# Component Specification NFQ Level 4

## Culinary Techniques 4N1134

### 1. Component Details

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Culinary Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teideal as Gaeilge</strong></td>
<td>Teicnící Cócaireachta</td>
</tr>
<tr>
<td><strong>Award Type</strong></td>
<td>Minor</td>
</tr>
<tr>
<td><strong>Code</strong></td>
<td>4N1134</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

**Purpose**
The purpose of this award is to equip the learner with the knowledge, skill and competence to prepare a range of foods and produce simple standard dishes under direction.

**Learning Outcomes**

Learners will be able to:

1. Describe how a professional kitchen is organised
2. Outline the interaction between food, flavour, colour, taste, smell, sensory perception, between fresh and convenience products and between different degrees of cooking and palatability
3. Explain the food control cycle and the principles of food cost, portion and quality control
4. Outline the classification, quality points and cuts associated with a range of food products including meat, offal, poultry, fish, shellfish, vegetables and fruits
5 Describe the commodities, equipment, preparation techniques, cookery processes and range of fresh and convenience products related to:

- stocks, soups & sauces
- meat, poultry and fish cookery
- eggs and dairy produce
- vegetables and fruits
- baked goods
- cereals, grains and pulses
- farinaceous foods and beverages

6 Describe the role of artisan foods in culinary arts, for example: handmade chocolates, small-scale cheese production

7 Use appropriate kitchen terminology, including French culinary terms, weights and measures

8 Use a range of kitchen equipment and facilities, using the correct knives to carry out a range of knife skills (including turning, macedoine, paysanne, larder preparation, deboning and filleting) and maintaining all equipment appropriately

9 Set up mise-en-place

10 Prepare a cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce

11 Prepare a range of basic fresh stocks and classical soups

12 Assist in preparing classical sauces and a selection of their derivatives including béchamel, velouté, emulsions, vinaigrettes

13 Prepare a range of standard short order dishes

14 Prepare a range of standard Irish dishes including Irish stew, bacon and cabbage, colcannon
15 Prepare a range of fresh and convenience farinaceous foods and vegetables

16 Prepare a range of vegetarian meals, salads, dressings, hot and cold sandwiches, and basic hors doeuvre

17 Apply quality procedures in relation to receiving, storing, issuing and preparing foods under direction

18 Take personal responsibility for each food item produced in line with national and international food safety standards

19 Demonstrate best practice in food hygiene and workplace safety

20 Describe the role of the national food and health and safety agencies.

Assessment
General Information
All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See Policies and Criteria for Validation of Programmes. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the minimum intended programme learning outcomes.

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.

**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 QQI’s assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Demonstration</td>
<td>80%</td>
</tr>
<tr>
<td>Examination - Theory</td>
<td>20%</td>
</tr>
</tbody>
</table>

**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)**

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI’s Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning**.
Grading

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

Specific Validation Requirements

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

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

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](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:

<table>
<thead>
<tr>
<th>AWARD CLASS</th>
<th>STANDARDS</th>
<th>AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Award</td>
<td>Certificate Specification</td>
<td>Certificate (Levels 1 to 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Certificate (Level 6)</td>
</tr>
<tr>
<td>Supplemental Award</td>
<td>Supplemental Specification</td>
<td>Supplemental Certificate (Level 3 to 6)</td>
</tr>
<tr>
<td>Special Purpose</td>
<td>Specific Purpose Specification</td>
<td>Specific Purpose Certificate (Levels 3 to 6)</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>NFQ Level</th>
<th>Major Awards Credit Values</th>
<th>Default Credit Values</th>
<th>Minor Awards Credit Values</th>
<th>Other Permitted Minor Award Credit Values</th>
<th>Special Purpose and Supplemental Award Credit Value Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>10</td>
<td>5,20</td>
<td>&gt;5 and &lt;60</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>10</td>
<td>5,15,20</td>
<td>&gt;5 and &lt;90</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
<td></td>
</tr>
</tbody>
</table>

Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one’s own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
<th>Nature of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Breadth</td>
<td>Broad range of knowledge</td>
</tr>
<tr>
<td></td>
<td>Kind</td>
<td>Some theoretical concepts and abstract thinking, with significant depth in some areas</td>
</tr>
<tr>
<td>Know How &amp; Skill</td>
<td>Range</td>
<td>Demonstrate a moderate range of practical and cognitive skills and tools</td>
</tr>
<tr>
<td></td>
<td>Selectivity</td>
<td>Select from a range of procedures and apply known solutions to a variety of predictable problems</td>
</tr>
<tr>
<td>Competence</td>
<td>Context</td>
<td>Act in familiar and unfamiliar contexts</td>
</tr>
<tr>
<td></td>
<td>Role</td>
<td>Act with considerable amount of responsibility and autonomy</td>
</tr>
</tbody>
</table>
Learning to Learn
Insight

Learn to take responsibility for own learning within a supervised environment
Assume partial responsibility for consistency of self-understanding and behaviour

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