

NATIONAL VOCATIONAL TRAINING INSTITUTE

TESTING DIVISION

TRADE TESTING REGULATIONS AND SYLLABUS

TRADE: COOKERY

LEVEL : CERTIFICATE ONE

CERTIFICATE ONE

A. INTRODUCTION

- i. The review of this syllabus has been generally influenced by the demands of industries due to its continuous change as a result of technological advancement and the changing needs of society. It was also influenced by the TVET reforms under the directions of the new educational reforms with the view to opening up further education and training opportunities to TVET graduates.

The certificate ONE syllabus is designed to respond to the following level descriptors:

QUALIFICATION	KNOWLEDGE LEVEL	SKILLS AND ATTITUDE:
Certificate 1	<ol style="list-style-type: none">1. To demonstrate a broad knowledge base incorporating some technical concepts.2. To demonstrate knowledge of the theoretical basis of practical skills.3. To demonstrate knowledge in numeracy, literacy, IT and Entrepreneurial skills	<ol style="list-style-type: none">1. Require a wide range of technical skills2. Are applied in a variety of familiar and complex contexts with minimum supervision.3. Require collaboration with others in a team

- ii. Due to the global technological change and demand for quality personnel, the certificate one syllabus has been designed to enable trainees to be entrepreneurs and be marketable to the socio-economic environment.

The course is also intended to provide requisite skills for progression to higher levels of education.

B. GENERAL OBJECTIVES

The prime objectives of the programme are to:

- provide the knowledge, skills and attitudes that will best meet the needs of the hospitality industry.
- develop positive attitudes towards the application of practicals skills, safe use of tools, judicious use of materials and time in the kitchen and proper care and maintenance of tools and equipment.
 - Understand and apply Kitchen French in the cookery industry
 - Understand and apply Basic Bookkeeping techniques
 - Understand and apply the principles of cookery and trade Services
 - Understand and apply skills for Food service
 - Understand and apply skills for Menu planning
 - Understand and apply skills in Nutrition

C. THE COURSE COMPONENTS

The components for the course is as follows:

Trade Theory

Trade Services

Trade Science and Calculation

Trade Practical

EXAMINATION: The candidates would be examined in the FIVE components listed above.

Practical work must be carefully planned to illustrate application of the theory and to provide maximum opportunity for workshop practice, laboratory work and demonstration.

D. KNOWLEDGE AND SKILLS REQUIREMENT

The prime objective of the program is to provide knowledge and skills of the trade in manner that will best meet the needs of the trade as well as the industries offering hospitality services.

E. ELIGIBILITY FOR ENTRY TO EXAMINATION

Candidates may enter for examination only as internal candidate; that is those who at the time of entry to the examination are undertaking (or) have already completed the course at an approved establishment.

F. EXTERNAL EXAMINERS

The practical work of candidates will be assessed by an external examiner appointed by the Trade Testing Commissioner.

G. EXAMINATION RESULTS AND CERTIFICATES

Each candidate will receive record of performance given the grade of performance for the components Taken. These are:

- i) Distinction
- ii) Credit
- iii) Pass
- iv) Referred/Fail
- v)

Certificates would be issued to candidates who pass in all the components.

NOTE:

All Technical and Vocational trainees who aspire to take advantage of the opportunities opened to them in the educational reforms should NOTE that, for a trainee to progress to certificate Two (2) a pass in Certificate One (1) is compulsory.

H. APPROVAL OF COURSE

Institutions or other establishments intending to prepare trainees for the Examination must apply to:

THE COMMISSIONER
TESTING DIVISION
NVTI HEAD OFFICE
P. O. BOX MB 21, ACCRA

H. ACKNOWLEDGEMENT

NVTI wishes to acknowledge the preparatory material done by the team of Experts, which have been incorporated into this syllabus. They are;

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Government's desire to improve the lot of Technical/Vocational training, which led to the preparation of this syllabus, is hereby acknowledged.

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CERTIFICATE ONE – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	HOSPITALITY INDUSTRY	1.1 Types of catering establishment	1.2 Commercial catering, Welfare Catering etc.	Discuss with trainees the types of catering Establishment. Organise a field trip to a catering establishment. Assignment.
2.0	TOOLS AND EQUIPMENT	2.1. Types of tools and equipment 2.2 Modern equipment 2.3 Traditional equipment 2.4 Use and cleaning of the equipment	2.2 Large equipment 2.2.1 Small equipment 2.2.2 Mechanical equipment 2.2.3 The use and cleaning of the equipment	Using pictures, show the various types of equipment. Organise trip to a hotel kitchen for trainees to observe the equipment, how they are operated and cleaned. Assist trainees to practice. ASSIGNMENT.
3.0.	METHODS OF COOKING	3.1 Reasons for cooking food 3.2 Ways of cooking food <ul style="list-style-type: none"> • Boiling • Poaching • Stewing • Baking • Roasting • Frying 	3.2 Explain reasons for cooking food. 3.2.1 Definition 3.2.2 Advantages and disadvantages	Discuss with trainees the reasons for cooking food. Guide the trainees to explain and define the methods. Assist trainees to brainstorm and come out with the advantages and disadvantages of each method. ASSIGNMENT
4.0	COMMODITIES MEAT	4.1 Types of meat: <ul style="list-style-type: none"> • Lamb • Mutton • Beef • Poultry 	4.2 Types and sources :e.g. Lamb – lamb Mutton – sheep Beef – cow etc. 4.2.1 Structure 4.2.2 Food value 4.2.3 Cuts, joints Uses and methods	Using group work, assist trainees to give types and sources of meat. Using charts assist trainees to draw and label the structure of meat and explain the composition of meat. Group trainees to discuss and come out with the food value of meat.

CERTIFICATE ONE – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
			4.2.4 Quality points for buying.	Guide trainees to identify the different cuts of meat and what each cut is used for. Using real objects show quality points for buying meat to trainees.
			4.2.5 Storage	Discuss the storage points of meat with trainees. Visit to the abattoir
5.0	FISH	5.1 Structure of fish Types or classification <ul style="list-style-type: none"> • White fish • Oily fish • Shell fish 	5.2 Structure of fish 5.2.1 Classification of fish 5.2.2 Quality and purchasing points 5.2.3 Food values 5.2.4 Cuts and uses of fish 5.2.5 storage	Assist trainees to draw the fish with the aid of a diagram. Guide trainees to classify fish and give examples of each class. Using real objects explain the quality points for buying fish and assists trainees identify good and bad fish. Discuss with trainees the different food values in fish Discuss with trainees the cuts and uses of fish. Brainstorm with trainees to come out with the storage of fish. Assist them to store fish. ASSIGNMENT

CERTIFICATE ONE – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
6.0	EGGS	EGGS	<p>6.2 Definition</p> <p>6.2.1 Structure</p> <p>6.2.2 Types and grades. E.g. duck, goose, turkey. Grades e.g. Size 1-70 etc.</p> <p>6.2.3 Quality points for purchasing</p> <p>6.2.4 Uses and storage</p>	<p>Assist trainees to come out with the meaning of egg.</p> <p>Using diagrams assist trainees to draw and label the egg.</p> <p>Using samples assist trainees to identify types and grades of eggs.</p> <p>Assist trainees to come out with the quality points for buying egg.</p> <p>Discuss with trainees the uses and storage of egg and demonstrate how to store eggs. Assignment</p>
7.0	VEGETABLES, FRUITS AND PULSES	<p>7.1</p> <ul style="list-style-type: none"> • Vegetables • Fruits • Pulses 	<p>7.2 Definition</p> <p>Classification</p> <p>7.2.1 Quality and purchasing points</p> <p>7.2.2 Food values</p>	<p>Guide trainees to come out with definition of vegetables, fruits and pulses.</p> <p>Assist trainees to classify each. Using real objects show trainees the different types of each.</p> <p>Using group work assist trainees to give quality points.</p> <p>Discuss with trainees the food values of each.</p>

CERTIFICATE ONE – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
			7.2.3 Uses and storage	Assist trainees to come out with the uses and storage of each.
8.0	CEREALS	8.1 Cereals <ul style="list-style-type: none">• Wheat• Corn• Oats• Millet• Barley• rice	8.2 Definition <ul style="list-style-type: none">8.2.1 Structure8.2.2 Types8.2.3 Food values8.2.4 Uses8.2.5 Storage	Brainstorm with trainees to come out with the meaning of cereal. With the aid of a diagram assist trainees to draw and label the grain. Using samples assist trainees to identify types of cereals. Explain to trainees the food values found in each cereal. Assist trainees to state the uses of each cereal. Demonstrate the storage of each cereal. ASSIGNMENT.

CERTIFICATE ONE – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
9.0	OTHER COMMODITIES: MILK FATS AND OILS RAISING AGENTS SUGAR BEVERAGES HERBS AND SPICES COLOURING FLAVOURING AND ESSENCE	9.1 Other commodities	9.2 Definitions 9.2.1 Types and varieties 9.2.2. Uses and food value 9.2.3 Production and storage	Discuss with trainees to come out with the meaning of each commodity. Using real samples and charts show trainees the types and varieties of each product. Discuss with trainees to come out with uses and food value of each product. Plan a visit to a factory to observe the production and storage of the commodities. ASSIGNMENT.
10.0	STOCKS SOUPS SAUCES	10.1 Stocks 10.2 Soups 10.3 Sauces	10.2 Definition 10.2.1 Classification and types (Basic) 10.2.2 Qualities and factors to consider	Guide trainees to brainstorm and come out with the definition of stock, soup and sauce. Assist trainees to classify soups, state types of stocks and sauces and give examples. Discuss the factors to consider when preparing stocks and soups and the qualities of a good sauce. Assignment

CERTIFICATE ONE – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
11.0	HORS-D'OEUVRES SALADS PASTRIES CAKES	11.1 Hors-d-oeuvres , 11.2 salads 11.3 Cakes 11.4 Pastries <ul style="list-style-type: none"> • Short pastry • Sugar pastry 11.5 Desserts and sweets	11.2 Definition 11.2.1 Classification or categories and types 11.2.2 Methods 11.2.3 Possible faults and reasons in pastries and cakes 11.2.4 Uses	Explain Horsd'oeuvre, salad, pastries and cake. Assist trainees to classify, categorize and identify types. Discuss methods for preparing pastries, cakes, desserts and sweets. Let trainees brainstorm to come out with possible faults and reasons for pastries and cake. Group trainees to discuss uses of each.
12.0	KITCHEN ORGANISATION	12.1 Kitchen planning	12.2 Purpose 12.2.1 Role and functions of personnel of traditional kitchen	Explain the purpose role and functions of personnel.

CERTIFICATE ONE – TRADE SERVICES

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	MENU PLANNING	1.1. Menu	1.2. Definition of Menu 1.2.1 Types of Menu 1.2.2 Functions of menu 1.2.3 Points to consider when planning a Menu	Explain the term Menu Discuss with trainees the types of Menu. Group trainees to discuss the functions of a Menu. Guide trainees and assist them to plan a menu.
2.0	MEALS	2.1 Meals	2.2. Definition of Meal 2.2.1 Types 2.2.2 Points to consider when planning Meals	Assist trainees to come out with the meaning of meal. Discuss with trainees the types of meals and examples. Group trainees to discuss points to consider when planning meals. Guide trainees to differentiate between a Menu and a Meal. Assignment
3.0	CULINARY FRENCH OR KITCHEN FRENCH	3.1 Kitchen terminologies	3.2 French Terms and their meanings 3.2.1 Writing menus in French 3.2.2 Garnishes in French	Discuss with trainees the french terms and explain the meaning. Find a French teacher to help with the pronunciation and grammar. Group trainees to brainstorm and come out with Menu in French. Assist trainees to know some terms on a Menu signifying a specific item of food to be served e.g. Dubbary, indicates that the meal contain cauliflower.

CERTIFICATE ONE – TRADE SERVICES

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
			3.2.3 Traditional Meat and poultry garnishes	Discuss with the trainees some basic traditional meat and poultry garnishes
4.0	FOOD SERVICE	4.1 Service of food	4.2 Types of food service <ul style="list-style-type: none"> • Table service • Self service • Single point service 	Explain types of food service to trainees. Visit a restaurant and find out the catering service they provide
4.0	FOOD SERVICE CATERING SERVICES		4.2.1 Methods of food service <ul style="list-style-type: none"> • Waiter/waitress • Cafeteria • Snack bar etc. 	Briefly explain each method to trainees. Group trainees and guide them to come out with each service method. Discuss with trainees points to note in food service. ASSIGNMENT
5.0	CATERING SERVICES GAS ELECTRICITY WATER	5.1. Gas 5.2. Water 5.3. Electricity	5.2. Terminologies e.g. Thermostats, volts, stopcock, etc. 5.2.1 Formulas and uses 5.2.2 Factors to consider when choosing fuels. 5.2.3 Transference of heat Methods: Conduction Convection Radiation 5.2.4 Comparism of fuel electricity and gas	Discuss the terms with trainees and define each term. Invite an expert to explain the terms and demonstrate their application. Brainstorm with trainees to come out with factors. Discuss with trainees how each method is carried out. Assist trainees to state the advantages and disadvantages of fuel and to compare the two.

CERTIFICATE ONE – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	NUTRITION AND FOOD SCIENCE	1.1. Food Nutrition Nutrients	1.2 Definitions of terms 1.2.1 Types of nutrients <ul style="list-style-type: none"> • Protein • Carbohydrates • Vitamin • Fats and oils • Mineral elements • Water 	Discuss with trainees and come out with definitions. Guide trainees to state types of nutrients
2.0	DIGESTION	2.1 Digestion	2.2. Definition 2.2.1 Draw the digestive track or system	Assist trainees to come out with the meaning of digestion. Using a diagram assist trainees to draw and label the digestive tract or system. Explain the digestive process to trainees.
3.0	NUTRIENTS	3.1 Protein 3.2 Carbohydrates 3.3 Fats and oils 3.4 Vitamins 3.5 Mineral 3.6 Water	3.2. Sources 3.2.1 Functions 3.2.2 Effect of cooking on nutrients. 3.2.3 Deficiencies of each nutrient	Guide trainees to identify sources of all the nutrients. Discuss with trainees the main function of each nutrient. Discuss with trainees the effect of cooking on each nutrient. Group trainees to go and find out more information on nutrients. Guide trainees to come out with the deficiencies of each nutrient. ASSIGNMENT

CERTIFICATE ONE – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
4.0	HYGIENE	Hygiene	<p>4.2 Definition</p> <p>4.2.1 Types</p> <ul style="list-style-type: none"> • Personal hygiene • Kitchen • Food <p>4.2.2.Importance and reasons for practicing hygiene</p>	<p>Guide trainees to brainstorm and give the meaning of hygiene.</p> <p>Discuss with trainees types and explain.</p> <p>Using role play group trainees to show the importance of hygiene and reasons for practicing hygiene.</p>
5.0	PERSONAL HYGIENCE	5.1 Personal hygiene	<p>5.2 Definition</p> <p>5.2.1. Practice clean habits e.g. bathing washing of hand etc.</p> <p>5.2.2. Observe general health and fitness</p>	<p>Guide trainees to come out with the meaning of personal hygiene.</p> <p>Group trainees and discuss with them clean habits that should be practice in the kitchen or when handling food.</p> <p>Explain to trainees why they should observe general health and fitness. Assignment</p>
6.0	KITCHEN HYGIENE	<p>6.1 Kitchen hygiene</p> <p>6.2 Types of cleaning materials and equipment</p>	<p>6.2 Definition</p> <p>6.2.1 Importance</p> <p>6.2.2 Categories and cleaning equipment</p>	<p>Group trainees to discuss and define kitchen hygiene and explain.</p> <p>Explain the importance of kitchen hygiene.</p> <p>Discuss with trainees the categories of cleaning equipment and materials.</p> <p>Assist trainees to survey the market and find different types of cleaning materials and equipment.</p>

CERTIFICATE ONE – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		6.3 Kitchen premises Ventilation Plumbing Lighting Floor Wall etc.	6.3. Importance and uses 6.3.2 Types and quality points	Guide trainees to state the importance of the following in the kitchen premises. Discuss with trainees the types and quality points. Assignment
7.0	FOOD HYGIENE	7.1 Food hygiene Food poisoning Bacteria or germ Cross contamination	7.2 Definition 7.2.1 Causes of food poisoning Chemicals Germs or Bacteria 7.2.2 Types of chemical food poisoning and bacteria food poisoning 7.2.3 Conditions for bacteria growth 7.2.4 Foods that are easily contaminated	Guide trainees to explain food hygiene, food poisoning germ or bacteria and cross contamination. Discuss with trainees the causes of food poisoning Assist trainees to come out with different types of chemical and bacteria food poisoning and explain the types. Group trainees to discuss the conditions necessary for bacteria growth. Discuss with trainees and list foods that are easily contaminated
8.0	HEALTH AND SAFETY	8.1 Basic first Aid treatment	8.2 Definition: 8.2.1 Tools found in the First Aid Box 8.2.2 Need for safety. Responsibility of employer and employee	Discuss with trainees to come out with definition of First Aid. List tools found in the First Aid box. Discuss with trainees the need for safety at the work place. The responsibilities of the employer and employee.

CERTIFICATE ONE – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		8.1 Accidents <ul style="list-style-type: none"> • Cuts • Burns • Scalds • Shocks 8.1.2 Fire	8.2.2. Causes of Accidents 8.2.3 Prevention 8.2.4 Treatment of accidents 8.2.5 Procedure to follow in the event of fire. 8.2.5 The components and principal methods of extinguishing fire.	Using group work assist trainees to come out with causes of Accidents and fire brainstorm with trainees to come out with the prevention of accidents. Invite a resource person to explain and demonstrate the treatment of accidents and the procedure to follow in the event of fire. Assignment. Using a chart assist trainees to draw the fire triangle and explain the principal methods of extinguishing fire.
9.0	BOOK KEEPING FOOD PURCHASING	9.1 Purchasing	9.2 Purchasing methods <ul style="list-style-type: none"> • Primary market • Secondary • Tertiary 9.1.2 Buying methods <ul style="list-style-type: none"> • Informal • Formal 	Assist trainees to come out with the purchasing methods and explain each methods. Guide trainees to come out with buying methods.

CERTIFICATE ONE – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
10.0	STORAGE	9.2 Storekeeping 9.3. Storekeeper	9.2.1 Essentials 9.2. 2 Features of a well planned store 9.2.3 Storage accommodation for Foods Perishable storage <ul style="list-style-type: none"> • Dry storage • Frozen storage 9.3.1 Qualities of a good storekeeper 9.3.2 Duties of a storekeeper	Guide trainees to come out with the essentials of store keeping. Explain the features of a well planned store and assist trainees to state the features. Invite a store keeper to explain storage accommodation of food to trainees. Organize trainees to visit a store and report in class. Guide trainees to list the qualities of a good storekeeper and explain to them. Assist trainees to state the duties of a storekeeper. Assignment
11.0	COSTING	11.1 Cost control	11.2 Advantages of an efficient costing system. 11.2.1 Elements of costing 11.2.1 Formular and calculations <ul style="list-style-type: none"> • Gross profit • Food cost • Sales 	Explain to trainees the relevance of an efficient costing system. Explain the 3 elements of costing and assist trainees to state it. Assist trainees to come out with the formula and to calculate and express profit in percentages. Invite an Accounts teacher to explain the terms. ASSIGNMENT.

CERTIFICATE ONE – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
12.0	CALCULATIONS	12.1 Additions Subtractions Multiplications Classification Conversion	12.2. Simple addition, subtraction and multiplication. Converting °F to °C and vice versa.	Invite a mathematics teacher to help trainees with the calculations
13.0	PRESERVATION	13.1 Preservation	13.1 Preservation methods: <ul style="list-style-type: none">• Drying• Salting• Chilling• Bottling• Freezing 13.2.1 Micro-organisms found in food and why food is preserved. 13.2.2 Food preserved by each methods	Assist trainees to come out with the various methods of preserving food and explain each process Brainstorm with trainees to come out with the micro-organisms found in food and explain why food is preserved. Guide trainees to come out with foods preserved by each method. With real object or samples show trainees some of the foods preserved by each method. Assignment.

CERTIFICATE ONE – TRADE PRACTICALS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	STOCK SOUPS SAUCES	1.1.1. Types and factors to consider 1.1.2 Types or classification 1.1.3 Basic sauces	1.2.1 Explain the various types of stocks, points to consider when preparing stock. 1.2.2 Explain the various types of soups, uses and accompaniment. 1.2.3. Explain the basic sauces, derivatives and uses.	Demonstrate to trainees the preparation of all the stocks and assist them to produce the same. Demonstrate the various basic soups and assist trainees to produce the same. Demonstrate the various basic sauces and (Group) trainees to plan, prepare and cook stock and use it for the various sauces and soups
2.0	COLD PREPARATIONS i. Horsd’euvre ii. Salads iii. Sandwiches	2.1 Horsd’euvre Types or categories. • Uses • Cut of vegetables 2.2. Explain the various types of salads, salad dressings and when to serve. Explain the various types of sandwiches, types of bread and assorted filling for sandwiches	2.2.1 Explain the categories or types of Horsd’euvre, their uses. 2.2.2 Explain and demonstrate the different cuts of vegetables. 2.2.3 Demonstrate the preparation of salads and dressings, using the various cuts 2.2.4 Demonstrate the preparation of various types of sandwiches, using different types of bread with assorted fillings	Demonstrate the various categories and assist trainees to do same. Assist trainees to cut vegetables into different shapes. Guide trainees to prepare salad and salad dressing using the various cuts. Assist trainees to plan, prepare, cook and serve the following. • Assorted Horsd’oeuvres • Puree soup • Simple salad • Toasted sandwiches

CERTIFICATE ONE – TRADE PRACTICALS

[illegible]

CERTIFICATE ONE – TRADE PRACTICALS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
7.0	FISH DISHES	7.1 Fish and fish products	7.2 Demonstrate the cleaning of the various fish, cuts and uses of fish.	Guide trainees to cut the different cuts of fish and the different uses of fish. e.g. la darne, le tronçon. Trainees should plan, prepare, cook and serve fish dishes.
8.0	VEGETABLES	8.1 Explain the various cuts of vegetables and the golden rule for cooking vegetables	8.2 Demonstrate the basic preparation of vegetables and the conservative cooking of vegetable	Assist trainees to cook vegetables
9.0	POTATO DISHES	8.1 Describe the ways of cooking the various potato dishes and state which main dish they would be suitable.	8.2 Demonstrate the ways of cooking potatoes. The basic preparation of duchess mixture and chips	Guide trainees to prepare dishes using the duchess mixture and the cutting of chips. Trainees should plan, prepare, cook and serve a potato dish with its accompaniments.
10.0	SWEETS	10.1 <ul style="list-style-type: none">• Puddings• Cakes• Milk and milk products	10.2 Demonstrate the different sweets with their accompanying sauces. Different methods of preparing cakes and how to recognize and correct fault.	Assist trainees to prepare the different sweets and their sauces, use the creaming and whisking method to prepare cake.
11.0	LOCAL DISHES	11.1 Explain the uses of local ingredient	11.2 Demonstrate the preparation of snacks, breakfast, lunch and drinks, using local ingredients. Invite an Expert in the various dishes to demonstrate.	Invite experts in the various dishes to assist trainees, prepare, cook and serve local dishes.

PRACTICAL TEST

ASSIGNMENT: A three (3) course meal

1. Soup or Horsd'oeuvre
2. Main dish with a vegetable
3. Sweet or dessert

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FORMAT FOR TIME PLAN – CERTIFICATE ONE

NAME:

INSTITUTION:

COURSE:

DURATION:

DATE:

TIME:

INDEX NUMBER:

- | | | | |
|-----|------------------------|---------------|----------|
| 1. | TEXT/MENU | | |
| 2. | TIME | ORDER OF WORK | DURATION |
| 2a. | MIS-EN-PLACE | | |
| 2b. | Actual work/Assignment | | |
| 2.c | Serving Dishes | | |

NOTE: At the end of the course students would be examined on both theory and practical from the syllabus

CERTIFICATE ONE

SAMPLE OF TIME PLAN

TIME PLAN

NAME:

INSTITUTION:

COURSE:

DURATION:

3HOURS

DATE:

TIME:

INDEX NUMBER:

TEST \ MENU

STUFFED EGGS

BREAD ROLLS

xxxxxxxxxxxxxxxx

BROWN BEEF STEW

BRAAISED RICE

BUTTERED FRENCH BEANS

xxxxxxxxxxxxxxxx

CREAM CARAMEL

TIME	ORDER OF WORK	DURATION
8.00 a.m. – 8.15 a.m.	MIS-EN-PLACE/PREPARATION	
	1. Weight and measure ingredients 2. Wash, peel and scrape vegetables 3. Top and tail french beans 4. Open and empty canned foods 5. Grease baking sheet and dariole moulds 6. Tidy up	30 Minutes
	ACTUAL WORK OR ASSIGNMENT	
8.30 a.m. – 8.40 a.m.	Prepare caramel and leave to set Cut and chop vegetables for sauce. Tidy up	10 Minutes
8.40 a.m. – 8.55 a.m.	Prepare bread dough, shape and leave to prove. Tidy up	15 Minutes
8.55 a.m. 9.20 a.m.	Prepare brown beef stew and leave on fire to cook. Tidy up	25 Minutes
9.20 a.m. – 9.35 a.m.	Prepare cream caramel, leave in bain marie	15 Minutes
9.35 a.m. – 9.40 a.m.	Check on breadrolls, egg-wash and bake in the oven	5 Minutes
9.40 a.m. – 10.00 a.m.	Boil eggs and prepare mayonnaise. Tidy up	20 Minutes
10.00 a.m. – 10.10 a.m.	Prepare braised rice and leave to cook	10 Minutes
10.00 a.m. – 10.30 a.m.	Check on cream caramel and breadrolls. Cut and prepare buttered french beans. Tidy up	20 Minutes
10.30 a.m. – 10.35 a.m.	Check all foods and season to taste.	5 Minutes
10.35 a.m. – 10.55	Prepare stuffed eggs and serve with bread rolls. Tidy up	20 Minutes
10.55 a.m. – 11.00 a.m.	Dish out food and serve	5 Minutes
11.00 a.m. – 11.30 a.m.	Scullery	30 Minutes

SERVING DISHES

1 small oval flat plate

1 lined bread basket

1 Entrée dish

1 vegetable dish (large size)

1 vegetable dish (small size)

1 Individual side plate with Table Napkin

1 Drinking glass with hot water and a set of cutlery

SUGGESTED CATEARING EQUIPMENT

1. Set Of Saucepan
2. Frying Pan
3. Omelet Pan
4. Pancake Pan
5. Cutlery Set
6. Plastic Serving Tray (Medium)
7. Wooden Tray Large
8. Whisk
9. Set Of Kitchen Knife
10. Palette Knife
11. Colander
12. Strainer
13. Sieve
14. Baking Sheet
15. Roasting Tray
16. Plastic Chopping Board Large
17. patty tin
18. Flan Tin Set
19. Plastic Storage Bowl
20. Dariole Mould
21. Pudding Bowl
22. Swiss Roll Tin
23. Pastry Brush
24. Iron Pot
25. Potato Masher
26. Squeezer
27. Wooden Spoon (3)
28. Tool Container
29. Bread Knife
30. Grater

31. Cooking Rack
32. Frying Basket
33. Glass Cloth
34. Kitchen Napkins
35. Rolling Pin
36. Pastry Cutter
37. Tablecloth (White)
38. Oil Cloth
39. Pyrex Pie Dish
40. Entrée Dish
41. Soup Tureen
42. Oval Flat (3)
43. Round Flat Plate
44. Side Plate
45. Sundae Glasses
46. Mixing Bowls
47. Plastic Bowls
48. Pint Measure
49. Scale
50. Ceramic Bowls
51. Ceramic Plates
52. Scissors
53. Fish Scissor
54. Dustbin
55. Dust Pan
56. Floor Cloth
57. Sauce Boat

CLOTHING

Prescribed Uniform
White Pair of Canvas
White Pair of Socks
White Apron
White Cap

LEVEL – CERTIFICATE ONE – TEST SPECIFICATION TABLE
TRADE THEORY

NO	TOPIC	COGNITIVE/ KNOWLEDGE	AFFECTIVE/ UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Catering establishment	1	1		
2.	Kitchen organization, staffing	2	1	1	2
3.	Equipment and tools	1	1	1	4
4.	Cooking methods	1		1	3
5.	Commodities a. Classifications b. Quality points c. Method of cooking d. Cuts, drawing	2	1	2	2
6.	Stocks, soups and sauces	1		1	5
7.	Beverages		1		1
8.	Salads, Horsd'oeuvre	1	1		2
9.	Cakes, pastries		1	1	2
10.	Desserts, sweets	1	1		2
		10	8	7	1
					25

LEVEL – CERTIFICATE ONE – TEST SPECIFICATION TABLE
TRADE THEORY (SUBJECTIVE)

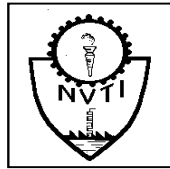
NO	TOPIC	COGNITIVE/ KNOWLEDGE	AFFECTIVE/ UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Catering establishment	1			1
2.	Kitchen organization, staffing			1	1
3.	Tools and equipment	1			1
4.	Cooking methods	1			1
5.	Commodities a. Classifications b. Quality points c. Structure	1		1	2
6.	Stocks, soups, sauces, Horsd'oeuvre		1		1
7.	Cakes, pastries, desserts		1		1
		4	2	2	8

LEVEL – CERTIFICATE ONE – TEST SPECIFICATION TABLE
TRADE SERVICES

NO	TOPIC	COGNITIVE/ KNOWLEDGE	AFFECTIVE/ UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Menu planning	1	1		2
2.	Traditional food garnishes			1	1
3.	Culinary french		1		1
4.	Food service	1	1		
5.	Catering services: • Gas • Electricity • Water	1		1	2
6.	Transference of heat		1		2
6.	Fuel		1		1
		3	5	2	9

LEVEL – CERTIFICATE ONE – TEST SPECIFICATION TABLE
TRADE SCIENCE AND CALCULATIONS

NO	TOPIC	COGNITIVE/ KNOWLEDGE	AFFECTIVE/ UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Calculations, addition, subtractions		1	1	1
2.	Costings – Profit & loss percentages		1		1
3.	Nutrition – Digestion	1	1		2
4.	Hygiene - Food, kitchen, personal	1	1		2
5.	Food purchasing and portion control		1		1
6.	Health and safety		1		1
7.	Storekeeping and documentation		1		1
8.	Storage and preservation,			1	1
					1
		2	7	1	10



NATIONAL VOCATIONAL TRAINING INSTITUTE

TESTING DIVISION

TRADE TESTING REGULATIONS AND SYLLABUS

TRADE: COOKERY

LEVEL: CERTIFICATE TWO

CERTIFICATE TWO

A. INTRODUCTION

- i. The review of this syllabus has been generally influenced by the demands of industries due to its continuous change as a result of technological advancement and the changing needs of society.

It was also influenced by the TVET reforms under the directions of the new educational reforms with the view to opening up further education and training opportunities to TVET graduates. The certificate TWO syllabus is designed to respond to the following level descriptors:

QUALIFICATION	KNOWLEDGE LEVEL	SKILLS AND ATTITUDE:
Certificate II	<ol style="list-style-type: none">1. To demonstrate broad knowledge base with substantial depth in area(s) of study.2. To demonstrate a command of analytical interpretation of range of data.3. To present results of study accurately and reliably.	<ol style="list-style-type: none">1. Needs varied skills and competencies in different tasks under various contexts.2. Require a wide range of technical and supervisory skills.3. Would be employed in different contexts.

- ii. The edition of the syllabus is to enhance the way and manner in which catering activities are carried out. It is a development on the basic aspects in catering and changes in the technology used in the food industry.

The course is also intended to provide requisite skills for progression to higher levels of education.

B. THE GENERAL OBJECTIVES

The prime objectives of the programme are to:

- provide the knowledge, skills and attitudes that will best meet the needs of the hospitality industry.
- develop positive attitudes towards the application of practicals skills, safe use of tools, judicious use of materials and time in the kitchen and proper care and maintenance of tools and equipment.
- understand and apply Kitchen French in the cookery industry
- understand and apply Basic Bookkeeping techniques
- understand and apply the principles of cookery and trade Services
- understand and apply skills for Food service
- understand and apply skills for Menu planning
- understand and apply skills in Nutrition

C. THE COURSE COMPONENTS

The components for the course is as follows:

Trade Theory

Trade Services

Trade Science and Calculation

Trade Practical

EXAMINATION: The candidates would be examined in the FIVE components listed above.

Practical work must be carefully planned to illustrate application of the theory and to provide maximum opportunity for workshop practice, laboratory work and demonstration.

D. KNOWLEDGE AND SKILLS REQUIREMENT

The prime objective of the program is to provide knowledge and skills of the trade in manner that will best meet the needs of the trade as well as the industries offering hospitality services.

E. ELIGIBILITY FOR ENTRY TO EXAMINATION

Candidates may enter for examination only as internal candidate; that is those who at the time of entry to the examination are undertaking (or) have already completed the course at an approved establishment.

F. EXTERNAL EXAMINERS

The practical work of candidates will be assessed by an external examiner appointed by the Trade Testing Commissioner.

G. EXAMINATION RESULTS AND CERTIFICATES

Each candidate will receive record of performance given the grade of performance for the components Taken. These are:

- i. Distinction
- ii. Credit
- ii. Pass
- iii. Referred/Fail

Certificates would be issued to candidates who pass in all the components.

NOTE:

All Technical and Vocational trainees who aspire to take advantage of the opportunities opened to them in the educational reforms should NOTE that, for a trainee to progress to certificate Two (2) a pass in Certificate One (1) is compulsory.

I. APPROVAL OF COURSE

Institutions or other establishments intending to prepare trainees for the Examination must apply to:

THE COMMISSIONER
TESTING DIVISION
NVTI HEAD OFFICE
P. O. BOX MB 21, ACCRA

I. ACKNOWLEDGEMENT

NVTI wishes to acknowledge the preparatory material done by the team of experts, which have been incorporated into this syllabus. They are;

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Paulina Osam (CERT. ED)
Matilda Asamoah Appiah (MA, B.ED)

Government's desire to improve the lot of Technical/Vocational training, which led to the preparation of this syllabus, is hereby acknowledged.

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CERTIFICATE TWO – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	HOSPITALITY INDUSTRY	1.1.1 Recap on various types of catering establishments in Certificate One (1) 1.1.2 Other aspects of catering 1.1.3 Employment opportunities <ul style="list-style-type: none"> • Employee or workers • Employer • Casual worker • Seasonal workers 	1.2 Recap 1.2.1 Outdoor catering and specialty catering etc. 1.2.2 Definition of employer and employee or worker. 1.2.3 Responsibilities, rights and regulations .	Discuss with trainees the previous topic treated. Let trainees give a recall of what has been taught. Group trainees to identify the other aspects of catering and explain mode of operation. Group trainees to come out with explanation of each group of workers. Invite a resource person from labour to lecture them on the responsibilities, rights and regulations.
2.0	TOOLS AND EQUIPMENT	2.1 Recap 2.2 Maintenance and uses of tools and equipment	2.2. Large equipment Mechanical equipment Small equipment	Discuss with trainees previously taught topics and let trainees recall what they have learnt. Guide trainees to outline the maintenance and uses of each equipment. Invite a resource person to lecture them on the maintenance of the tools especially the mechanical equipment.
3.0	METHODS OF COOKING	3.1 Recap on previous methods in Certificate 1 3.1.2 Advance cooking methods <ul style="list-style-type: none"> • Braising • Steaming • Grilling • Microwave • Pot roasting • Paper bag 	3.2. Recap 3.1.1 Definition <ul style="list-style-type: none"> • General rules • Purpose • Methods • Advantages and disadvantages • Techniques associated with cooking 	Assist trainees to recall on the previous methods. Brainstorm with trainees to come out with the meaning of the methods. Discuss with trainees the general rules, purpose, methods. Advantages and disadvantages, techniques, special points and safety methods and explain with real object. Demonstrate the use of the microwave oven.

CERTIFICATE TWO – TRADE THEORY

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
			<ul style="list-style-type: none"> Special points for attention Safety measures for various cooking methods 	
4.0	COMMODITIES MEAT	4.1. Recap on meat in Certificate One (I)	4.2.1 Recap 4.2.2. Structure 4.2.3 Food value Cuts, joints and uses Storage	Recap With the aid of a diagram, assist trainees to draw each meat. Explain the food value, cuts joints. Uses and storage to trainees. Assignments.
5.0	MILK PRODUCTS	5.1 Cream Yoghurt Margarine Cheese	5.2.1 Quality points 5.2.2 Production 5.2.3 Food value 5.2.4 Uses and types 5.2.5 Storage	Discuss and explain to trainees the quality point, production, food value, uses, types and storage. Organise trainees to visit a production unit to find more information.
6.0	OTHER COMMODITIES	6.1 Recap	6.2 Recap	6.3 Recap
7.0	KITCHEN ORGANISATION	7.1 Kitchen Design 7.2 Kitchen supervision	7.2.1 Kitchen layout and shape etc. 7.2.2 Organogram for a traditional kitchen 7.2.3 Design for a well planned kitchen 7.2.4 Qualities and functions of a supervisor, elements of supervision	Using a chart assist trainees to draw the kitchen layout, organogram and design for a well planned kitchen and explain it. Discuss with trainees the qualities and functions of a supervisor and explain the element of supervision. Organise a field trip to a traditional kitchen of a hotel and assist trainees to write a report.

CERTIFICATE TWO – TRADE SERVICE

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	MENU PLANNING	<p>1.1 Recap on Certificate One (I).</p> <p>Continuations of menus and meals</p> <ul style="list-style-type: none"> • Cyclical menus • Planned and pre-designed menus <p>1.2 Meals</p> <p>1.3 Continental and English breakfast</p>	<p>1.2 Recap</p> <p>1.2.1 Definition Advantages Disadvantages</p> <p>1.2.2. Points to consider when planning meals</p> <ul style="list-style-type: none"> • Breakfast • Lunch • Dinner etc. <p>1.2.3 The course structure or sequence of meal. E.g. breakfast, fruits, fruit juice, cereals, eggs, fish, meat preserves, fruits, beverages, rolls etc.</p> <p>1.2.4 Definition</p> <p>1.2.5 Traditional garnishes for meat, fish, poultry, sweet.</p>	<p>Recap</p> <p>Guide trainees to define the menus and explain the advantages and disadvantages of the menus.</p> <p>Discuss with trainees points to consider when planning meals.</p> <p>Group trainees to brainstorm and come out with the right course structure of each meal.</p> <p>Assist trainees to differentiate between continental and English breakfast. Guide trainees to list garnishes.</p>
2.0	CULINARY TERMS	2.1 Continuation of french terms.	2.2. Continuation of french terms	Discuss with trainees the french terms.
3.0	FOOD SERVICE	<p>3.1 Recap on certificate One (1)</p> <p>3.2 Basic technical skills in table laying</p>	<p>3.3.1 Table laying, napkin folding, clearing of tables.</p> <p>3.3.2 Uses, care, cleaning and maintenance of service equipment and materials</p>	<p>Recap</p> <p>Using real objects demonstrate the laying of table and folding of napkins. Assist trainees to do same. Explain uses and care of service equipment. Organise trainees to visit a restaurant.</p>

CERTIFICATE TWO – TRADE SERVICE

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
4.0	CATERING SERVICE	4.1 Recap 4.1.2 Electrical installation 4.1.3 Fuel 4.1.4 Water	4.2 Recap 4.2.2 Wiring of plug and repairing of fuse. 4.2.3 Causes of blown fuse 4.2.4 Comparison of fuels 4.2.5 Advantages and Disadvantages 4.2.6 Types and sources 4.2.7 Water treatment	Recap Invite an electrician to demonstrate the wiring of a plug and repairing of fuse. Assist trainees to fix a plug. Guide trainees to come out with the advantages and disadvantages of fuel. Discuss with trainees the types, sources and treatment of water. Organise a trip to a water treatment plant.

CERTIFICATE TWO – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	NUTRITION AND FOOD SCIENCE	1.1. Recap on Certificate 1 1.2. Digestive system	1.2.1 Recap 1.2.2 Functions of the various parts of the digestive system 1.2.3 Chemicals and their reaction in relation to digestion	Recap Discuss with trainees the functions of the organs and explain the chemicals and their reaction in relation to digestion.
2.0	NUTRIENTS	2.1 Deficiencies 2.2 Food requirement 2.3 Basal metabolism 2.4 Balance diet and healthy eating. 2.5 Special diets and food requirement <ul style="list-style-type: none"> • Vegetarian diet • Convalescents diet • Invalid diet 	2.2.1 Symptoms and treatment 2.2.2 Energy value of nutrients 2.2.3 Definition 2.2.4 Definition 2.2.5 Nutritional guidelines 2.2.6 Definition <ul style="list-style-type: none"> • Reasons and types • Essential points to consider when catering for each group. 	Explain the symptoms and treatment of each deficiency Discuss with trainees the energy value of each nutrient. Define and explain basal metabolism. Guide trainees to explain balance diet and explain the nutritional guidelines when compiling menus for institutions etc. Assist trainees to define and explain the reasons and essential points to consider nutritionally.
3.0	HYGIENE KITCHEN	3.1 Recap on the Certificate One (I)	3.2.1 Recap 3.2.2 Cleaning materials and hygienic cleaning of equipment	Recap Using real objects show cleaning materials to trainees and demonstrate how they are cleaned.

CERTIFICATE TWO – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
4.0	FOOD HYGIENE	4.1 Recap Food poisoning bacteria	4.2 Recap 4.2.2 Sources of infection 4.2.3 Foods affected by each bacteria 4.2.4 Prevention of food poisoning 4.2.5 Spread of infection 4.2.6 Foods that require special attention 4.2.7 Food safety Act 1990	Recap Discuss with trainees the sources of infection, affected foods, prevention of food poisoning and the spread of infection. Assist trainees to list foods that requires special attention. Discuss with trainees the food safety Act 1990 and explain the act to trainees. Assignment.
5.0	HEALTH AND SAFETY	5.1.1. Recap 5.1.2. Fire extinguishers	5.2.1 Recap 5.2.2 Types and methods Disadvantages Colours used for each extinguisher <ul style="list-style-type: none"> • Red – water • Cream – foam • Black – carbon dioxide • Blue – dry powder • Green - halon 	Recap Discuss with trainees the types of extinguishers. The methods and disadvantages of each and with real objects show the extinguishers and mention the colours for each. Invite a resource person to demonstrate the use and handling of the various extinguishers.
6.0	BOOK KEEPING FOOD PURCHASING	6.1.1. Recap 6.1.2 Portion control	6.2. Recap 6.2.1 Definition 6.2.2 Equipment	Recap Guide trainees to define portion control and list equipment used for portion control. Using real objects show trainees the equipment.

CERTIFICATE TWO – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
		6.1.3 Standard recipe 6.1.4 Operational control	6.2.3 Definition 6.2.4 Factors that affects a control system. The control cycle of daily operation.	Recap Guide trainees to define standard recipe and explain Discuss with trainees the definition of standard recipe and explain. Explain factors and control cycle of daily operation to trainees.
7.0	STORAGE	Recap 7.1.1 Types of records used in stores Control • Bin cards • Tally cards • Store ledger 7.1.2 Departmental requisition book • Order book • Stock sheets etc. 7.1.3 Commercial documents • Credit note • Statements etc.	7.2 Recap 7.2.1 Definition 7.2.2 Uses 7.2.3 Preparing of books and sheets	Recap Guide trainees to define the books and explain the uses. Assist trainees to prepare books and sheets

CERTIFICATE TWO – TRADE SCIENCE AND CALCULATIONS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
8.0	COSTING	8.1.1 Recap 8.1.2 Food costing	8.2 Recap 8.2.1 Finding the average price of meal and percentage of sales	Recap Assist trainees to calculate
9.0	CALCULATIONS	9.1.1 Calculations	9.2.1 Calculation of mean, percentages and average	Invite a Maths teacher to assist trainees
10.0	PRESERVATION	10.1.1 Recap	Recap Methods – Chemical, gas storage and radiation	Recap Assist trainees to come out with the various methods.

CERTIFICATE TWO – TRADE PRACTICALS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
1.0	MEAT AND MEAT PRODUCT	Continuation of 1.1. Meat and meat dishes i. Poultry and game	1.2. Demonstrate the preparation of advance meat, poultry and game dishes	Assist trainees to prepare the dishes
2.0	FISH DISHES	2.1. Continuation of fish dishes	2.2. Demonstrate the preparation of advance fish dishes	Guide trainees to prepare dishes
3.0	VEGETABLE DISHES	3.1 Continuation of vegetable dishes from certificate One (1)	3.2.1 Demonstrate the preparation of vegetable dishes. Vegetarian dishes 3.2.2 Vegetable dishes	Assist trainees to plan, prepare and serve a three course vegetarian menu.
4.0	POTATO DISHES	4.1. Continuation of potatoes dishes from certificate One (I)	4.2.1 Demonstrate advance dishes made from potatoes. E.g. Dauphine, Anna, macaire, marquis etc.	Guide trainees to plan, prepare and serve different potatoes dishes with its accompaniments
5.0	SWEETS AND DESSERTS	5.1. Continuation of sweets and desserts	5.2.1 Demonstrate the preparation of milk puddings, ice creams. 5.2.2 Describe and demonstrate egg, custard, based products and fruit base products.	Assist trainees to plan, prepare and serve the dishes. Describe each dish and explain the need to weight accurately and the importance of recipe yield.
6.0	FARINCEOUS OR PASTA DISHES	6.1.1 Continuation of pasta and rice dishes	6.2.1 Demonstrate the preparation of pasta and rice dishes with their accompaniments.	Guide trainees to prepare pasta and rice dishes and explain the various cheese used in each dish
7.0	PASTRIES	7.1. Continuation of pastries <ul style="list-style-type: none"> • Cakes • Puff, choux suet etc. • Yeast goods 	7.2.1 Demonstrate whisking melting methods of making cake. Demonstrate puff choux and suet pastry goods. 7.2.2. Demonstrate advance yeast goods e.g. Chelsea buns, savarine etc.	Assist trainees to prepare products from each group. Describe the points of care needed and how to recognize faults. Explain the need to weigh accurately and the importance of recipe yield. Guide trainees to state the recipe and quantities of ingredients on each dish

CERTIFICATE TWO – TRADE PRACTICALS

NO	TASK	CRITICAL POINTS	SUB-POINTS	INSTRUCTIONAL TECHNIQUES
8.0	SAVOURIES, SNACKS AND SANDWICHES	8.1.1 Foreign savouries and snacks <ul style="list-style-type: none">• Scotch woodcock• Sardine on toast• Pizza• Quiche Lorraine• Club sandwich• Open sandwich etc. 8.1.2 Local savouries and snacks Koose, Ofam, agbelikakro, etc.	8.2.3 Demonstrate the preparation and service of foreign savouries, snacks and sandwiches. 8.2.2 Demonstrate the preparation and service of local savouries and snacks	Guide trainees to prepare and serve both foreign and local savouries, snacks and sandwiches. State the preparation cooking and presentation of each, and explain the need for good hygienic standard. Invite a resource person to demonstrate the local snacks and savouries.
9.0	SUGAR	9.1 The cooking of sugar	9.2 Demonstrate the different degrees of cooking sugar. E.g. small thread caramel etc.	Assist trainees to cook sugar in the different degrees and explain the uses of each.

PRACTICAL TEST

ASSISGNMENT: A four (4) course meal

1. Soup or Horsd'euvre
2. Main dish with vegetables
3. Sweet or dessert
4. Savoury

FORMAT FOR TIME PLAN CERTIFICATE TWO

NAME:

INSTITUTION:

COURSE:

DURATION:

DATE:

TIME:

INDEX NUMBER:

1. Test/Menu

2. Individual dishes

3. costing of ingredients

4. Time Order of work Duration

4.1 MIS-EN-PLACE

4.2 Actual work/Assignment

4.3 Scullery

4.4 Serving dishes

CERTIFICATE TWO

SAMPLE OF TIME PLAN

TIME PLAN AND COSTING SHEET

NAME:
INSTITUTION:
COURSE:
DURATION: 4 HOURS
DATE:
TIME:
INDEX NUMBER:

TEST \ MENU

STUFFED EGGS
BREAD ROLLS

XXXXXXXXXXXXXXXXX

BRAISED BEEF
ARONI RICE
VICHY CARROTS

XXXXXXXXXXXXXXXXX

STEAMED SPONGE PUDDING
CUSTARD SAUCE

XXXXXXXXXXXXXXXXX

SARDINE ON TOAST
COSTING SHEET

COSTING SHEET

INGREDIENT	QUANTITY REQUIRED	COST
Dry stores	300g	
Strong flour	100g	
Soft flour	200g	
Margarine	200g	
Sugar	2 tins	
Milk	5g	
Yeast	5g	
Salt	5g	
White pepper	5g	
Custard powder	20g	
Long grain rice	100g	
Baking powder	5g	
Sardine	1 tin	
Tomato puree	1 small size	
Bouquet garni	1bag	
Dry parsley	5g	
Cooking oil	200mls	
Vinegar	2tbs	
Mustard	2g	
Stock cube	2	
Macroni	10g	
Green Groceries		
Lettuce	1 Head	
Carrots	100g	
Onions	100g	
Tomatoes	100g	
Cucumber	1	

INGREDIENT	QUANTITY REQUIRED	COST
COLD STORE/PERISHABLE		
Boneless Beef	400g	
Eggs	5	
Stable bead	2 slices	

TIME	ORDER OF WORK	DURATION
8.00 a.m. – 8.30 a.m.	MIS-EN-PLACE/PREPARATION	
	1. Weight and measure ingredients 2. Wash, peel and scrape vegetables 3. Grease baking sheets and pudding bowl. 4. Tidy-up	30 Minutes
8.30 a.m. – 12:00 noon	ACTUAL WORK OR ASSIGNMENT	4 HOURS
8.30 a.m. – 9.00 a.m.	Prepare steamed Sponge pudding and leave it to steam. Tidy up Cut and chop vegetables for sauce. Tidy up	30 Minutes 10 Minutes
9.10 a.m. – 9.30 a.m.	Prepare bread dough, shape and leave to prove. Tidy up	20 Minutes
9.30 a.m. 10.00 a.m.	Prepare braised beef and leave to cook. Tidy up	30 Minutes
10.00 a.m. – 10.20 a.m.	Boil eggs and prepare mayonnaise. Tidy up	20 Minutes
10.20 a.m. – 10.25 a.m.	Check on breadrolls, egg-wash and bake in the oven	5 Minutes
10.25 a.m. – 10.45 a.m.	Prepare macaroni rice and leave on fire to cook. Tidy up	
10.45 a.m. – 11.05 a.m.	Cut and prepare vichy carrot. Tidy up	20 Minutes

TIME	ORDER OF WORK	DURATION
11.05 a.m. – 11.25 a.m.	Prepare sardine on toast and tidy up	20 Minutes
11.25 a.m. – 11.35 a.m.	Prepare custard sauce, check all foods and season to taste. Tidy up	10 Minutes
11.35 a.m. – 11.55 a.m.	Prepare stuffed eggs and serve with bread rolls. Tidy up	20 Minutes
11.55 a.m – 12.00 p.m.	Dish out food ad serve all dishes	5 Minutes
12.00 p.m. – 12:30 p.m.	Scullery	30 Minutes

SERVING DISHES

- 1 Small oval flat plate
- 1 lined bread basket
- 1 Entrée dish
- 1 Vegetable dish (large size)
- 1 Vegetable dish (small size)
- 1 Flat plate
- 1 Side plate with table napkin

SUGGESTED CATEARING EQUIPMENT

2. Set Of Saucepan
3. Frying Pan
4. Omelet Pan
5. Pancake Pan
6. Cutlery Set
7. Plastic Serving Tray (Medium)
8. Wooden Tray Large
9. Whisk
10. Set Of Kitchen Knife
11. Palette Knife
12. Colander
13. Strainer
14. Sieve
15. Baking Sheet
16. Roasting Tray
17. Plastic Chopping Board Large
18. patty tin
19. Flan Tin Set
20. Plastic Storage Bowl
21. Dariole Mould
22. Pudding Bowl
23. Swiss Roll Tin
24. Pastry Brush
25. Iron Pot
26. Potato Masher
27. Squeezer
28. Wooden Spoon (3)
29. Tool Container
30. Bread Knife
31. Grater

- 32. Cooking Rack
- 33. Frying Basket
- 34. Glass Cloth
- 35. Kitchen Napkins
- 36. Rolling Pin
- 37. Pastry Cutter
- 38. Tablecloth (White)
- 39. Oil Cloth
- 40. Pyrex Pie Dish
- 41. Entrée Dish
- 42. Soup Tureen
- 43. Oval Flat (3)
- 44. Round Flat Plate
- 45. Side Plate
- 46. Sundae Glasses
- 47. Mixing Bowls
- 48. Plastic Bowls
- 49. Pint Measure
- 50. Scale
- 51. Ceramic Bowls
- 52. Ceramic Plates
- 53. Scissors
- 54. Fish Scissor
- 55. Dustbin
- 56. Dust Pan
- 57. Floor Cloth
- 58. Sauce Boat

CLOTHING

Prescribed Uniform
White Pair of Canvas
White Pair of Socks
White Apron
White Cap

COSTING SHEET

INGREDIENT	QUANTITY REQUIRED	COST
Dry stores	300g	
Strong flour	100g	
Soft flour	200g	
Margarine	200g	
Sugar	2 tins	
Milk	5g	
Yeast	5g	
Salt	5g	
White pepper	5g	
Custard powder	20g	
Long grain rice	100g	
Baking powder	5g	
Sardine	1 tin	
Tomato puree	1 small size	
Bouquet garni	1bag	
Dry parsley	5g	
Cooking oil	200mls	
Vinegar	2tbs	
Mustard	2g	
Stock cube	2	
Macroni	10g	
Green Groceries		
Lettuce	1 Head	
Carrots	100g	
Onions	100g	
Tomatoes	100g	
Cucumber	1	

INGREDIENT	QUANTITY REQUIRED	COST
COLD STORE/PERISHABLE		
Boneless Beef	400g	
Eggs	5	
Stable bead	2 slices	

LEVEL – CERTIFICATE TWO – TEST SPECIFICATION TABLE
TRADE THEORY (OBJECTIVE)

NO	TOPIC	COGNITIVE KNOWLEDGE	AFFECTIVE UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Catering establishment	1	1		2
2.	Kitchen organization, role, functions of personnel/supervision	1	2	1	4
3.	Tools and equipment	1		2	3
4.	Advance cooking methods	2	2	2	2
5.	Commodities	1	1	1	5
6.	Soups and sauces	1	1		2
7.	Salads Horsdoeuvre			1	2
8.	Cakes, pastries, desserts sweets		2		2
9.	Sandwiches and savouries		1	1	2
10	Beverages		1		1
		7	11	7	25

LEVEL – CERTIFICATE TWO – TEST SPECIFICATION TABLE
TRADE THEORY (SUBJECTIVES)

NO	TOPIC	COGNITIVE KNOWLEDGE	AFFECTIVE UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Kitchen organization	1			1
2.	Tools and equipment (Care and cleaning)			1	1
3.	Cooking methods (Advance)			1	1
4.	Commodities		1		1
5.	Soups and sauces (Advance)	1			1
6.	Salads, horsd'oeuvre Sandwiches and savouries	1			1
7.	Pastries puddings sweets		1		1
		3	2	2	7

LEVEL – CERTIFICATE TWO – TEST SPECIFICATION TABLE
TRADE SERVICES

NO	TOPIC	COGNITIVE KNOWLEDGE	AFFECTIVE UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Menu planning	1	1		2
2.	Traditional food garnishes		1		1
3.	Culinary french	1	1		2
4.	Food services		1	1	2
5.	Catering services		1	1	2

6.	Industrial relations	1			1
		3	3	2	10

**LEVEL – CERTIFICATE TWO – TEST SPECIFICATION TABLE
TRADE SCIECNE AND CALCULATIONS**

NO	TOPIC	COGNITIVE KNOWLEDGE	AFFECTIVE UNDERSTANDING	PSYCHOMOTOR APPLICATION	TOTAL
1.	Calculations: Percentages, proportions			1	1
2.	Costing		1		1
3.	Nutrition a. Food requirements b. Basal metabolism c. Balance diet and healthy eating	1			1
4.	Hygiene		1		1
5.	Food purchasing	1			1
6.	Health and safety		1		1
7.	Storekeeping and documentation	1		1	2
8.	Storage and food preservation, Energy conservation			1	1
			1		1
		3	4	3	10

