

340: CATERING CRAFT PRACTICE

Examination Structure

The trade related for Catering Craft Practice are Basic Electricity (194) and Biology (006).

The General Education subjects are: English, Mathematics, Economics, Physics, Chemistry, English Literature and Information Communication Technology.

341 This trade is made up of the following modules:

Basic Catering, CCP 11)
Food/Preparation CCP12) PART I
Bakery and Confectioneries CCP 13)

Food/Drinks Services CCP14)
) PART II
Food Science and Hygiene CCP 15)

Examination Scheme

This Trade shall be examined as PAPERS I and II.

341-1 Part I will have FOUR questions, from which candidates will answer THREE questions.

Part II will have THREE questions and candidates will answer TWO questions. In all, candidates will ANSWER FIVE ESSAY QUESTIONS IN TWO HOURS.

341-2: PAPER II PRACTICAL

This is a practical paper which will cover Food, Beverage, Bakery and Confectioneries. It is a practical test of SEVEN (7) HOURS duration.

There will be a 4-hour session for Food, Beverage, Bakery and Confectioneries and an hour (1hr) break before a TWO hour session for Food/Drink Service.

BASIC CATERING AND FOOD PREPARATION (CCP 11 & 12)

S/No.	Topic/Objectives	Contents	Activities/Remarks
1.0	<ol style="list-style-type: none"> 1. Identify the various tools, utensils and equipment used in food preparation and explain their uses. 2. Explain the routine cleaning and maintenance of the tools and equipment used in food preparation and service and the criteria for their selection and purchase. 	<ol style="list-style-type: none"> 1. Tools, utensils and equipment used in food preparation and services Kitchen knives, spoons, ranges, ladles, ovens, servers, grills, whisks, griddles, scissors salamander, graters, tongs deep fat fryers, cans, openers, fryers, slices, brat-pans, fans, pots, microwaves, oven boilers, weighing machines, mixing machine, bowl choppers, chopping boards, sauce pans, oven towels, refrigerators, deep freezers. 2. Classification of tools and equipment as: <ul style="list-style-type: none"> - Utensils - Light duty - Heavy duty with respect to mechanical, electrical and functions. 3. Uses of the tools, utensil and equipment listed above. 4. Basic cleaning and maintenance of tools and equipment mentioned above. 5. Routine cleaning and maintenance of tools and equipment mentioned above. 6. Criteria for the selection and purchase of tools, equipment. 	<ol style="list-style-type: none"> 1. Show heavy equipment in photograph and film since most students do not know these equipment. Make excursions to hotels and relevant food industries. 2. A very thorough explanation of types of equipment, manufacture (i.e. what material it is made of), properties of materials used in the manufacture of the equipment. 3. Extensive demonstration of correct use of equipment and tools is required so as to show the proper use to students. This is essential for the development of manipulative skills in the use of equipment. 4. Oven temperature and chart should be provided. 5. Group discussion on maintenance and care of equipment. Display pictures and magazines in the classrooms to acquaint students with them.

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			6. Somebody with the Technical know how i.e. teacher, coordinator, sectional head, should be involved in the purchase of tools and equipment.
2.0	Food Commodities 1. Compile a list of Nigerian food commodities with reference to fresh and corresponding convenience products.	1. Types of Nigerian food commodities such as fresh and corresponding convenience products e.g. Fresh - Convenience products Fruits - Frozen juice, jam, segments, jellies Meat - Frozen, dried, salted, smoked etc. Fish - Frozen, dried, salted, smoked etc. Poultry/game - salted, smoked, dried Dairy - Frozen, dried salted etc. Cassava - Gari, tapioca, flakes etc. Plantain - dodo, elubo, chips Nuts - Palmoil, Groundnut oil, coconut oil, etc. Cereals - flour, semolina, ogi etc. Tubers - yam, cocoyam. 2. Use of common Nigerian food commodities e.g. Vegetable, fruits, cocoa etc. Comparison of Nigerian fresh food with their convenience products taking into consideration:- - Identification - Cost - Selection - Preservation - Quality - Storage - Use - Nutritional value	1. Trainees to identify various food commodities and make comparison between the fresh and convenience products. Aim is to highlight the various dishes from different states of the federation and to standardize them in such a way that they can be practiced in the homes, hotels and other catering establishments. Note: Dishes used as: Snacks: yamballs, Dodo, Oniyeri, Dundun, Akara balls, Ekuru, Sapata, Ukwa loaf, Ukang, etc. Recommend the use of Nigeria dishes for exam practicals. 2. Trainees to list different uses of common Nigerian food commodities. 3. Trainee to compare Nigerian fresh foods with their convenience

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			<p>products in a tabular form. Students from various parts of the country should be made to demonstrate on their local staple food e.g. snacks and main dishes.</p> <p>4. The students should be allowed to do the selection and buying of food commodities themselves.</p> <p>Dishes used as Sweets</p> <ol style="list-style-type: none"> 1. Meki – plantain pudding, 2. Ekpoma surprise, 3. Place surprise, 4. Kunun Tsamiya, 5. Kunu gyada
3.0	<p>Food Nutrients</p> <ol style="list-style-type: none"> 1. Classify the sources of food nutrient, list the functions and associated deficiency diseases. 2. Plan menu for different groups of people taking into consideration the nutritional requirement of the various groups. 	<ol style="list-style-type: none"> 1. Types of food nutrient i.e. protein, carbohydrate, fat and oils, vitamins, mineral salts and water. 2. Sources of food nutrient: Protein-from meat, fish etc. Carbohydrate – from yam, rice etc. Fats and oils – groundnuts, palmoil, coconut, lard etc. Vitamins – Fruits, eggs, carrots etc. Mineral salts – bones, vegetables, fruits etc. Water, fruits, vegetables, etc. 3. Functions of Food nutrients. 4. Dietary Deficiencies. 5. Planning menu for different groups of people e.g children, sedentary and manual workers, old people 	<ol style="list-style-type: none"> 1. Trainee to compile a time-table of all the food they use in one week and classify them. 2. Trainees should differentiate groups of people i.e. - School children, Industrial workers, Manual workers, Pregnant/Nursing mothers. - Sedentary workers, convalescents etc. 3. Discuss balanced diet. 4. Carry out food tests 5. Display of food

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		<p>and the convalescent.</p> <ul style="list-style-type: none"> - Expectant and Nursing mothers taking into consideration the nutritional requirement of the various groups. 	<p>types and menu chart.</p> <p>6. Collect pictures of people in different states of health e.g. a picture showing a starved child, healthy child etc.</p> <ul style="list-style-type: none"> (i) Identify the nutrient(s) that is/are deficient. (ii) Make up a nutrition story around each picture. <p>6. Mineral and Vitamin content of food should be stressed.</p> <p>7. Trainee to demonstrate that starch is changed into reducing sugar through the action of saliva (amylase).</p> <p>8. Explain common nutrition terms such as nutrition, mal-nutrition, under nutrition, starvation, kwashiorkor, marasmus, nutrients, metabolism, anabolism, oxidation etc.</p>
4.0	<p>Health, Hygiene and Safety</p> <p>1. Outline the importance of personal and kitchen hygiene in the prevention and spread of germs. Also food poisoning.</p>	<ol style="list-style-type: none"> 1. Importance of personal hygiene in the prevention of the spread of germs by: <ol style="list-style-type: none"> a. Care of skin, hairs, hands, feet and teeth. b. Cleanliness, correct uniform, footwear and their up-keep. 2. Reasons for the hygienic handling of food during 	<ol style="list-style-type: none"> 1. Clean a kitchen – prepare a checklist for observing the rules of:- <ol style="list-style-type: none"> a. Personal hygiene b. Kitchen hygiene c. Food hygiene 2. Explain how cleanliness and ventilation are

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	2. Describe the causes and types of accident which can occur in the kitchen and their prevention. 3. Explain the examples of ignition sources, correct use of fire regulations and simple first aid for minor hurts, burns and electric shock.	storage, preparation, cooking and serving. 3. Dangers associated with reheating food, e.g. food poisoning. 4. Reasons for hygienic storage and disposal of wastes and for hygienic drainage. 5. Importance of kitchen hygiene and the cleanliness of the kitchen, stores, serving equipment and utensils. 6. Causes and presentation of food poisoning and the importance of complying with prevailing food hygiene regulations. 7. Types of accidents which can occur in the kitchen. 8. High risk areas and the dangers arising from the incorrect use of kitchen equipment, fuel and energy. 9. Need for protective clothing and suitable footwear in the kitchen and service area. 10. Ignition sources of different classes of fire and the correct use of fire extinguisher. 11. Procedure to following in case of fire and importance of fire regulations. 12. Simple first aid for minor burns and electric shocks.	essential in kitchen efficiency – point out that cleanliness is of vital importance to both the cook and the consumer. Make a food hygiene chart showing food – borne diseases, micro-organism involved, nature of the disease unhygienic practices involved and treatment. - Enlighten the students about relevant food sanitation laws and enforcement. - The inculcation of safety habits in students is a long process which should be on going during each laboratory session. It is also essential for the development of manipulative skills in nutrition. 3. Prepare a chart of safety rules to be used in the kitchen. 4. Prepare a list and chart showing different kitchen accidents. 5. Practice how to treat a minor burn caused by handling a hot cooking pot.

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			<p>i. careless handling of a hot cooking pot.</p> <p>ii. Careless handling of a lit match stick in lighting a stove should be emphasized.</p> <p>Lay emphasis on the use of gas cooker.</p> <p>An Instructor must be present. Each of the trainees should be taught how to use the gas i.e. orientation/induction programme to prevent accidents.</p> <p>6. Teacher to</p> <p>Demonstrate the use of fire extinguisher and other simple methods to put out kitchen fire e.g. use of fire blankets.</p> <p>7. Fire drill from the fire services is necessary.</p> <p>8. Students to</p> <p>Demonstrate how to revive fellow students in case of accidents.</p> <p>Emphasis on the use of first Aid box and the need for the school to have one.</p>
5.0	<p>Catering French</p> <p>1. Explain French terms commonly used for food commodities and</p>	<p>1. French terms commonly used for commodities.</p> <p>Groceries French terms</p> <p>Baking powder la poudre'a lever</p> <p>Bread - le pain</p>	<p>1. Trainee to translate basic culinary French terms into English and English into French.</p>

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	<p>catering staff.</p> <p>2. Explain French terms commonly used for kitchen and service equipment, dishes and menus.</p>	<p>Butter - le beurre Cocoa - le cocoa Flour - la farine Milk - le lait Rice - le riz etc.</p> <p>Fish - French terms Cod - le cabillaud Eel - l'anguille Haddock- l'aigrefin Skate - la raie etc.</p> <p>Meat - French terms Mutton - le mouton Pork - le porc Beef - le boeuf Chicken - le poulet Turkey - la dinde etc.</p> <p>Game - French terms Rabbit - le lapin Partidge - la laitue etc.</p> <p>Herb - French terms Cinnamon - La cannelle Curry - Le kari Pepper - Le poivre etc.</p> <p>Fruits & Nuts - French terms Almond - l'amande Apple - a pomme Apricot - l'abricot Banana - la banana etc</p> <p>2. French terms commonly used for catering staff.</p> <p>Catering Staff French Terms Headchef - le chef de cuisine or sous chef Assistant chef - Le Commis Party chef le Chef departie Kitchen maid lafille decuisine etc</p> <p>3. French terms commonly used for kitchen and service equipment.</p>	<p>2. Compile menus in French so that the menu terms agree. A French Teacher should be recommended to teach this course and possibly include French as a preliminary course for catering students.</p> <p>3. Trainee to list correct spelling of French words used and include the accents where applicable and match it with the English version.</p>

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		<p>Kitchen equipment French terms</p> <p>The oven - le four The grill - le gril Sauce pan - la risse Rolling pin - le rouleau Ladle - la louche etc.</p> <p>Service equipment French terms</p> <p>Knife - le couteau Fork - la fourchette</p> <p>4. French term commonly used for dishes and menus</p> <p>Dishes & menus French Terms</p> <p>Lobster - salade de homan Sole - sole meuniere Etc</p>	
6.0	<p>Catering electrical Appliances and equipment</p> <p>1. Describe the functions and operations of the various electrical appliances and equipment used in the catering trade.</p> <p>2. Calculate current, voltage and resistance, associated with electrical appliances used in food service applying Ohm's law.</p>	<p>1. Electrical appliances and equipment used in the catering trade, e.g. Refrigerators, Freezers, Cookers, oven (electric), ranges, boilers, toaster, blenders.</p> <p>2. Functions and operation of electrical appliances and equipment used in the catering trade.</p> <p>3. Safety precautions involved in handling electrical equipment in the catering trade, e.g. avoid using wet fingers in switching on and off.</p> <p>4. Ohm's law. Calculation of current, Voltage and resistance associated with electrical appliances used in food service applying Ohm's</p>	<p>1. Visit an Institutional & Technical kitchens and identify the electrical appliances that are used.</p> <p>2. List the safety precautions in handling each electrical appliances.</p> <p>3. Remind students to unplug all electrical appliances after usage.</p> <p>4. Remind students to read the manual. Don't operate electrical appliances with wet hands. Always wear the right foot</p>

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		law. 5. Simple electrical terms e.g. watts, volts, amperes, resistance etc. 6. Uses of electrical materials i.e. meters, fuses, main switch, plugs, circuits sockets, etc. 7. Simple wiring system and electrical faults in appliances.	wear and use fused plugs. 5. Demonstrate practically the connection of circuit and what each colour signifies: - Red - Yellow - Brown

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1.0	<p>Methods of food preparation</p> <p>1. Distinguish between the basic preparation methods and identify foods that may be prepared by each of the methods.</p> <p>2. Identify the changes in the structure and texture of food exposed to various methods in the preparation, cooking and presentation of fresh and convenience foods.</p>	<p>1. Culinary Terms used in food preparation:-</p> <p>English terms French terms</p> <p>To boil - bouillir</p> <p>To cook - cuire</p> <p>To brise - etuver</p> <p>To skim - e'cumer</p> <p>To chop - hacher</p> <p>To garnish - garner</p> <p>2. Measurement of raw cooked food items using standard measures.</p> <p>Measuring scale – For flour, beef, etc.</p> <p>Measuring jug – for liquid i.e. water, milk etc.</p> <p>Measuring spoon – For condiments i.e. spices, salt, etc.</p> <p>3. Basic preparation methods of food items:-</p> <p>Cooking methods</p> <p>- Boiling, Frying, Stewing, poaching, Roasting, Baking, Braising, Steaming, Grilling etc.</p> <p>- Advantages and disadvantages of each cooking method.</p> <p>4. Food prepared by various cooking methods</p> <p>Cooking - Food Methods Items</p> <p>Boiling - Plantain, Vegetables, cereals</p> <p>Frying - Pancakes, Liver, Fish, Meat etc.</p> <p>Stewing - Meat, fish, fruits vegetables etc.</p> <p>Roasting - Fish, meat, yam, chicken plantain potatoes</p> <p>Steaming - Fish, meat,</p>	<p>1. Trainee to state different food preparation methods different of food items.</p> <p>2. Trainee to compare and contrast different methods of cooking.</p> <p>3. Trainee to observe rules in conserving the nutritive content, appearance, test and quality of food during preparation.</p> <p>4. Trainee to practicalise converting imperial units to metric units for measurement of food items.</p> <p>5. Trainee to list reasons for cooking food i.e.</p> <p>a. To facilitate digestion</p> <p>b. To make food appetizing or tasty.</p> <p>c. To sterilize food etc.</p> <p>Students should practicalise the use of left over foods to avoid contamination and food poisoning.</p> <p>Trainee to acquire knowledge and skills in food selections and preparation, for the maximum retention of flavour and food nutrients.</p> <p>It is compulsory for every student to have a measuring jug and scale.</p> <p>Students to note the effect of cooking on different types of food i.e. texture, colour etc.</p>

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		<p style="text-align: center;">African bean pudding (moin-moin) etc</p> <p>Grilling - Meat, fish etc. Baking - Pastries, e.g. Cake, meat pie, fish pie, apple pie</p> <p>5. Changes in structure and texture of food exposed to various methods food preparation – Example – Boiling – Food is boiled for following reasons.</p> <ol style="list-style-type: none"> a. To soften food b. To extract nutrient from food c. To preserve the nutrient in food d. To render it easier to keep or preserve etc. 	
2.0	<p>Stocks, Soups, Gravies and Sauces</p> <ol style="list-style-type: none"> 1. Select and describe the composition of basic ingredients used for soups, stocks, sauces and gravies and various ways of preparation. 2. Identify the changes in the structure and consistency of ingredients during preparation and analyse the cost factors involved. 	<ol style="list-style-type: none"> 1. Composition of basic ingredients used for soups stocks, sauces and gravies. Soups: Classification <ol style="list-style-type: none"> a. Thickened soup e.g. Gbegiri soup, groundnut soup miyar kuka, egusi, ogbono soup, okro soup, palm-nut soup (banga) etc. b. Thin soup e.g. peper soup, omoyo soup, etc, Soups may also be classified as follows: Broth, Purees, Pulses, Roux-based soup and cream – peas, beans, carrot, potato, tomato etc. c. Properties of Sauces and gravies e.g. 	<ol style="list-style-type: none"> 1. Trainee to prepare soups, stocks, sauces and gravies noting the ingredients used, properties and time used to prepare each dish. 2. Collect items of ingredients to prepare soups, stocks sauces and gravies. 3. Trainee to estimate the cost of preparing soups, stocks, sauces and gravies, for a particular number of people. 4. Trainee should be able to list the basic sauce recipe e.g. bechamel, veloute, espagrole demi-glance, etc. 5. In catering trade unless otherwise stated, you

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		<p>sauces (liquid), gravies (roasted from meals) etc.</p> <p>2. Preparation of basic stock, soup, sauces and gravies, e.g. White Beef stock, thin soup, white sauce, chicken gravy etc.</p> <p>3. Changes in structure and consistency of ingredients used in the preparation of stock, soups, sauces and gravies.</p> <p>Analyse the cost factor involved in the preparation and presentation of tocks, soup, sauces and gravies.</p>	<p>prepare for four (for exam purpose)</p> <p>6. Students should be able to know the basic recipe for the preparation of stocks, soup, sauces, gravies etc.</p>
3.0	<p>Hot and Cold Snacks Savories and Breakfast Dishes</p> <p>1. Identify the items needed in various basic salad and bread preparations, their points of quality, correct storage and handling.</p> <p>2. Outline the importance of attractive display of items, speed of service for cold buffet, cafeteria, bar and counter presentations in order to sell the product.</p>	<p>1. Basic salad preparation</p> <ul style="list-style-type: none"> - Items needed - Types:- (a) Green salad, (b) Cooked Vegetable salad (c) French salad (d) Fruit salad etc. - Points of quality - Storage and handling <p>2. Preparation of salad items for preliminary dish, main course or accompaniment.</p> <p>3. Bread and bakery products:</p> <ul style="list-style-type: none"> - Storage - Handling - Shelf lives. <p>4. Preparation of hot and cold snacks.</p> <ul style="list-style-type: none"> - Savouries - Breakfast dishes <p>5. Importance of attractive display of items for cold buffet, cafeteria, bar and counter presentations in order to sell the produce.</p> <p>6. Importance of speed and service in the preparation, presentation and service of some dishes, e.g.</p>	<p>1. Trainee to list the various types of salad and the ingredients used for each type.</p> <p>2. Trainee to prepare a type of salad taking into consideration the quality, handing and storage (hygiene).</p> <p>3. Salads play an important part in the diet, as they are excellent sources of the protective food. Care should be taken, to avoid nutrient loss during preparation.</p> <p>4. Importance of neatness and speed should be emphasized in service.</p> <p>5. Students should as much as possible substitute with the</p>

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		<ul style="list-style-type: none"> - Simple salad – Simple cold. - Salad dishes – Sauces and dressing - Simple hors d’oeuvre – Sand wiches etc. 	<p>local ingredients.</p> <p>6. Trainee to list the different bread and bakery products.</p> <ul style="list-style-type: none"> - Steps in bread making should be learnt i.e. <ol style="list-style-type: none"> (a) creaming the yeast. (b) Setting the sponge (c) Mixing the dough (d) Kneading (e) Rising (f) Shaping (g) Proving (h) Baking <p>7. Trainee to practice display of items for cold buffet, cafeteria, bar and counter presentation. Any hot food should be displayed inside a hot plate and vice-versa for the cold food.</p> <p>Include, English, continental and Nigerian breakfast and Nigerian breakfast dishes.</p>
4.0	<p>Larder Work</p> <ol style="list-style-type: none"> 1. Identify fish types describe and apply the methods of cleaning, cutting, filleting and portioning of the fish. 2. Identify animals and classify meat derived from them, types of offal and their uses in meal preparation. 3. Explain the process of jointing with 	<ol style="list-style-type: none"> 1. Types and varieties of fish <ul style="list-style-type: none"> - White fish, oily fish, shell fish etc. - Seasons - Sources - Quality point for buying - Buying point - Food value - Storage/preservation 2. Methods of cleaning, cutting, filleting and portioning of the different fish types. 3. Animals and meat derived from them. 	<ol style="list-style-type: none"> 1. Trainee to identify the commodity and recognize the points of quality. 2. Trainee to state sources and origin, list suitable uses in cooking, specify when in season and explain how the items should be stored. 3. Trainee to cut into joints different meat types. 4. Trainee to prepare offal from chicken and meat into different

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	reference to poultry.	<ul style="list-style-type: none"> - Methods of cutting - methods of portioning - methods of mincing main supply of meat:- Lamb and mutton – Sheep Chicken – poultry and games Beef – cow Veal – calves Bacon/pork/ham: Pig 4. Types of offal and their uses in meal preparations:- 5. (a) ‘jointing’ with reference to poultry. (b) Process of jointing in poultry.	meals. 5. Trainees to draw and label different types of meat joints, i.e. beef, meat, pork, etc and their uses. 6. Trainee to prepare menus from these offals e.g. pepper soup. Proper care should be taken in the preparation of the food.
5.0	Sweets 1. Prepare and produce a variety of sweet from raw materials and ready mix. 2. Explain the hygienic and temperature, requirements, the importance of attractiveness in the preparation, production and presentation of sweets.	1. Sweets usage in menu <ul style="list-style-type: none"> - Types - Importance - Preparation 2. Hygienic and Temperature requirements in the preparation and presentation of hot and cold sweets. 3. Importance of attractiveness in the preparation, production and presentation of sweets using the following examples: <ul style="list-style-type: none"> - Basic pastes - Basic sponge items - Cold sweets from convenience products including mixes. - Ice cream sweets (using brought-in ice cream) and freshly made one. - Gateaux (cake), pastries, and fresh fruit. 	1. Trainee to list examples of sweets. 2. Trainee to summarize the preparation of different types of sweets. 3. Trainee to state the hygienic requirements in the preparation of hot and cold sweets. 4. It is important to know the basic recipe for each pastries.
6.0	Meal Planning 1. Explain the principles of meal planning and plan simple table D’horthe, Alacarte menus for	1. Principles of meal planning: 2. Preparation of mid- morning tea and afternoon tea. 3. Planning menu for small and large numbers and allocating number of portions under courses.	1. Trainee to plan simple table D’horthe, A la carte menus for breakfast, lunch and dinner. 2. Trainee to prepare mid-morning tea and

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	<p>breakfast, lunch and dinner.</p> <p>2. Identify various groups of people and plan special meals for them i.e. old people, pregnant and lactating women, manual workers, sedentary workers, sick, convalescent, infants etc.</p>	<p>4. Planning and preparation of special meals for various groups, e.g. old people, the sick, children manual and sedentary workers etc.</p>	<p>afternoon tea following the necessary procedures.</p> <p>3. Trainee to choose meals adequate for various of people requiring special diet, i.e.</p> <ul style="list-style-type: none"> - Old people - Pregnant and lactating mothers - Over weight adults - Under weight adult - The sick - Convalescent - Infants and children - Sedentary) - Manual) workers <p>4. Trainee to know the difference between table D'horde, and A la carte and to be able to lay the table for both.</p>

BAKERY AND CONFECTIONERIES, FOOD SERVICES, FOOD SCIENCE AND HYGIENE (CCP 13, 14 & 15)

S/No.	Topic/Objectives	Contents	Activities/Remarks
1.0	<p>Baking Ingredients</p> <ol style="list-style-type: none"> Identify baking ingredients and state their composition. Explain the functions of the different ingredients used in baking and their storage. 	<p>1. Baking Ingredients</p> <ul style="list-style-type: none"> - Identification of flour, sugar, salt, yeast, fat, milk, egg, baking powder, bicarbonate of soda, vanilla essence, etc. - Composition of each baking ingredients e.g. self-raising flour. - Storage of ingredients used in baking. - Measurement and proportion of ingredients used in baking. - Functions of the different ingredients used in baking 	<ol style="list-style-type: none"> Trainee to list the different ingredients used in baking. Trainee to state the composition of each baking ingredients. Trainee to measure with a weighing scale the different ingredients used in baking; recipe i.e. bread, sponge cake, biscuit, Madeira cake, queen cakes, scones etc. Do not economise ingredients in cake making to allow for long shelf life.
2.0	<p>Baking of Bread, Biscuits and Cookies</p> <ol style="list-style-type: none"> Describe types of bread and the different methods of bread baking and storage. Identify types of biscuit and cookies and different methods of making them 	<p>1. Breads</p> <ol style="list-style-type: none"> i. Types of bread, i.e. Dinner Rolls, French bread, croissants, whole meal bread, fruit bread and whole wheat bread, etc. ii. Methods of bread making i.e. continuous method, Batch method, etc. iii. Types of flour for making bread: <ol style="list-style-type: none"> a. white, brown b. strong, soft c. whole mean iv. Procedure for making bread Storage of finished bread products in appropriate storage 	<ol style="list-style-type: none"> Trainee to list the different types of bread and types of flour for baking. Trainee to state the different methods of bread making. Identify different types of biscuits and cookies. List the procedure for making biscuits and cookies and

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		containers i.e. bread bins, bread racks, freezer etc. Preparation of different dishes using bread e.g. - sandwiches and sweets - bread pudding - queen of puddings bread and butter pudding, club sandwiches, pizza, etc.	appropriate storage. 5. Show picture of different types of bread and biscuits from textbook and magazine cuttings.
3.0	Cake Making 1. Identify different types of cakes, baking methods and decoration.	1. Cakes i. Types of cakes i.e. small plain cakes, rich cake with fruits, Swiss rolls, queen cakes, gateaux, Victoria sandwiches, sponge cakes etc. ii. Ingredients used for cake making: flour, sugar, eggs, salt, milk, baking powder, currants, vanilla essence etc. iii. Methods of cake making. iv. Baking and decoration of cakes for different occasions i.e. wedding, birthday, Easter, Christmas etc.	Trainee to: 1. List the different types of cake and ingredients used to bake each type. 2. Practice methods of cake making using different recipe. 3. Practice decoration of cakes for different occasions. 4. List the procedures for storage of cakes. 5. Students to list the raising agents in the baking of cakes. 6. Students to bake a cake each and decorate it as a project.
4.0	Pastry Preparation 1. Explain the different types of Pastries, ingredients required and general procedures for pastry making.	1. Pastries i. Types of pastries i.e. short crust pastry, hot water pastry, sugar pastry, choux paste, rough puff, suet pastry, puff pastry, flaky pastry, etc. ii. Ingredients required for making of pastry. iii. General procedure for pastry making.	Practice general procedure: 1. For pastry making. 2. List the different types of pastry. 3. Trainee to list the recipes for these pastries. 4. Trainee to

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		iv. Making different products using different types of pastries:- - Short pastry: fruitpies, Cornish pastries. - Puff pastry: meat pies, sausage rolls, jam puffs. Rough puff pastry. - Suet pastry – steamed jam rolls, steamed meat puddings and dumplings. - Sugar pastry – flans, fruit tartlets, fruit pies - Hot water paste-veal and ham pie, raised pork pies. Choux paste – éclairs creambuns, profiterolles, etc.	prepare different types of snacks from each of the pastries.
5.0	Ice Cream	Identify types of ice-cream e.g. Vanilla, Coffee, chocolate, Strawberry etc. (ii) Ingredients used in ice-cream production e.g. milk sugar, essence, egg yolk, cream etc. (iii) Production method: - boiling the milk - mixing all the ingredients - cooking without over heating - straining and cooling. (iv) Accompaniments, portion control, service utensils and storage temperature	<ol style="list-style-type: none"> 1. Trainee to visit supermarkets to enable them identify the various types of ice-cream. 2. Trainee to practice the basic method of production using basic ingredients. 3. Serve with appropriate tools and utensils.
6.0	Yoghourt	<ol style="list-style-type: none"> 1. Identify types e.g. semi-solid liquid (drinking) (ii) know the ingredients e.g. milk (skimmed, evaporated or dried) <ul style="list-style-type: none"> - pasteurised - homogenised - yoghurt culture (iii) production of yoghurt <ul style="list-style-type: none"> - commercial - home production using the above ingredients (iv) Uses – eating, drinking, 	<ol style="list-style-type: none"> 1. Trainees to visit a local yoghurt depot to see the different types of yoghurts. 2. Make a sample yoghurt using: <ol style="list-style-type: none"> (a) Commercial starter (b) Portion of existing yoghurt

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		as a dressing for salad, a sauce or flanfilling etc.	

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1.0	<p>Bar Service</p> <p>1. Identify the various types of drinks, sequence of service and common bar equipment used in the service of drinks.</p>	<p>1. Types of Drinks</p> <ul style="list-style-type: none"> - Alcoholic and non-alcoholic drinks - Wines: White, red, rose, sweet, or dry Champagne and sparkling wine <p>appetizer (sherry and aperitifs), liqueurs (branch, spirits) soft drinks (minerals, squashes, juices) cocktails – (Chapman, punches) mixes – gin and lime, bloody Mary etc.</p> <p>Aerated waters – tonic water, bitter lemon etc.</p> <p>2. Sequence of service of alcoholic and non-alcoholic drinks.</p> <p>3. Common bar equipment used in the service of drinks.</p> <ul style="list-style-type: none"> - glasses, soda siphon, etc. - ice buckets and stand refrigerators, etc. - bar mixing spoons, lemon squeezers, etc. - wine baskets, services salvers, etc. <p>4. Drinks service involving the use of common bar equipment.</p> <p>5. Selection and stocking of assorted alcoholic and non- alcoholic drinks for a bar.</p> <p>6. Service of different types of drinks in the conventional way e.g.</p> <p>(a) White and rose wine should be served from ice bucket.</p> <p>(b) Red wine from wine baskets, etc.</p>	<p>1. Trainee to list the various types of alcoholic and non-alcoholic drinks.</p> <p>2. Trainee to serve different types of drinks in the conventional way, e.g. table wine.</p> <p>3. Trainee to practice serving simple cocktail and mixes.</p> <p>4. Trainee to identify the types of wine to accompany certain types of food.</p> <p>5. Trainee to be taught the right temperature for the service and storage of different wines. Types of storage should be noted.</p> <p>6. Trainee to know practically, the different types of glasses for the different drinks.</p>

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		7. Preparation and service of simple cocktails and equipment.	
2.0	Duties of Waiter in the Catering Industry 1. Prepare the restaurant for service, receive guests and taking orders from guests. 2. Outline the personal qualities and functions of a waiter and the control system.	1. Restaurant presentation and equipment. - Types – furniture eg. Sideboard, tables, chairs, trolleys etc. - Maintenance of equipment Linen: e.g. table cloths, napkins, etc. - Table Ware: Silver cutlery e.g. table knives, forks and spoons, etc. - Glassware e.g. tumbler, glasses of different makes, etc. - Cookery e.g. plates of various kind i.e. China, porcelain etc. 2. a. Functions of a waiter in the catering industry. b. Personal qualities of waiter e.g. sense of urgency, cleanliness, punctuality, menu knowledge, courtesy, co-operation, honesty, salesmanship, etc. 3. Preparation of Restaurant for service. - Linen handling, folding of napkins, equipping the sideboard etc. 4. Reception of guests and taking order i.e. - Reception by head waiter - Choice of table - Taking order, attending to order etc.	1. Trainee to prepare restaurant for service. 2. Trainee to practice taking orders. 3. Trainee to practice different types of Napkin fold and knowing their uses. 4. Emphasis should be laid on human relations. 5. Emphasis should be placed on order of service during menu planning. 6. Emphasis should be laid on the food and beverage service personnel.

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		<p>5. Types of waiter service e.g.</p> <p>(A) Table service – (silver, family, gueridon, plated etc.)</p> <p>(B) Assisted Service – (combination of table service and self service)</p> <p>(C) Self Service – Cafeteria, Counter, supermarket)</p> <p>(D) Single Point Service (Take away, vending, kiosks, bar, etc).</p> <p>6. Sequence of Service</p> <p>(a) Hors d’oeuvres</p> <p>(b) soup</p> <p>(c) fish</p> <p>(d) entrée (main course)</p> <p>(e) vegetables</p> <p>(f) salads</p> <p>(g) savouries</p> <p>(h) fruits</p> <p>7. Bill presentation</p> <p>8. Service Breakfast</p> <ul style="list-style-type: none"> - Mis-en-place and menus (previous evenings preparation) - breakfast service - continental and English breakfasts - Nigerian breakfast - Tea making and service <p>9. Control system in catering industry</p> <ul style="list-style-type: none"> - Control and the bill - A la carte and table d’hotes <p>Checking system Triplicate, duplicate service with order and pre-ordered</p> <ul style="list-style-type: none"> - Making “return” – emplace check etc. <p>No charge, cancellation, wine</p>	

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		and drink checks.	
3.0	Snacks Bar 1. Identify types of snacks and explain handling, storage and display of snacks.	1. Snacks a. Types b. Display and care of snacks in the bar. c. Handling, storage and display of snacks. 2. Preparation and cleaning of crockery and equipment. - arrange - stack - remove service supplies - orders etc. 3. Operation of cash register and change. 4. Serving of: - Drinks - Sandwiches - Beverages - Ices etc.	1. Assemble the various types of snacks and tobacco and classify them. 2. Operation of cash register and change.
4.0	Tobacco-Cigar & Cigarettes 1. Identify types of tobacco and explain the handling and storage.	1. Types of tobacco. 2. display and care of tobacco. 3. handling and storage of tobacco. 4. classification of tobacco wrapper leaves a. Claro (CCC) – light coloured cigar b. Colorado claro – medium coloured cigar c. Colorado (c) – dark coloured cigar d. Colorado Maduro (Cm) – very dark coloured cigar. e. Maduro (m) – extremely dark coloured cigar etc.	1. Trainees to identify various colours and sizes of cigars.

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1.0	<p>Basic Food Science</p> <ol style="list-style-type: none"> 1. Identify sources of raw food and explain their various uses and functions in food preparation. 2. Outline the types, uses and properties of carbohydrates, proteins and fats 	<p>1. Food and nutrients</p> <ol style="list-style-type: none"> a. Sources and uses of raw food <ol style="list-style-type: none"> i. Sources of meat – cattle, poultry, pig, sheep etc. ii. Uses of meat source of protein in food etc b. Sources and types of Carbohydrates and their characteristics <ol style="list-style-type: none"> i. Starches: found in bread, yam, cassava, plantain, wheat, etc. ii. Sugar: found in fruits and vegetables, etc. iii. Cellulose: found in fruits, vegetables and husks of cereals, etc. iv. Pectin: found in fruits, c. Types, uses and properties of Protein <ol style="list-style-type: none"> i. Types – Animal protein: found in meat, poultry, fish, eggs, milk, cheese etc. <ul style="list-style-type: none"> - vegetables protein: found in pulses i.e. beans, peas, nuts and unpolished cereals, etc. ii. uses of protein:- <ul style="list-style-type: none"> - Building up, replacing and repairing of the body tissue. - When in excess, it is reserved for the supply of heat and energy, etc. iii. Properties of Protein: <ul style="list-style-type: none"> - Coagulation in salt and water of various strength. - Protein can be denatured on heating and usually becomes hardened and 	<ol style="list-style-type: none"> 1. Trainee to list the sources of meat and fish and their uses. 2. Trainee to list the functions of each of the nutrient in the body. 3. Trainee to list the end product of each nutrient i.e. after assimilation. 4. Trainee to differentiate animal protein form plant protein.

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		<p>shrunk etc.</p> <p>d. Types, uses and properties of fat</p> <p>Types:- Animal fats i.e. butter, lard, fish fat etc.</p> <ul style="list-style-type: none"> - vegetable fat i.e. nut oil, margarine, shea, butter, etc. <p>Uses of fat:-</p> <ul style="list-style-type: none"> - Provides the body with heat and energy - Properties of fat used for emulsification - Not easily digested because of their high carbon content, etc. <p>e. Classification of fats:-</p> <p>Fats and oils are made up of fatty acids and glycerol. Fatty acids are divided into two i.e.</p> <ul style="list-style-type: none"> - Saturated fatty acids which are non-essential fatty acids. - Unsaturated fatty acids which are essential fatty acids. <p>2. (i) Properties, uses and choice of gels.</p> <p>(ii) Conditions affecting setting of gels:- as applied to gums, pectin, carbohydrates, proteins etc.</p> <p>(iii) Strength and temperature characteristics of gels.</p> <p>3. Raising agents</p> <ul style="list-style-type: none"> - Types - Factors affecting choice - Use and control of raising agents in food products. 	

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		4. Digestion and assimilation of food nutrients.	
2.0	Food Preservation 1. Apply the knowledge of the properties of food commodities in storing them. 2. Regulate moisture content of foods.	1. Properties of food commodities in relation to storage. 2. Regulation of moisture content of foods. 3. Storage of food needing special care:- e.g. meat or fish products, eggs, milk and milk products, canned foods, high fat foods, etc.	1. Trainee to list the different methods of storing food with examples under each method mentioned above.
3.0	Food Hygiene 1. Explain the factors affecting growth of micro-organisms and apply this knowledge in maintaining the quality of food. 2. Explain food poisoning and infections associated with food spoilage. 3. Explain food hygiene Regulations and laws.	1. Food Borne Diseases – e.g. dysentery, typhoid, paratyphoid, scarlet fever, tuberculosis etc. 2. Factors affecting growth of micro-organisms - Suitable temperature - Time - Suitable food etc. 3. Food poisoning i. Food commonly causing food poisoning include sauces, custards, trifles, synthetic cream, left-over food, made-up meat dishes, etc. ii. Infections associated with food spoilage. iii. Chemical food poisoning. iv. Prevention of food poisoning v. First Aid measures for food poisoning vi. Procedures for investigating food poisoning 4. Food Hygiene	1. The food hygiene regulations should be known and compiled with, by all people involved in the handling of food. 2. In-service training/induction course should be recommended for all food and drink handlers. 3. Food hygiene education law should be given to every catering institution.

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		Regulations/Laws.	
4.0	Hotel Receptionist	<ol style="list-style-type: none"> Types of hotels – small, medium, large. Duties of the receptionist in the above hotels e.g. general, defined and more specific. Social skills: attentive manner, eye contact, tone of voice, personalization of conversation by using guests' names and <u>not</u> by room nos. <ul style="list-style-type: none"> clothing and appearance e.g. cleaned, neatly clothed and groomed, smart uniforms. 	<ol style="list-style-type: none"> Students to visit various hotels for practical experience. Trainees to practice this during class periods using their teachers as guests.
5.0	Housekeeping	<ol style="list-style-type: none"> Identify types of housekeeping e.g. hotels, clubs, hospitals, hostel or university halls of residence, homes for old people and children. Reasons for housekeeping. <ul style="list-style-type: none"> hotels, clubs and hostels (for greater and full occupancy) hospitals/homes (wellbeing of inmates) etc. Cleaning equipments/agents e.g. mops, vacuum cleaners, dust pans, maids trolley, water, soap, toilet cleansers, disinfectants polishes etc. Bed making - Identify the various bed clothings and techniques for bed making e.g. blacker, sheets, pillows etc. 	<ol style="list-style-type: none"> Trainees to visit hotels, homes and hospitals for comparisons. Trainees to list the different materials. Trainees to identify and state the procedure for bed making.