
Other resources

School of Culinary Arts and Food Technology

2010-01-06

'Lifeline Recovery' Life Skills Programme for Rehabilitating Men

Dermot Seberry
dermot.seberry@tudublin.ie

Follow this and additional works at: <https://arrow.tudublin.ie/tfschcafoth>



Part of the [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), and the [Health and Physical Education Commons](#)

Recommended Citation

Seberry, D. (2010) Lifeline Recovery: Life Skills programme for rehabilitating men, LifeLine Recovery FETAC Assessment Plan.

This Other is brought to you for free and open access by the School of Culinary Arts and Food Technology at ARROW@TU Dublin. It has been accepted for inclusion in Other resources by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie, vera.kilshaw@tudublin.ie.

Funder: Foodeducators LTD

Foundation Level 3	Individual Candidate Marking Sheet	Food and Cookery
---------------------------	---	-------------------------

Candidate's Name: Exam Number:

Specific Learning Outcomes	Page no.	SLO (√)	Evidence Explanatory Information *
<u>Section I</u>			
1.1 Plan a healthy breakfast	3-5		
1.2 Prepare a breakfast	6		
1.3 Serve breakfast	6		
1.4 Evaluate the finished breakfast	7-8		
Tutors Evaluation	9		
<u>Section II</u>			
2.1 Plan a healthy snack or lunchbox	11-14		
2.2 Prepare lunch or snack.	15		
2.3 Serve lunch or pack snack.	15		
2.4 Evaluate the finished lunch or snack.	16-18		
Tutors Evaluation	19		
<u>Section III</u>			
3.1 Plan a nutritious three course meal	21-29		
3.2 Prepare the meal	30		
3.3 Serve the meal.	30		
3.4 Wash Up.			
3.5 Evaluate the finished meal.	30-31		
3.6 Work as part of a team.	32-33		
Tutors Evaluation	34		
Learning Support Material	35-45		

(√) indicates that the candidate has achieved the SLO

* see supporting evidence manual

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named candidate.

Candidate's signature: _____

Date: _____

Tutor's signature: _____

Date: _____

External Examiners signature: _____

Date: _____

FETAC Level 3

Food and Cookery

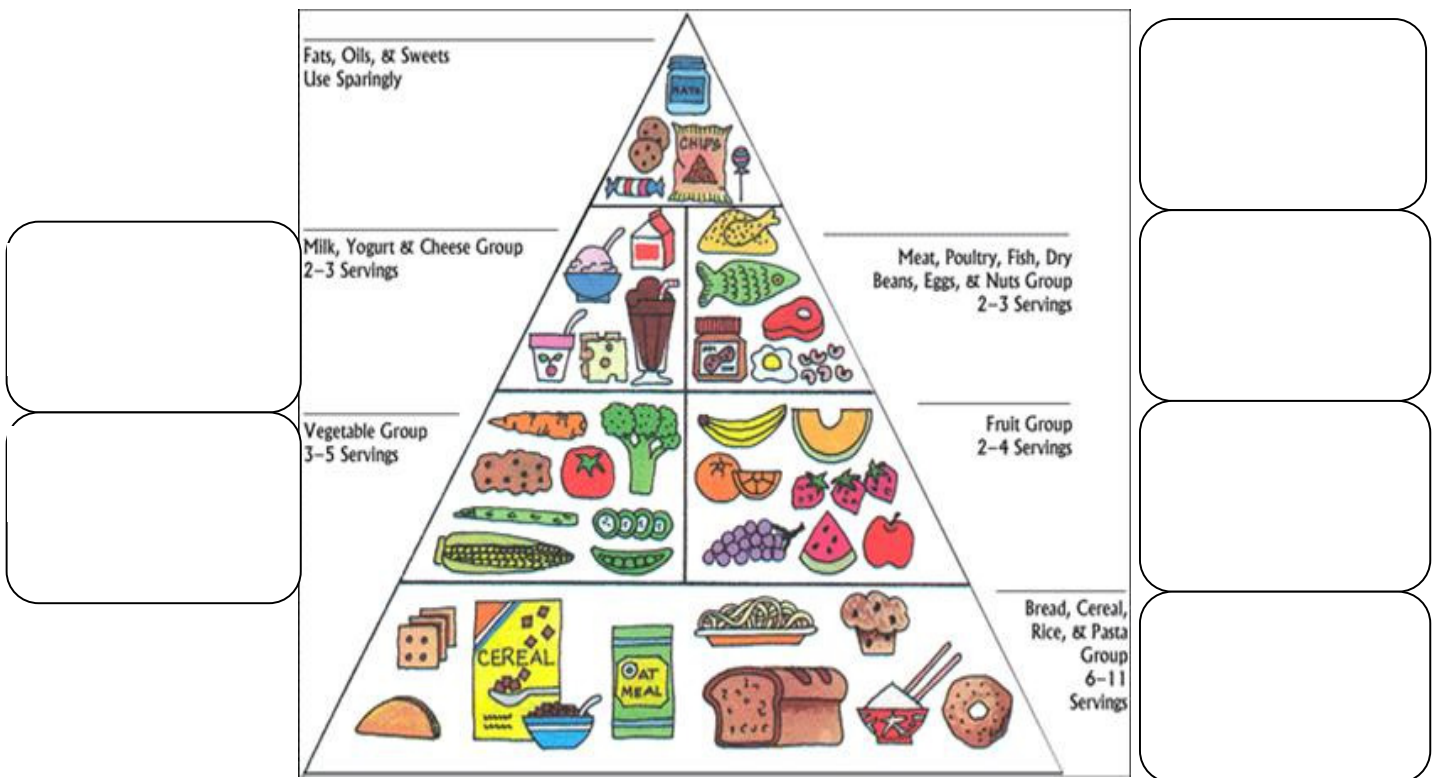
Section I

1. PLAN BREAKFAST FOR 20 PEOPLE
2. PREPARE BREAKFAST FOR 20 PEOPLE
3. SERVE BREAKFAST TO 20 PEOPLE
4. EVALUATE THE TASKS

1. List ten typical Breakfast Foods

1.	
2.	
3.	
4.	
5.	1.
6.	2.
7.	3.
8.	4.
9.	5.
10.	

2. Put your Breakfast foods into sections in the Food Pyramid



3. Name some of the ingredients you would use for Your Breakfast:

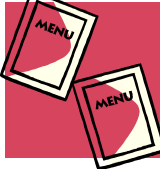
1.
2.
3.
4.
5.

4. List some of the utensils/equipments you would use to make Your Breakfast:

1.
2.
3.
4.
5.

5. Design a Menu Card for a Breakfast as it might appear in a restaurant (include prices).

Breakfast Specials



Complete the worksheets below to form recipe cards for 2 breakfast dishes.

Name the ingredients, the quantity used in 1 portion and the cost of 1 portion.

Photo of dish here or reference in an accompanying supporting evidence manual

Name of Dish 1: _____

Trainees Name: _____

Date: _____

Ingredients	Quantity	Cost

Total cost of dish _____

Name of Breakfast item 2: _____

Photo of dish here
or referenced in an accompanying
supporting evidence manual

Trainees Name: _____

Date: _____

Ingredients	Quantity	Cost

Total cost of dish _____

Document below how you prepared and cooked Breakfast for 20 people.

<u>Time Plan to prepare and serve breakfast for 20 people</u>	
Document how you prioritise the tasks necessary to complete the breakfast dishes named above	
<u>Time:</u>	<u>Task to be Completed:</u>

Outline how 'you' participated in the planning process of this meal

Please detail any preparation done prior to starting breakfast:
Ordering or buying food, writing the menu, preparation from night before

What were your responsibilities in this group task?

1.
2.
3.
4.
5.

Did other people carry out responsibilities as required?

Were the tasks completed satisfactorily?
Could the completion of the tasks have been improved upon?

Please list the kitchen equipment used to prepare this breakfast:
1.
2.
3.
4.
5.
6.
7.
8.

Are there any variations that you could make on any of the dishes?

TUTOR EVALUATION SHEET FOR BREAKFAST TASK

Students Name: _____

Date: _____

Dishes: _____

Please place (√) in the appropriate box. Please note rating scale is as follows:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

<i>Rating</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
<i>Nutritive Value</i>						
<i>Appearance</i>						
<i>Colour</i>						
<i>Taste</i>						
<i>Cost</i>						
<i>Preparation Time</i>						
<i>Service</i>						

Tutor's Signature: _____

FETAC Level 3

Food and Cookery

Section II

1. PLAN A LUNCH/SNACKBOX
2. PREPARE LUNCH/SNACKBOX
3. SERVE LUNCH/SNACKBOX
4. EVALUATE

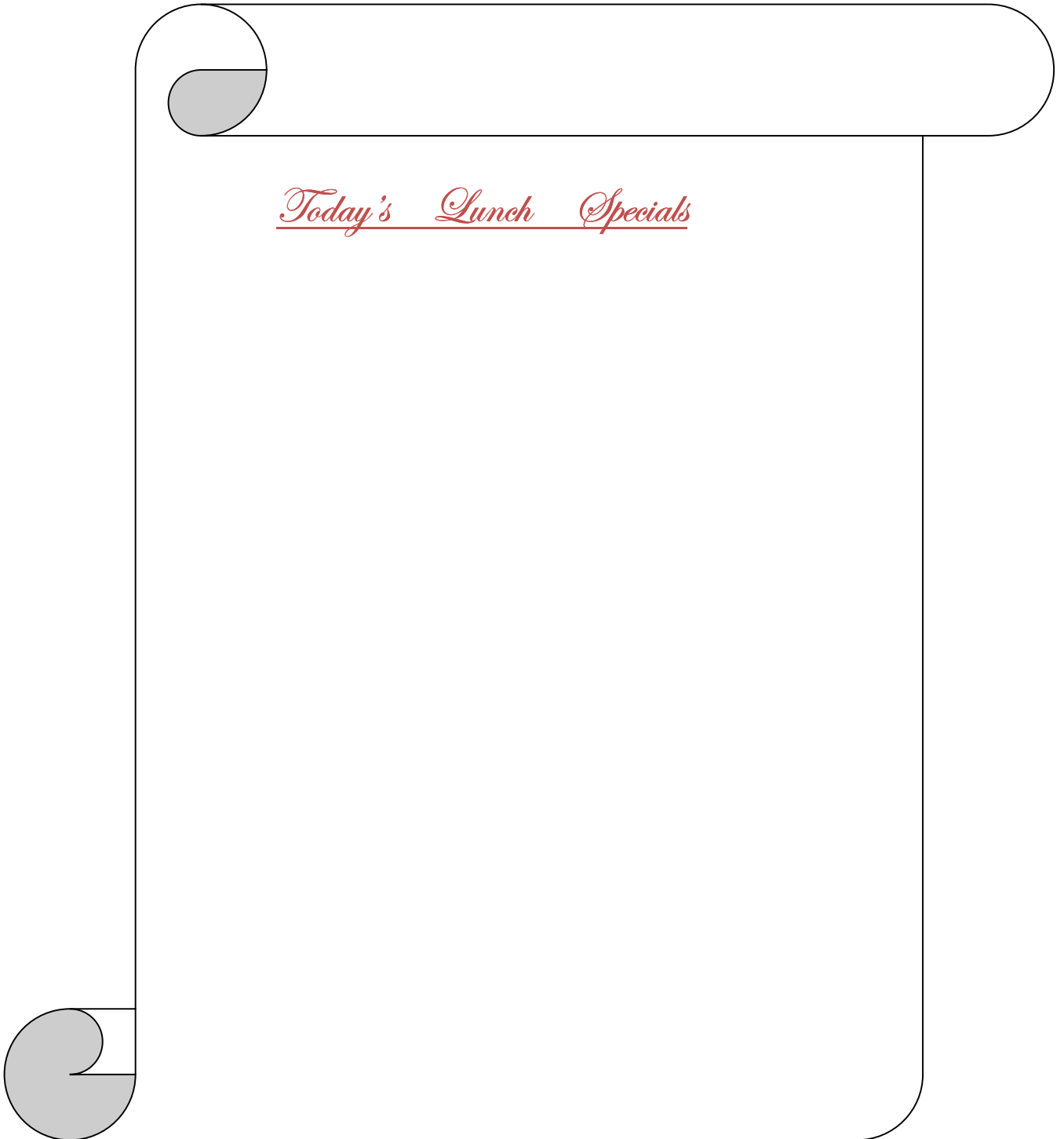
Identify specific food ingredients which would be appropriate for a healthy and nutritious Lunch/Snack box

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

Using the above ingredients list ten dishes that could be used in Lunch or Snack boxes

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

Design a Menu Card for a Lunch/Snack Menu



**Complete the worksheets below to form recipe cards for 2 Lunch dishes or
Snack Box dishes.**

Photo of dish here or referenced in accompanying manual

Name of Lunch/Snack Box 1: _____

Trainees Name: _____

Date: _____

Ingredients	Quantity	Cost

Total cost of dish _____

Name of Lunch/Snack Box Dish 2: _____

Photo of dish here
or referenced in accompanying
supporting evidence manual

Trainees Name: _____

Date: _____

Ingredients	Quantity	Cost

Total cost of dish _____

Time Plan : State how you prepared and cooked the Lunch/Snack Box.

	<u>To prepare and cook a Lunch/Snack Box for 16 people</u> Document how you prioritise the tasks necessary to complete the dishes named above
<u>Time:</u>	<u>Task to be Completed:</u>

Outline how 'you' participated in the planning process of this meal

--

What were your responsibilities in this group task?

Did other people carry out responsibilities as required?

--

Was the task completed satisfactorily?

In what way could the completion of the task have been improved upon?

Please list equipment used to prepare this meal:
1.
2.
3.
4.
5.
6.
7.
8.

Please detail any preparation done prior to starting:
Ordering or buying food, writing the menu, preparation from night before

Are there any variations that you could make on any of the meals?

TUTOR EVALUATION SHEET
FOR LUNCH/SNACK BOX TASK

Students Name: _____

Date: _____

Dishes: _____

Please place (✓) in the appropriate box. Please note rating scale is as follows:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

<i>Rating</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
<i>Nutritive Value</i>						
<i>Appearance</i>						
<i>Colour</i>						
<i>Taste</i>						
<i>Cost</i>						
<i>Preparation Time</i>						
<i>Service</i>						

Tutor's Signature: _____

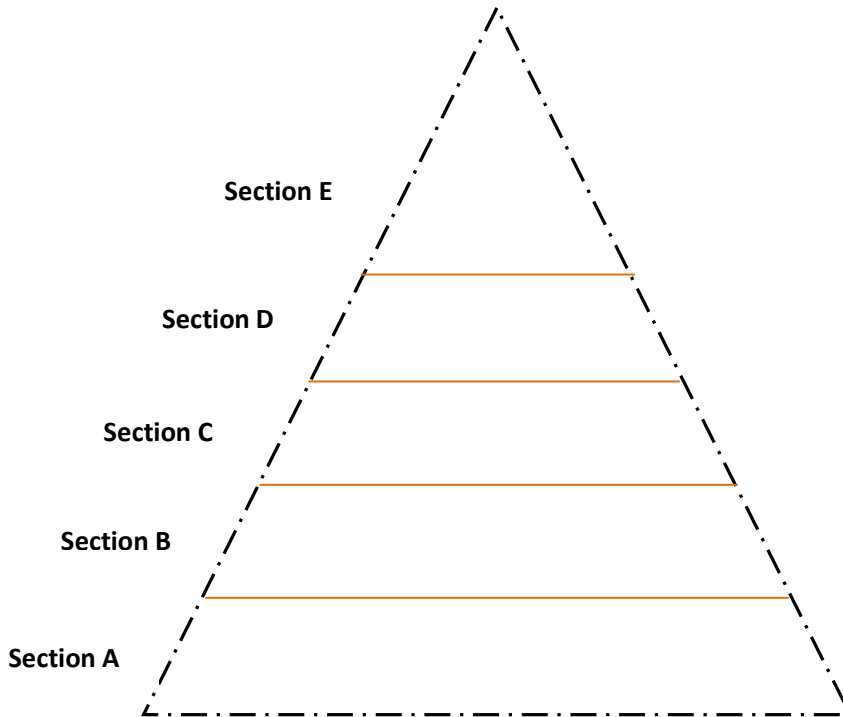
FETAC Level 3

Food and Cookery

Section III

1. PLAN A MEAL FOR 16 PEOPLE
2. PREPARE MEAL FOR 16 PEOPLE
3. SERVE MEAL TO 16 PEOPLE
4. EVALUATE MEAL

3.1 Please name the five main sections that make up the Food Pyramid:



Please name 3 types of foods that are to found in each section of the Food Pyramid

Section A

1

2

3

Section C

1

2

3

Section E

1

2

3

Section B

1

2

3

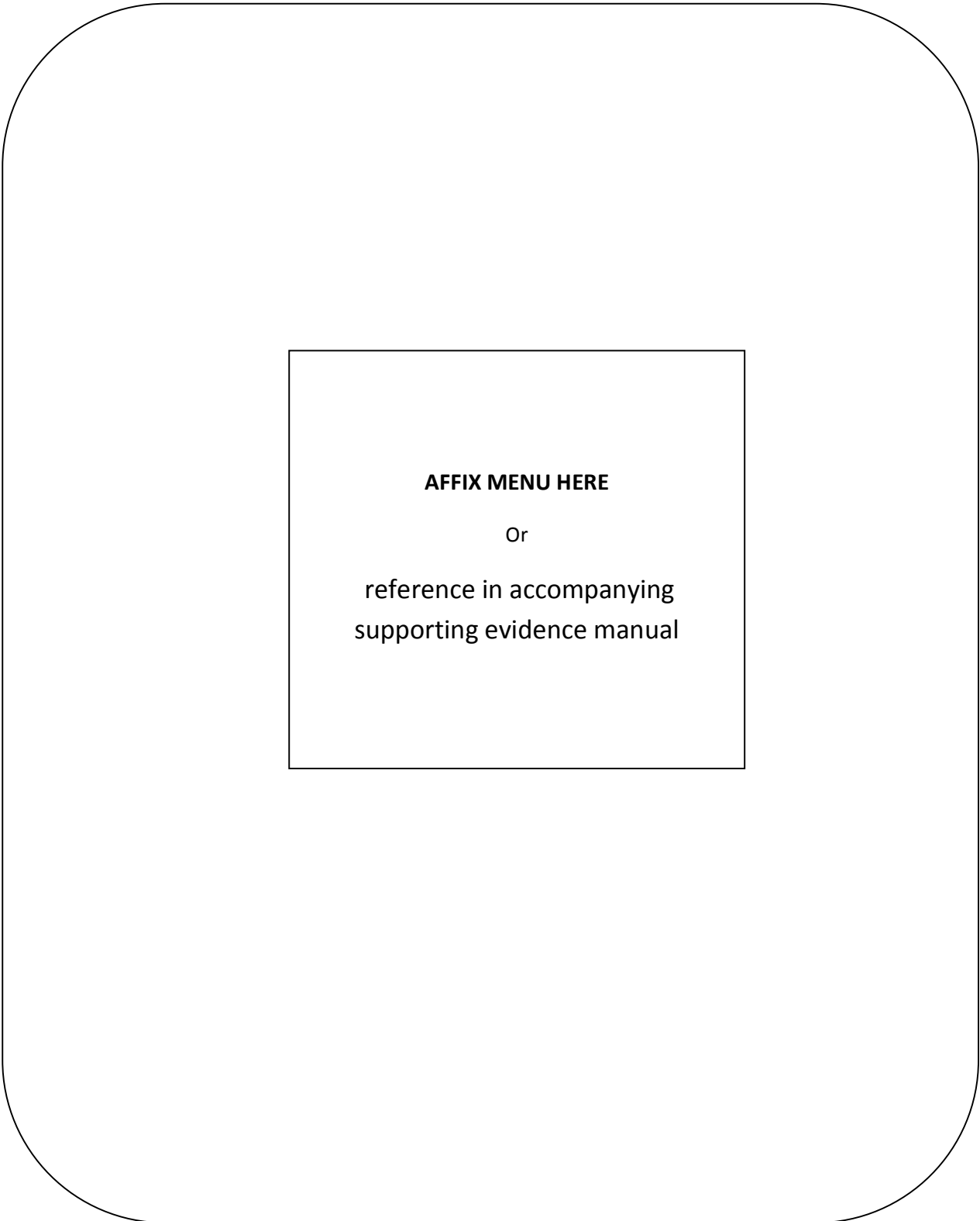
Section D

1

2

3

Please collect and insert copies of two different menus from a **H**otel/**R**estaurant below:



AFFIX MENU HERE

Or
reference in accompanying
supporting evidence manual

AFFIX MENU HERE

or

**reference in accompanying
supporting evidence manual**

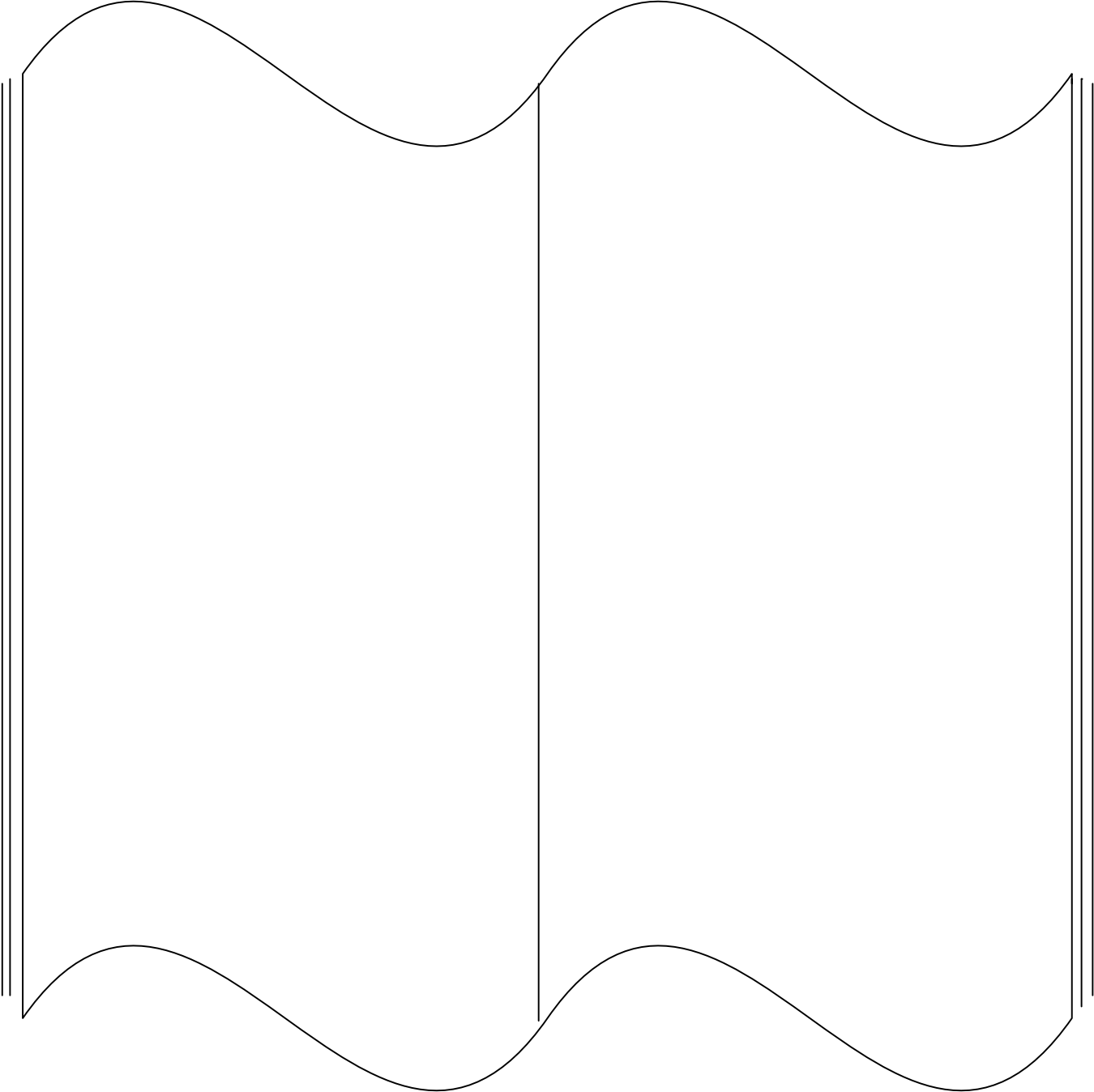
Section A: Cereals, Bread and Potatoes

Section B: Fruit and Vegetables

Section C: Milk, Cheese and Yogurt

Section D: Meat, Fish and Alternatives

Design a menu card for the 3 course meal which you are preparing.



Using the dishes identified for your 3 course meal, complete the worksheets below to form recipe cards for each course.

<p>Photo of dish here</p> <p>Or</p> <p>referenced in accompanying supporting evidence manual</p>
--

Name of Starter: _____

Trainees Name: _____

Date: _____

Ingredients	Quantity	Cost

Total cost of dish _____

Name of Main Course Dish: _____

Photo of dish
Or
reference in accompanying
supporting evidence manual

Trainees Name: _____

Date: _____

Ingredients	Quantity	Cost

Total cost of dish _____

Name of Dessert: _____

Photo of dish here
Or
reference in accompanying
manual

Trainees Name: _____

Date: _____

Ingredients	Quantity	Cost

Total cost of dish _____

Cost of the 1 portion of the overall 3 course

List Ingredient name	Packet Size & Cost	Portion Size	Portion Cost
e.g. Lentil Soup	€2.00	e.g. 200g	€1.00
Total Cost of Menu			

Outline how 'you' participated in the planning process of this meal

What were your responsibilities in this group task?

Did other people carry out responsibilities as required?

Was the task completed satisfactorily?
In what way could the completion of the task have been improved upon?

Please list equipment used to prepare this meal:
1.
2.
3.
4.
5.
6.
7.
8.

Please detail any preparation done prior to starting:
Ordering or buying food, writing the menu, preparation from night before

Are there any variations that you could make on any of the meals?

TUTOR EVALUATION SHEET FOR MAIN MEAL

Students Name: _____

Date: _____

Dishes: _____

Please place (✓) in the appropriate box. Please note rating scale is as follows:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

<i>Rating</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
<i>Nutritive Value</i>						
<i>Appearance</i>						
<i>Colour</i>						
<i>Taste</i>						
<i>Cost</i>						
<i>Preparation Time</i>						
<i>Service</i>						

Tutor's Signature: _____

SUPPORT MATERIAL



QUESTIONS AND MARKING SHEET

Food Hygiene Section:

Name three common bacteria which cause food poisoning and list their sources:

Bacteria:	Sources:

Suggest five personal cleanliness rules to follow when handling food:

- A)
- B)
- C)
- D)
- E)

Please indicate whether the following statements are true or false:

	True	False
Cooked and raw meats can be stored together	<input type="radio"/>	<input type="radio"/>
Food should be covered at all times	<input type="radio"/>	<input type="radio"/>
Separate plates should be used for raw and cooked foods	<input type="radio"/>	<input type="radio"/>
Cooking poultry and meat kills most bacteria	<input type="radio"/>	<input type="radio"/>
Leftover foods can be stored in a cupboard or on any kitchen surface	<input type="radio"/>	<input type="radio"/>
After preparing raw meat wash all equipment and utensils thoroughly	<input type="radio"/>	<input type="radio"/>

List five general kitchen hygiene rules to be followed in the kitchen:

- A)
- B)
- C)
- D)
- E)

As bacteria double every twenty minutes under perfect conditions, complete the chart shown below showing how 100 bacteria can increase during a cooking class that begins and 9 am and finishes at 10.30 am.

TIME	No. Of Bacteria
09.00	100 bacteria
09.20	200 bacteria
09.40
10.00
10.20
10.30

List two beneficial uses of moulds

- A).....
- B)

When might yeast be used in Cooking?

.....

.....

Please Identify the Ten Food Hygiene and Safety Hazards in the Kitchen Below.

1.



- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

Using the Picture of the fridge below please indicate in pen where the following categories of food should be stored:

1. *Fruit, vegetables, salad items* should be stored in the salad drawer.
2. *Milk, fruit juices* should be stored in the bottle rack in the door.
3. *Butter, lard, margarine, cheese, preserves, salad dressings, spreads, sauces, eggs* should be stored on the centre or top shelves.
4. *Raw meat* and fish should be stored above the salad drawer and below cooked meats.
5. *Cooked products* should be stored above raw meat and fish.
6. *Convenience foods* and cooked items should be stored on top and centre shelves.



Personal Hygiene Section



List four main points when washing your hands:

- A)
- B)
- C)
- D)

List 5 examples of cross-contamination:

- A)
- B)
- C)
- D)
- E)

Gather Photo's of Different Chef/Cook clothing. State the purpose of each item of clothing.

A large, empty rounded rectangular box with a thin black border, intended for students to draw or write about chef/cook clothing items and their purposes.

How should a table be set?

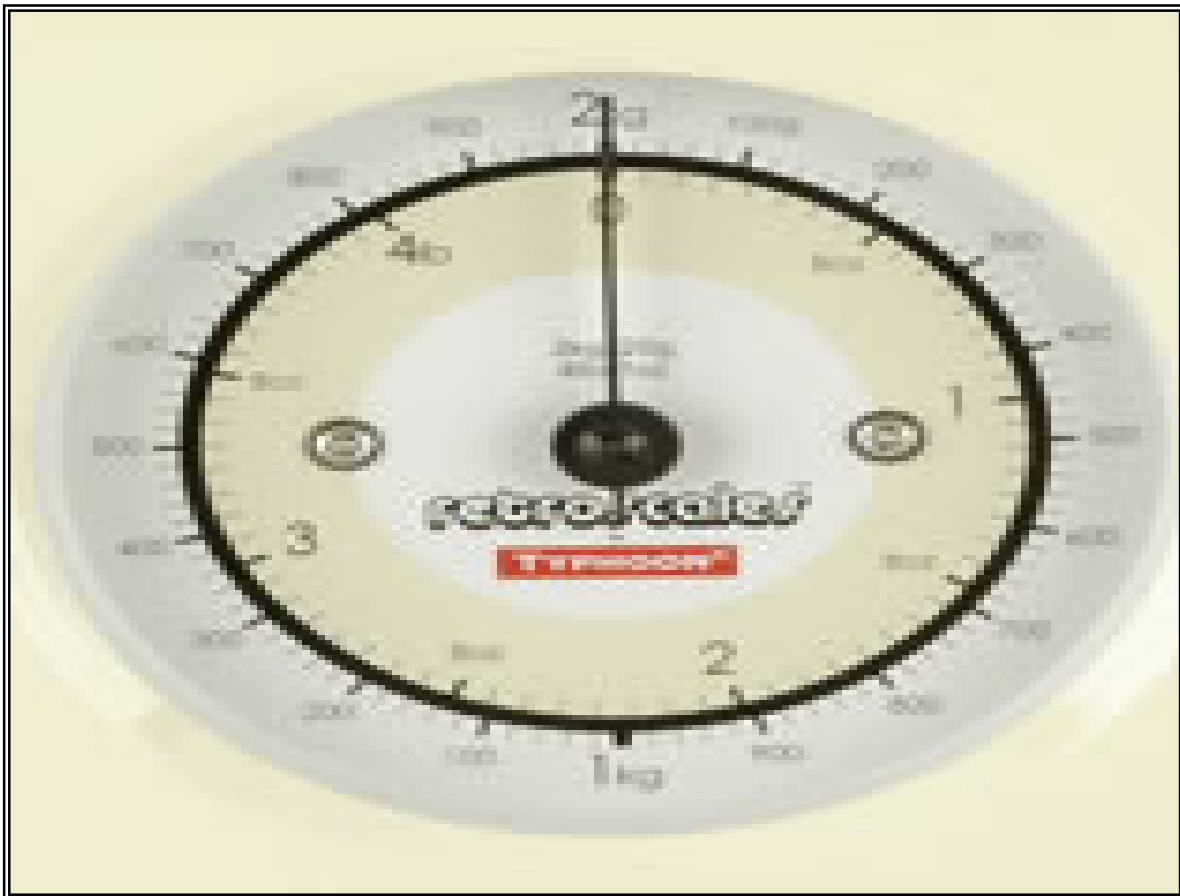
**Affix a photo of your restaurant
table set up below**

How would the following read on a standard thermometer?

1. Freezing Point :
2. Boiling Point:
3. Body Temperature:
4. Room Temperature:

On the Scales shown below please indicate in pen where you expect to find the following measurements:

- | | | |
|------|------|-------|
| 25g | 200g | 1kg |
| 150g | 850g | 1500g |



Name the kitchen utensils shown below:



Please name food sources for the following vitamins:

<u>Name of Vitamin:</u>	<u>Sources:</u>
Vitamin A	
Thiamin	
Riboflavin	
Niacin	
Vitamin C	
Vitamin D	
Dietary Fibre	