

Level 3



EDUCOOT

SAMPLE!

Culinary Operations *Student Worksheets*

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A. Professional Kitchen

1. Read: A professional kitchen must be organised so that there is a logical workflow: Receiving, washing, storing, preparing, cooking and serving.

Activity

Visit a professional / commercial kitchen. Make notes. Things to look out for:

- * Workflow
- * Different work stations
- * Equipment
- * Safety considerations
- * Hygiene considerations
- * Storage
- * PPE (Personal Protective Equipment)



2. Name some businesses in your local area which would have professional / commercial kitchens.

Food Businesses & the Law

3. Read: All food businesses, big or small, whether operating from a business premises, in the home or from a mobile unit or food stall, must be aware of the **legislation** regarding food hygiene and food safety.

4. Look at the website of the Food Safety Authority Ireland: <https://www.fsai.ie/>

5. Read some information about food businesses.



When you are opening a food business or a professional kitchen, consider the following:

- * You must register your business.
- * Your business may also need approval.
- * You must familiarise yourself with food hygiene legislation.
- * You need to develop a food safety management system based on HACCP.
- * You must have a traceability system.
- * You may require some form of food safety training.
- * You will need to establish, maintain and provide evidence of an appropriate food safety culture.

Typically, the HSE inspects businesses like restaurants, delis, retailers, mobile food businesses and food stalls and some manufacturing premises.

6. What is an Environmental Health Officer (EHO) and what is their role?

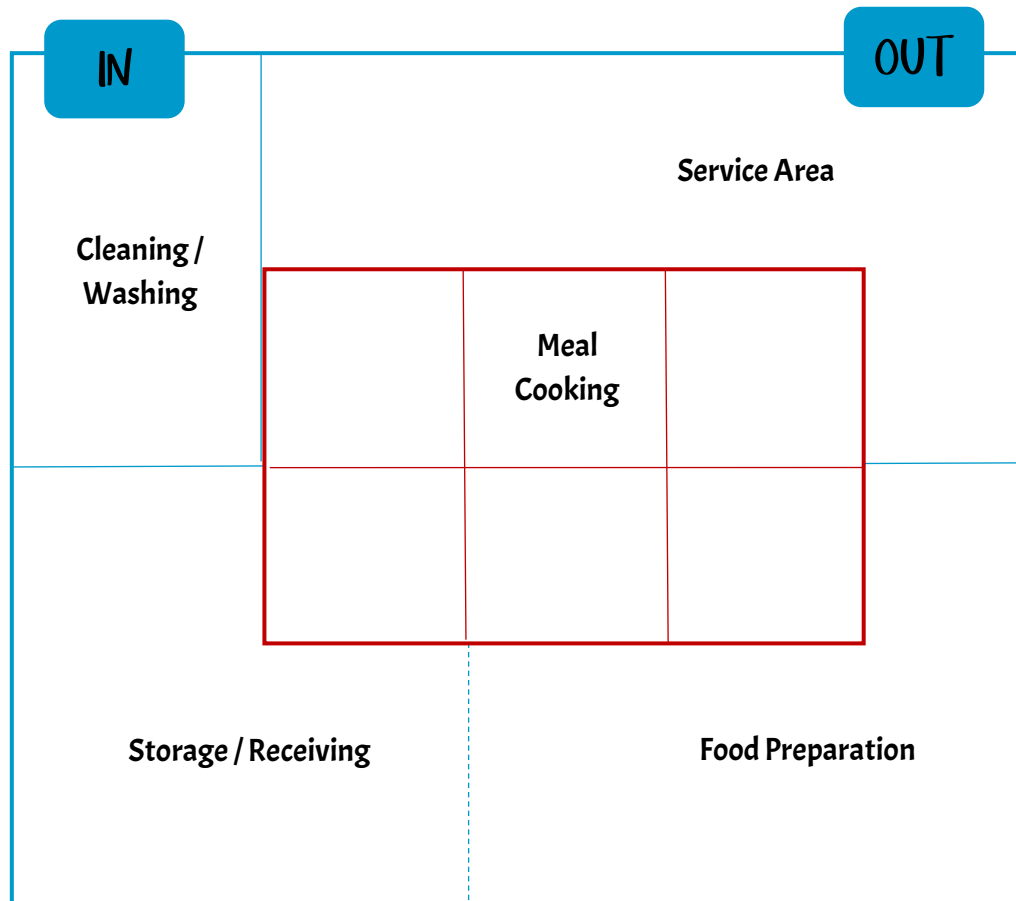


C. Kitchen Layouts

1. Read: Here are some examples:

The Island Style Kitchen

A single long island dominates the space in this kitchen and is used for cooking. Prepping is usually done on tables against the walls.



2. Research an advantage and a disadvantage of this layout:



Advantage:

Disadvantage:

A. Nutrition

Nutrients

1. Read: Nutrients provide nourishment. **Proteins, carbohydrates, fat, vitamins, minerals, fibre, and water** are all nutrients. If people do not have the right balance of nutrients in their diet, their risk of developing certain health conditions increases.

There are 6 essential nutrients that the body needs to function properly. Nutrients are compounds in foods essential to life and health, providing us with energy, the building blocks for repair and growth and substances necessary to regulate chemical processes.

There are six major nutrients: Carbohydrates, Lipids (fats), Proteins, Vitamins, Minerals, Water.

The primary sources of each:

1. Proteins: meat, dairy, legumes, nuts, seafood and eggs
2. Carbohydrates: pasta, rice, cereals, breads, potatoes, milk, fruit, sugar
3. Lipids: (most commonly called fats): oils, butter, margarine, nuts, seeds, avocados and olives, meat and seafood
4. Vitamins: common vitamins include the water soluble B group vitamins and vitamin C and the fat soluble vitamins A, D, E and K



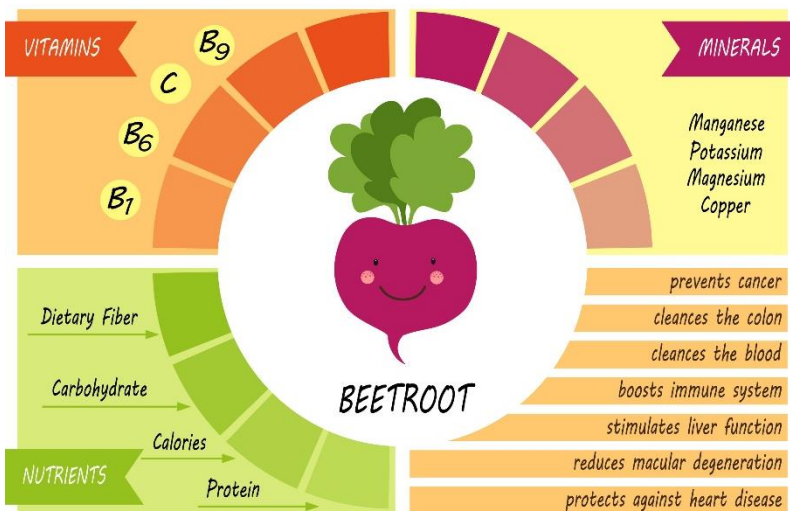
Examples:

- * Fruits and vegetables are generally good sources of Vitamin C and A and folic acid (a B group vitamin)
- * Grains and cereals are generally good sources of the B group vitamins and fibre
- * Full-fat dairy and egg yolks are generally sources of the fat soluble vitamins A, D and E
- * Milk and vegetable or soya bean oil are generally good sources of vitamin K
- * Milk and dairy products are a good source of calcium and magnesium
- * Red meat is a good source of iron and zinc
- * Seafood and vegetables are generally good sources of iodine
- * Water: As a beverage and a component of many foods, especially vegetables and fruits.

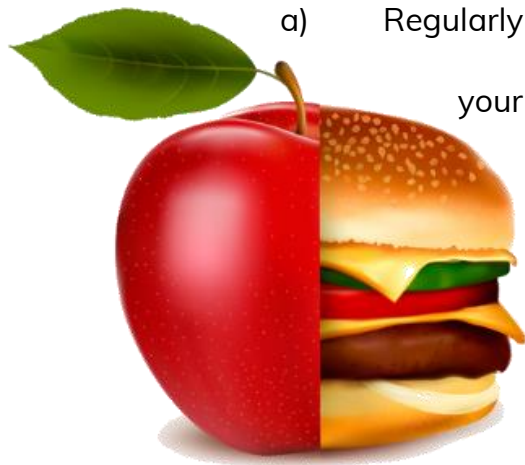
2. Write 2 foods that contain each of these:

Sample: Level 3 Culinary Operations

Nutrients	Foods
Vitamin D	
Carbohydrates	
Zinc	
Vitamin A	
Protein	
Vitamin E	
Iron	
Vitamin C	
Calcium	
Magnesium	
Lipids	
Folic Acid	
Potassium	
Iodine	
Vitamin K	
Sodium	
Phosphorous	
Vitamin B12	



2. Write True (T) or False (F):



- a) Regularly consuming foods and drinks high in sugar increases your overall health.
- b) Being overweight or obese can lead to health conditions, such as type 2 diabetes,
- c) Oily fish are high in omega-3 fats, which may help prevent heart disease.
- d) More than 22.5g of total sugars per 100g means the food is low in sugar,
- e) Higher fibre or wholegrain varieties of pasta, rice or bread contain more fibre than white or refined starchy carbohydrates.
- f) Fish is a good source of protein and contains many vitamins and minerals.
- g) Unsweetened fruit juice and smoothies are low in free sugar.
- h) Skipping breakfast is a way to lose weight.
- i) Eating too much salt can raise your blood pressure.
- j) Fat should not be included in a healthy diet.
- k) It's recommended that you eat at least 2 portions of a variety of fruit and veg every day.
- l) More than 1.5g of salt per 100g means the food is high in salt.
- m) Examples of saturated fats are oily fish and avocados.
- n) You need to drink plenty of fluids to stop you getting dehydrated.
- o) As well as eating healthily, regular exercise may help increase your risk of getting serious health conditions.

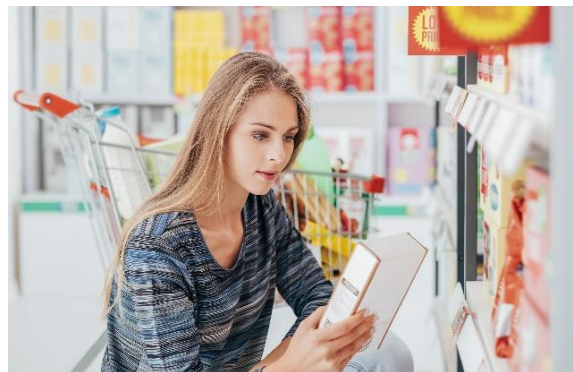
6. Read: Manufacturers include a range of information on food labels, some of which is legally required and some of which is useful to the consumer or supermarket.

Information that often appears on a nutritional label:

- * name of food or drink
- * list of ingredients (including additives and allergens)
- * weight or volume
- * date mark
- * storage and preparation conditions
- * name and address of the manufacturer, packer or seller
- * country of origin and place of provenance
- * nutrition information

Sometimes, food labels could include:

- * price
- * customer guarantee
- * serving suggestion
- * photograph or image of the food
- * bar code



5. Look at the allergens below:

14 FOOD ALLERGENS



6. Look at some food labels. Find allergen information. Give examples of what you find.

7. Each student must bring in a few food labels to class.

Activity

Get into groups. Study the food labels and discuss the information. Fill in the table below for 5 labels that you study. Tick ✓ the correct columns.

Does the label have this information?	Label 1	Label 1	Label 1	Label 1	Label 1
Name of food or drink					
List of ingredients					
List of additives					
List of allergens					
Weight or volume					
date mark					
Storage conditions					
Preparation conditions					
Name and address of the manufacturer					
Country of origin					
Nutritional information					
Price					
Customer guarantee					
Serving suggestion					
Photograph of the food					
Bar code					
Other:					
Other:					
Other:					
Other:					
Other:					

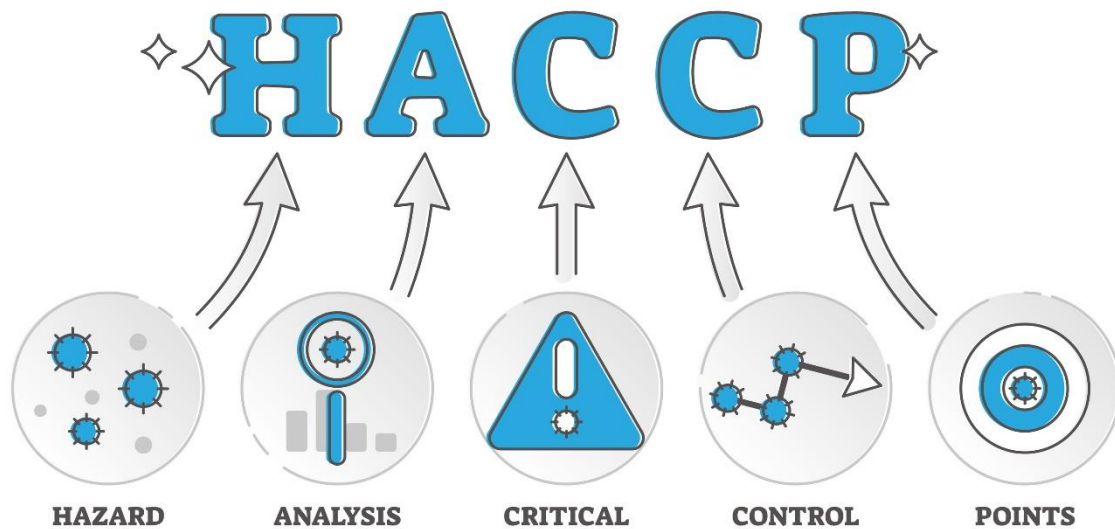
A. General Kitchen Safety

1. See the HSA website. Read the articles and watch the videos.

https://www.hsa.ie/eng/Your_Industry/Catering_and_Hospitality/



2. Briefly describe the HACCP procedures, e.g. what do the words mean, how will these procedures apply to you when you are cooking in the kitchen, why are the procedures important, etc.



7. Read:

Manual handling accounts for over one-third of all reported incidents in the hospitality sector. Manual handling is the main cause of injury at work. Manual handling problems can lead to debilitating long-term illnesses and cause a great deal of pain and discomfort. Sufferers can be forced to leave their jobs and, in severe cases, are unable to work at all.

Manual handling requirements only apply to lifting, putting down, pushing, pulling, carrying or moving a load, where the characteristics of the load pose a risk or the ergonomic conditions of the activity are unfavourable.

Top tips to prevent injury:

- * Avoid handling loads wherever possible.
- * Use the trolleys provided.
- * Assess the load before you handle it.
- * Break up a large load.
- * Ask for help if you need it.
- * Keep walkways clear.
- * Bend your knees.
- * Always use the correct method for lifting.



8. Practise the correct method of lifting. (but remember, if is very heavy, find alternative ways to move it!)



9. Give some advice to this waiter, with regards to manual handling.



10. Complete the list of possible Injuries and conditions which can be caused by incorrect manual handling:

R.S.I., back, chronic, WRMSD, strains, ligaments

* muscle sprains and

* injuries to muscles, ligaments, intervertebral discs and other structures in the

* injuries to soft tissues such as nerves, and tendons in the wrists, arms, shoulders, neck or legs

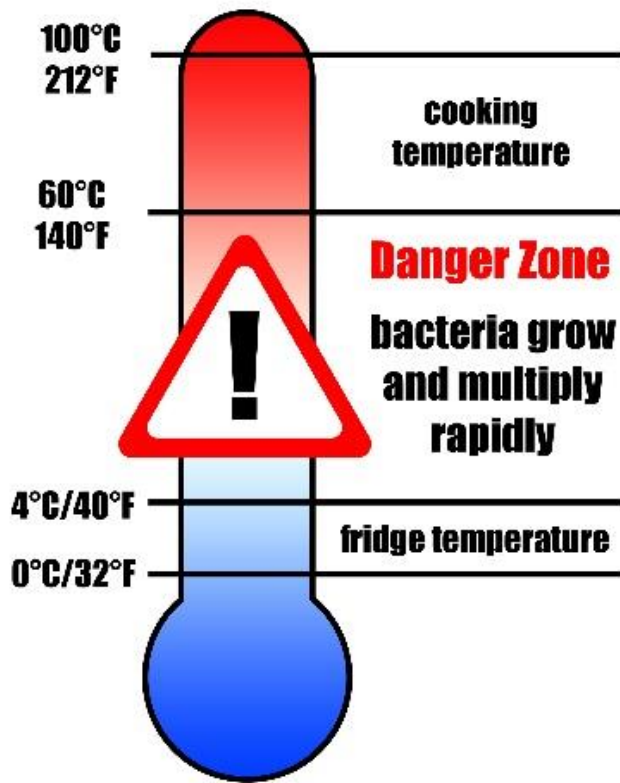
* pain

* repetitive strain injury ()

* work-related musculoskeletal disorder ()



5. Look at the diagram below. Explain what it means.



6. Go online and read up on temperature control.

https://www.fsai.ie/faqs/temperature_control.htm



7. Answer the questions.

a) How many times can food be reheated?

b) What is the correct temperature for a fridge?

c) What is the correct temperature that food should be reheated to?

d) What is the correct temperature for a freezer?

e) What is a safe way to defrost food?

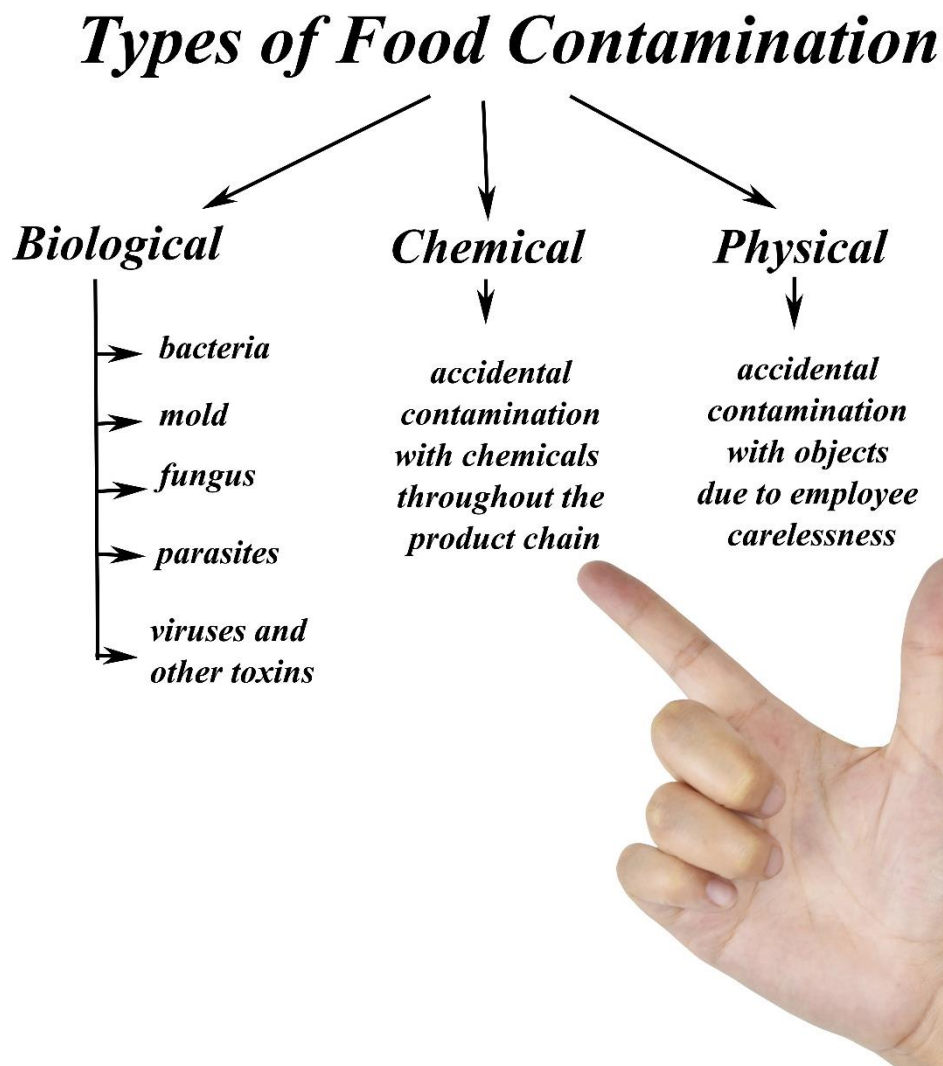
3. Write True (T) or False (F).

- a) Food can spoil and become unusable if it is kept for too long.
- b) Store food or drinks near cleaning products or other chemicals.
- c) All food that looks, tastes or smells off or is past its "use by" date should be used as soon as possible.
- d) Do not store cooked or ready-to-eat food in the same fridge as raw food unless the cooked and ready-to-eat food is both covered and separated.
- e) Keep the fridge at 15°C.
- f) If perishable or high-risk food is not kept cold, harmful microorganisms can grow on the food.
- g) Mites or weevils do not feed on dried goods such as flour, cereals, rice and sugar.
- h) Dry goods including flour, grains and cereals should always be free of condensation.
- i) Keep the freezer at -18°C or lower.
- j) Store raw meat above cooked or ready-to-eat food.
- k) Ensure that storage containers have tightly fitting lids.
- l) If equipment, surfaces or utensils have been touched by raw meat or poultry then they should be washed, disinfected and dried immediately.



I. Food Safety - Hygiene

1. Read the diagram below.



2. Give a specific example of each of these types of food contamination.

a) Biological

b) Chemical

c) Physical

L. Kitchen Hygiene



1. Read:

Cleaning in a commercial kitchen

Cookware, crockery, cutlery and other catering equipment should be cleaned in a dishwasher wherever possible. If this is not possible, you must thoroughly wash equipment in hot soapy water before rinsing in very hot water. Leave to air-dry or dry with clean disposable cloths.

Surfaces should be cleaned and rinsed between tasks, and before they are used for food preparation.

Disposable cloths should be used wherever suitable. If reusable cloths or tea towels must be used, ensure they are disinfected in a 90° wash between tasks.

You should only purchase disinfectants and sanitisers that meet food safety standards. Ensure all your cleaning chemicals are stored in clearly marked containers, away from food.

2. Find words in the text that have these meanings:

a) washing (something) with clean water to remove soap, detergent, dirt, or

impurities

b) cleaned (something), especially with a chemical, in order to destroy bacteria

c) plates, dishes, cups, and other similar items, especially ones made of

earthenware or china

d) articles intended to be thrown away after use

e) acquire (something) by paying for it; buy



3. Name some common foods that are served in a hotel or restaurant for each of these:

a) Breakfast

b) Lunch

c) Dinner

d) Afternoon Tea

e) Starter

f) Dessert

g) Carvery



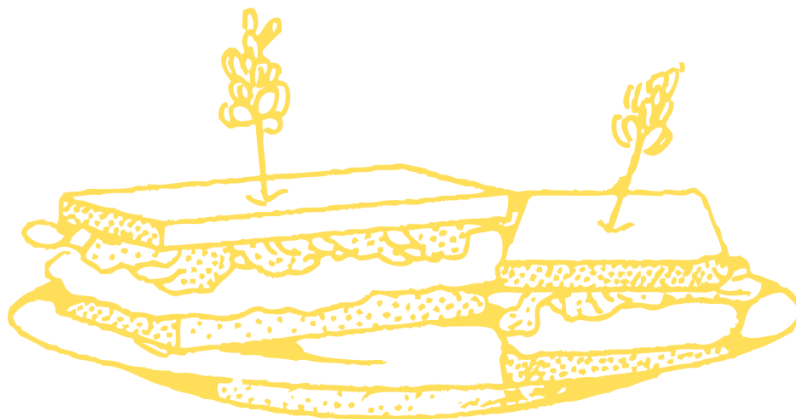
4. Read the sandwich menu:



The Sandwich Bar

SANDWICHES

- You will love this combination of smoked chicken, gouda and sundried tomato in the softest roll, with a zesty lemon and parsley mayo. €13.50
- Try this grilled Cuban sandwich with citrusy pork shoulder. The sweetness of the bread balances perfectly with the sumptuous pork, salty glazed gammon and sour crunch of pickles within. €11.50
- Enjoy this gourmet chip butty, featuring beef dripping chips stacked Jenga-style between slabs of rye sourdough. It is a delicious combination of hand-cut chips cooked in beef dripping, tomato fondue, organic egg mayonnaise and mature cheddar. All in fresh sourdough. €11.90
- Taste this exciting sandwich with organic, tangy egg mayo with miso, served on doorstep wedges of fluffy white bloomer. It's served with salty truffle crisps. €10.30
- This is a yummy, airy, and crisp croissant, stuffed with with mozzarella and prosciutto. It is served with hazelnut and peashoot pesto. €10.50



5. Look at the menu on the previous page. Find words in the menu that have the following meanings:

a) fat that has melted and dripped from roasting meat, used in cooking or eaten cold as a spread

b) dried in the sun, rather than by artificial heat (especially of food)

c) Italian uncooked, unsmoked, and dry-cured ham

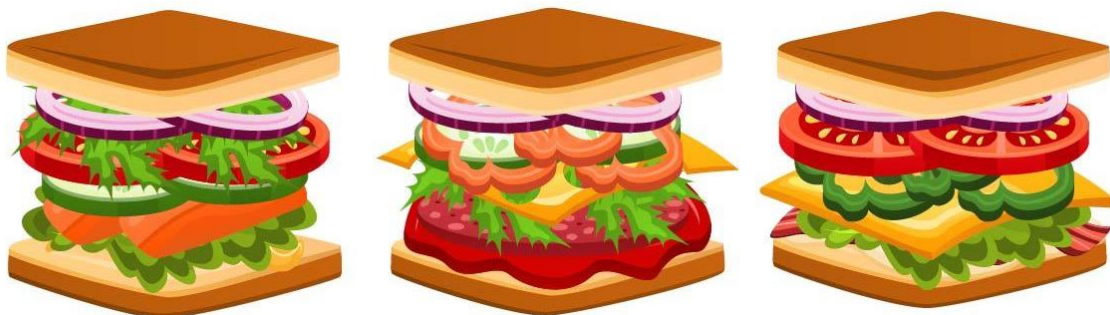
d) (of food or farming methods) produced or involving production without the use of chemical fertilisers, pesticides, or other artificial chemicals

e) originating in Italy, often made from fresh basil, garlic, olive oil, pine nuts, and cheese to form a thick, green paste

f) a traditional Japanese seasoning, produced by fermenting soybeans with salt and kōji and sometimes rice, barley, seaweed, or other ingredients

g) a cylindrical loaf of bread with diagonal slashes on top

h) cooked (food) using a grill



3. Read the recipe.

AVOCADO TOAST

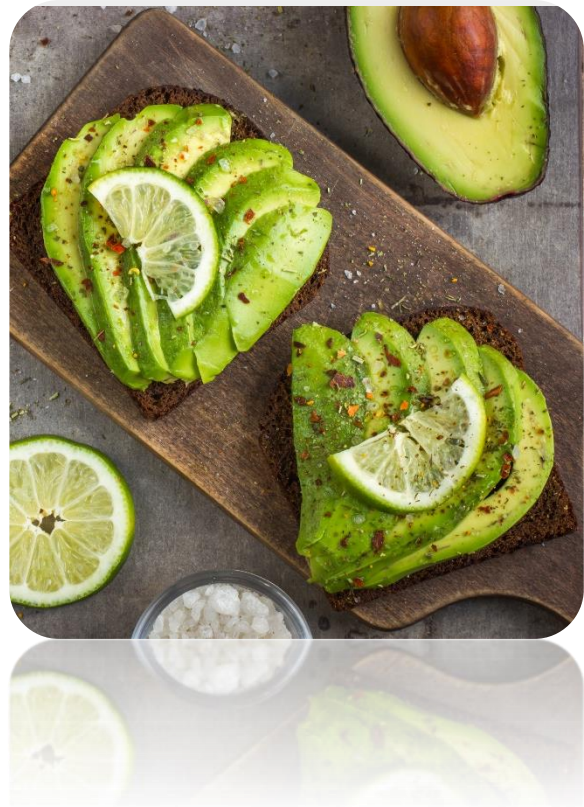
Ingredients

- * 1 ripe avocado
- * ½ lemon
- * big pinch chilli flakes
- * 2 slices sourdough bread
- * drizzle extra virgin olive oil

MAKE THIS!

Method

- A. Cut the avocado in half and carefully remove its stone.
- B. Scoop out the flesh into a bowl.
- C. Squeeze in the lemon juice then mash with a fork to your desired texture.
- D. Season to taste with sea salt, black pepper and chilli flakes.
- E. Toast your bread, drizzle over the oil then pile the avocado on top.



4. Find words in the recipe that have these meanings:

a) to pour liquid slowly over something, especially in a thin line or in small drops

b) a mixture of flour and water that is left to ferment (= change in a chemical process) and then used to make bread

c) to crush food, usually after cooking it, so that it forms a soft mass

d) the small, red or green seed case from particular types of pepper plant that is used to make some foods spicy

e) to make bread or other food warm, crisp (= hard enough to break), and brown by putting it near a high heat

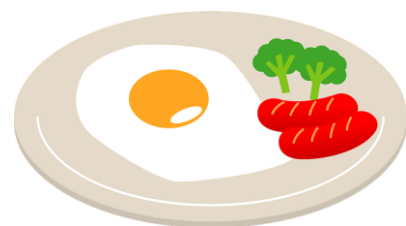
10. Assist in preparing and presenting a full cooked and continental breakfast, plated and buffet style, using a range of fresh and convenience produce.

Fill in the table below:

	Full Breakfast	Continental Breakfast
Budget		
Ingredients		
Convenience foods used		
Preparation time		
Cooking time		
Number of people		
Meal preparation methods		
Cookery processes		

Include:

- Breakfast meal planning
- Shopping list
- Costings
- Photographs showing cooking processes, presentation and serving of breakfasts



1. Read the recipe below.

GOAT'S CHEESE & BEETROOT SALAD

Ingredients

- * Lettuce (any leafy salad base you like)
- * Beetroot (cut into slices)
- * Goat's Cheese (cut into slices)
- * Walnuts (crush up a bit)
- * Balsamic Dressing



MAKE THIS!

Method

- A. Put lettuce or the leafy salad on a plate or a shallow bowl.
- B. Add beetroot and goat's cheese on the top.
- C. Sprinkle crushed walnuts on top.
- D. Drizzle balsamic dressing over the salad.
- E. Serve immediately.

2. Comment on these aspects.

a) Convenience

b) Time to prepare

c) Cost

d) Level of difficulty

10. Use this rubric to score your or another group's salads. You can print this page a few times.



FOOD EVALUATION				
Type of salad:				
	Poor 1 pts	Fair 2 pts	Good 3 pts	MARKS
Recipe Preview (Procedure)	Student did not follow procedure specified for making a salad.	Student paid sporadic attention to the recipe; inconsistent size pieces of lettuce in composing salad and other vegetables.	Student attended to the entire recipe. Uniform size pieces of lettuce in salad, other vegetables cut to specifications.	
Preparation (Organisation)	Student did not display organisation of materials used prior to starting. Wrong tools used for making salad.	Student was somewhat organised by having most of the ingredients/tools prior to starting to make salad.	Student had all necessary ingredients, tools prior to starting salad. Student used all tools correctly.	
Skill Practice (Plate presentation and taste)	Student did not practice demonstrated techniques for food preparation for plate presentation	Student used some of the demonstrated techniques. Did not pay attention to details for plate presentation	Student used the demonstrated techniques for food preparation. Student paid attention to details for plate presentation.	
Safety (Organisation)	Did not follow safety rules. Did not use safe food handling techniques. Did not use kitchen equipment in a safe manner. Did not clean up during preparation to prevent accidents.	Student tried to use equipment safely and correctly. Careless at times and did not always follow the rules. Attempted to follow safe food handling procedures.	Student demonstrated safe and correct use of all kitchen equipment. Student followed safe food handling procedures.	
Clean-Up	The student left unwashed items. Counters and tables are not cleaned well, and items are left lying about in the kitchen.	Student washed, dried and put away dishes, but left counters unwashed, and tables dirty. Left some items lying about in the kitchen.	Student left the kitchen clean. All dishes were washed, dried and put away. Tables and counter tops were clean and dry. All items were returned to their proper place.	
Taste	Salad did not taste good. Salad wilted and vegetables not crisp and fresh.	Salad tasted good but something was missing or overpowering in taste.	Salad tasted perfect. Nothing omitted or added to deter from flavour.	
TOTALS				

11. Read the recipe.

QUICK AND EASY ITALIAN TUNA MELT

In a traditional tuna melt, usually use 2 parts mayo to 1 part tuna is used. This version replaces the bulk of the mayo with a healthier alternative that adds to the flavour without adding extra fat: pesto, lemon juice, olives, and onions.

Serves 4

Ingredients

- * 2 cans (5 oz each) tuna, drained
- * 1 small red onion, diced
- * 1/4 cup chopped green olives
- * 2 Tbsp olive oil mayonnaise
- * 2 Tbsp bottled pesto
- * 1 Tbsp capers, rinsed and chopped
- * Juice of 1 lemon
- * 8 slices whole-wheat bread
- * 2 oz fresh mozzarella, sliced or grated
- * 1 large tomato, sliced
- * About 1 tsp olive oil

Instructions:

- A. In a mixing bowl, combine the tuna, onion, olives, mayo, pesto, capers, and lemon juice, and stir to combine.
- B. Preheat a cast-iron or nonstick pan over medium heat.
- C. Coat with a thin layer of olive oil, and cook the sandwiches for 2 to 3 minutes per side, until the bread is toasted and the cheese is melted.



12. See the recipe on the previous page. Answer the questions:

a) How is this recipe healthier than the traditional recipe for a tuna melt sandwich?

b) What does **Tbsp** and **Tsp** stand for? How many millilitres is each?

c) You need about 10oz of tuna. How many grams is this?

d) What in the list of ingredients are actually small flower buds?

e) How will you know when the sandwich is ready?

f) How many grams of mozzarella is needed?

g) The nutrition for this meal is as follows:
340 calories, 13 g fat (2 g saturated), 980 mg sodium

Comment on the nutrition:



h) What is pesto?



6. This is a listening exercise. Listen to the recording **10_Minute_Chilli**. Fill in the missing words.

MAKE THIS!

10-MINUTE CHILLI

This is a Low Carb meal and would suit a KETO .

Total Time: 15

Yield: 4 servings

Ingredients

* 0.5kg lean ground beef (or)

* 1 tsp ground cumin

* 1 ground coriander

* 1/2 tsp ground cayenne (optional)

* 1/2 tsp powder

* cup prepared salsa

* salt and pepper to taste



Instructions

A. In a medium , combine the ground beef and all of the spices.

B. Cook over heat for about 5 minutes.

C. When the meat is cooked through, add your salsa.

D. Simmer for minutes.

E. Add optional garnishes, e.g. red onion, cilantro, avocado, lime, , sour cream, corn or peppers.

Mapping of Learning Outcomes

1. Explain the basic principles of food safety and associated legislation [Page 10 \(FSAI\)](#), [Page 24 \(health and safety considerations\)](#), [Pages 61 to 66 \(general kitchen safety, HACCP, manual handling\)](#), [Pages 67 to 73 \(food and temperature\)](#), [Pages 74 to 75 \(slips, trips and falls\)](#), [Page 76 \(knife safety\)](#), [Pages 77 to 78 \(electricity\)](#), [Page 79 \(safety statement\)](#), [Page 80 \(FSAI\)](#), [Pages 81 to 86 \(food safety – storage\)](#), [Pages 87 to 89 \(food hygiene\)](#), [Pages 90 to 91 \(personal hygiene\)](#), [Pages 92 to 94 \(PPE\)](#), [Pages 95 to 97 \(kitchen hygiene\)](#), [Pages 98 to 102 \(fire safety\)](#), [Pages 103 to 105 \(stress\)](#), [Pages 106 to 111 \(first aid\)](#), [Appendix 4 \(health and safety checklist\)](#)
2. Explain the organisation of a professional kitchen [Pages 9 to 16 \(professional kitchen\)](#), [Pages 17 to 18 \(layout and workflow\)](#), [Pages 19 to 21 \(kitchen layouts\)](#), [Pages 22 to 23 \(storage in a professional kitchen\)](#), [Page 24 \(health and safety considerations\)](#)
3. Use kitchen terminology, weights and measures [Pages 129 to 134 \(meal planning\)](#), [Pages 136 to 137 \(breakfast\)](#), [Pages 140 to 146 \(lunch\)](#), [Pages 147 to 152 \(dinner\)](#), [Pages 153 to 154 \(snacks\)](#), [Pages 156 to 163 \(recipe vocabulary\)](#), [Pages 168 to 176 \(making breakfast\)](#), [Pages 177 to 199 \(making simple starters\)](#), [Pages 218 to 241 \(making lunch\)](#), [Pages 242 to 256 \(making dinner\)](#). [Appendix 3 \(Meal Checklist\)](#), [Appendix 5 \(cookery processes checklist\)](#), throughout the course
4. Explain how different degrees of cooking affect various food groups or ingredients [Pages 67 to 73 \(food and temperature\)](#)
5. Identify suitable cuts of meat, poultry, fish and vegetables for cooking and serving a range of basic dishes [Pages 32 to 37 \(nutrition\)](#), [Pages 38 to 42 \(healthy eating\)](#), [Pages 43 to 56 \(nutritional information and food labels\)](#), [Pages 113 to 114 \(special diets\)](#), [Pages 168 to 176 \(making breakfast\)](#), [Pages 177 to 199 \(making simple starters\)](#), [Pages 218 to 241 \(making lunch\)](#), [Pages 242 to 256 \(making dinner\)](#), [Appendix 3 \(Meal Checklist\)](#)
6. Apply basic techniques of tasting, recognition of food freshness and garnishing finished dishes [Pages 57 to 59 \(food freshness\)](#), [Pages 115 to 123 \(food presentation\)](#), [Page 176 \(breakfast evaluation\)](#), [Page 199 \(starter evaluation\)](#), [Page 208 \(salad evaluation\)](#), [Page 217 \(vegetable dish evaluation\)](#), [Page 241 \(lunch evaluation\)](#), [Page 256 \(dinner evaluation\)](#), [Pages 257 to 267 \(making desserts\)](#), [Appendix 2 \(meal evaluation\)](#), [Appendix 3 \(Meal Checklist\)](#)
7. Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling, simmering, stewing, and deep fat frying [Pages 124 to 128 \(healthy cooking methods\)](#), [Pages 168 to 176 \(making breakfast\)](#), [Pages 177 to 199](#)

(making simple starters), Pages 218 to 241 (making lunch), Pages 242 to 256 (making dinner), Appendix 3 (Meal Checklist), Appendix 5 (cookery processes checklist)

8. Assist in preparing and presenting a full cooked and continental breakfast, plated and buffet style, using a range of fresh and convenience produce Pages 115 to (123 food presentation), Pages 124 to 128 (healthy cooking methods), Pages 136 to 137 (breakfast), Pages 168 to 176 (making breakfast), Appendix 3 (Meal Checklist), Appendix 5 (cookery processes checklist)

9. Assist in preparing, presenting and garnishing a limited range of fresh and convenience stocks, soups and sauces Pages 115 to (123 food presentation), Pages 124 to 128 (healthy cooking methods), Pages 140 to 146 (lunch), Pages 147 to 152 (dinner), Pages 177 to 199 (making simple starters), Pages 218 to 241 (making lunch), Pages 242 to 256 (making dinner), Appendix 3 (Meal Checklist), Appendix 5 (cookery processes checklist)

10. Assist in preparing and presenting a limited range of meat, poultry, fish, farinaceous and vegetable dishes Pages 115 to (123 food presentation), Pages 124 to 128 (healthy cooking methods), Pages 140 to 146 (lunch), Pages 147 to 152 (dinner), Pages 177 to 199 (making simple starters), Pages 209 to 217 (making vegetable dishes), Pages 218 to 241 (making lunch), Pages 242 to 256 (making dinner), Appendix 3 (Meal Checklist), Appendix 5 (cookery processes checklist)

11. Assist in preparing and presenting a range of fresh and convenience salads, dressings and sandwiches Pages 115 to (123 food presentation), Pages 124 to 128 (healthy cooking methods), Pages 140 to 146 (lunch), Pages 147 to 152 (dinner), Pages 177 to 199 (making simple starters), Pages 200 to 208 (making salads), Pages 218 to 241 (making lunch), Appendix 3 (Meal Checklist), Appendix 5 (cookery processes checklist)

12. Reconstitute a range of convenience or pre-prepared foods Page 51 (convenience foods – soup), Pages 115 to (123 food presentation), Pages 124 to 128 (healthy cooking methods), Pages 140 to 146 (lunch), Pages 147 to 152 (dinner), Pages 195 to 198 (convenience foods), Page 206 (convenience foods – salads), Appendix 3 (Meal Checklist), Appendix 5 (cookery processes checklist), Pages 277 and 278 (convenience food evaluation)

13. Comply with current food safety and hygiene legislation and regulations in personal and work practices Page 10 (FSAI), Page 24 (health and safety considerations), Pages 61 to 66 (general kitchen safety, HACCP, manual handling), Pages 67 to 73 (food and temperature), Pages 74 to 75 (slips, trips and falls), Page 76 (knife safety), Pages 77 to 78 (electricity), Page 79 (safety statement), Page 80 (FSAI), Pages 81 to 86 (food safety – storage), Pages 87 to 89 (food hygiene), Pages 90 to 91 (personal hygiene), Pages 92 to 94 (PPE),

Pages 95 to 97 (kitchen hygiene), Pages 98 to 102 (fire safety), Pages 103 to 105 (stress), Pages 106 to 111 (first aid), Appendix 4 (health and safety checklist), throughout the course, follow all healthy, safety and hygiene procedures

14. Demonstrate a basic understanding of the food cost and quality control cycle
Pages 25 to 30 (food cost and quality control cycle), throughout the course - budgeting