us Type	US Nr	Us Title	Level	Credits
C	7801	Describe Sectors of The Hospitality, Travel And Tourism Industry	2	2
C	7793	Describe Layout, Services and Facilities Of An Organisation	2	1
F	7854	Provide First Aid	4	4
F	7800	Maintain Health, Hygiene and A Professional Appearance	1	1
Total Credit Value				8
MODULE 2: SAFETY AND SECURITY				
C	7799	Maintain A Safe Working Environment	2	2
C	7796	Maintain A Secure Working Environment	3	2
Total Credit Value				4
MODULE 3: FOOD HYGIENE				
C	7847	Maintain And Promote Food Hygiene In The Kitchen	5	6
C	7637	Maintain Hygiene In Food Preparation, Cooking And Storage Areas	3	2
C	7705	Handle And Maintain Knives	2	2
Total Credit Value				10
MODULE 4: CLEANING				
C	7749	Clean Food Production Areas And Equipment	2	3
C	7751	Clean And Store Cutlery And Crockery	2	1
C	7816	Clean Food Production Areas , Equipment And Utensils	2	4
C	7845	Maintain A Cleaning Programme For Kitchen Areas And Equipment	5	6
C	7846	Maintain A Cleaning Programme For Own Area Of Responsibility	4	2
C	7717	Handle And Maintain Utensils And Equipment	2	2
Total Credit Value				18
MODULE 5: STOCK CONTROL				
F	7812	Perform Basic Calculations	2	3
C	7858	Maintain Supply Levels	5	10
C	7839	Maintain The Receipt, Issue And Storage Of Goods	4	5
C	14754	Handle And Store Food	3	1
C	7748	Handle And Store Food	2	2
C	7743	Accept And Store Food Deliveries	4	3
Total Credit Value				24
MODULE 6: FOOD PRODUCTION				
C	7843	Maintain Food Production Areas	5	6
C	7851	Maintain Food Production Quality Control Systems, Procedures and Specifications	5	6
Total Credit Value				12
MODULE 7: MEAT AND POULTRY				
C	7728	Prepare And Cook Basic Meat, Poultry, Game Or Offal Dishes	4	8
E	7754	Prepare And Cook Basic Fish Dishes	3	3

Total Credit Value				11
MODULE 8: SOUPS AND SAUCES				
C	7757	Prepare And Cook Basic Sauces And Soups	3	4
Total Credit Value				4
MODULE 9: FRUIT AND VEGETABLES				
C	7659	Prepare Fruit For Hot And Cold Dishes	2	1
E	7809	Prepare And Cook Basic Fruit Dishes	2	2
C	7660	Prepare Vegetables For Hot And Cold Dishes	2	2
E	7808	Prepare And Cook Vegetables For Basic Hot And Cold Dishes	2	2
Total Credit Value				7
MODULE 10: PASTA, STARCH AND EGGS				
E	7802	Prepare And Cook Basic Egg Dishes	2	2
E	7805	Prepare And Cook Basic Pasta Dishes	2	2
E	7762	Prepare And Cook Basic Rice Dishes	2	2
E	7810	Prepare And Cook Basic Starch Dishes	2	1
Total Credit Value				7
MODULE 11: COMMUNICATION				
F	7794	Communicate Verbally	3	8
F	7822	Prepare Written Communications	4	3
F	7791	Display Cultural Awareness When Dealing with Customers	4	4
F	11235	Maintain Effective Working Relationships with Others	3	1
F	7789	Provide Customer Service	4	8
F	7790	Process Incoming and Outgoing Telephone Calls	3	3
Total Credit Value				27
MODULE 12: SELF-DEVELOPMENT				
C	7821	Develop Self Within Job Role	4	3
F	7813	Identify Work Opportunities	2	2
F	7815	Apply For Work Experience	3	2
C	7873	Manage One's Own Development	4	3
Total Credit Value				10
MODULE 13: STAFF TRAINING AND DEVELOPMENT				
C	7841	Plan Staff Training And Development In Own Area Of Responsibility	4	6
C	7818	Provide On Job Coaching	5	5
Total Credit Value				11

DESIGN STRATEGY

1 - LEARNING AIMS AND OBJECTIVES CLARITY ON FOCUS ON OUTCOMES AND DESIGN DOWN:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical Crossfield (adaptive ability such as problem solving).

- Learning programmes are designed back from the outcomes.

2 - THEORETICAL CONTENT RELEVANCE:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources

3 - TEACHING AND LEARNING LEARNER CENTERED AND EXPANDED OPPORTUNITIES:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate if the outcome has been reached.

HIGH PARTICIPATION AND CO-OPERATIVE LEARNING:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment. Integration
- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - ASSESSMENT PRINCIPLES OF ASSESSMENT ASSESSMENTS MEET THE FOLLOWING CRITERIA FOR SAQA'S PRINCIPLES OF ASSESSMENT:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent
- Clarity of focus on outcomes
- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

HIGH EXPECTATIONS

- Assessment tasks are challenging, not simply routine.

- Evidence collected is governed by quality criteria (criterion-referenced).
- Assessments discriminate between low and high levels of achievement.
- Advancement is based on demonstrated achievement.

EXPANDED OPPORTUNITY

- Assessments lead toward achievement of qualifications or part qualifications.
- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.
- Learners' prior knowledge is taken into consideration when organising learning experiences
- Learners are supported to attain these desired outcomes
- Continuous integrated assessment
- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.
- Learners are assessed on an on-going basis – Assessment is towards life-long learning.
- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.
- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values
- Assessment is integrative and focuses on the application of competence.

5 – EVALUATION FACILITATOR LEARNERS WILL BE REQUIRED TO EVALUATE THE PERFORMANCE OF THE FACILITATOR ON COMPLETION OF THE LEARNING PROGRAMME. FACILITATORS WILL BE EVALUATED AGAINST THE FOLLOWING CRITERIA:

- The learning outcomes were clearly stated.
- Key learning points were illustrated and clarified.
- The learning outcomes were met.
- Key learning points were summarized.
- The principles of adult learning were applied

PROGRAMME LEARNERS WILL BE REQUIRED TO EVALUATE THE VALUE OF THE LEARNING EXPERIENCE AGAINST THE FOLLOWING CRITERIA:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons