



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



FOOD AND BEVERAGE OPERATIONS

FBOCD501

New dish
creation



TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



NEW DISH CREATION



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET	Competence Based Education and Training
FBO	Food and Beverage Service
°C	Degrees Celsius
HACCP	Hazard Analysis Critical Control Point
Kg	Kilogram
L	Liter
ml	Milliliter
PPE	Personal Protective Equipment
RQF	Rwanda Qualification Framework
RTB	Rwanda TVET Board
tbsp	Tablespoon
TVET	Technical and Vocational Education and Training
tsp	Teaspoon
UOM	Unit of measurement

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **create new dish**, Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes, each learning outcome has got various topics. You will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge and attitudes about the unit.

The Trainer's Manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies and techniques about how to facilitate students to undertake different activities as proposed in their Trainee's Manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify your strengths, weaknesses and areas for improvements.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

New dish creation

Learning Outcomes	Learning Hours	Topic
1. Perform pre-preparation activities for new dish	15	1.1 Generation of new dish idea
		1.2 Preparing of workplace and selecting ingredients
2. Prepare new dish	35	2.1 Performing mise en place for the new dish
		2.2 Cooking a new dish
		2.3 Conducting pre-validation process of new dish
		2.4 Interpreting new dish
		2.5 Adjusting new dish
3. Perform final presentation of the new dish	30	3.1 Seeking approval for the newly developed dish
		3.2 Costing final dish recipe
		3.3 Demonstrating newly developed dish

LEARNING OUTCOME 1: PERFORM PRE-PREPARATION ACTIVITIES FOR NEW DISH



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss the following:
 - a. What does the illustration show?
 - b. What is the difference between the different images in the illustration?
 - c. What do you think this unit is about based on the illustration?
2. Inform trainees that this unit is intended to provide the knowledge, skills and attitudes required to perform pre-preparation activities for new dish. It covers the generation of new dish idea and preparation of workplace and selecting ingredients required to prepare the new dish.
3. Remind them that they have to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Indeed:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for you to see what you know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. You should think about yourselves: do you think you have the knowledge, skills or attitudes to do this? How well?
 - d. You read the statements across the top and put a check in column that best represents your level of knowledge, skills or attitudes.
 - e. At the end of the unit, you will do a self-reflection, which includes re-taking the self-assessment and identifying your strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe terminologies related to new dish creation	1. Draft new dish recipe	1. Prioritizing tasks to meet preparation timelines effectively.
2. Describe the new dish creation process	2. Select ingredients for the new dish idea	2. Anticipating challenges and preparing solutions.
3. Differentiate inspirational sources of information	3. Measure precise ingredient and adherence to recipes.	3. Commitment to cleanliness and food safety throughout the process.
4. Describe dietary considerations in dish creation	4. Prepare the workplace	4. Willingness to work closely with others and contribute positively to the team.
5. Describe the dish naming procedure	5. Follow the 3S of work flow	5. Openness to experimenting and incorporating feedback.
6. Recognizing ingredient quality, freshness, and compatibility with the dish.	6. Select tools and equipment required for the preparation of the new dish	6. Taking ownership of tasks and ensuring quality in every step.
7. Explain allergens and substitutions.		7. Maintaining concentration and accuracy during pre-preparation tasks.



Steps:



Discovery Activity



Task 1

1. Using appropriate methods like brainstorming, group discussions, and individual reflection, guide trainees through task 1 by encouraging them to reflect on their experiences in food and beverage preparation. Use the following steps to facilitate the process:

Step 1: Introduction of the session

Begin by asking the trainees to reflect individually on their experiences with dish creation. Have them take a few minutes to note down their thoughts on the following questions:

- a. Where do you get inspiration to create a dish?
- b. Explain the common dietary restrictions you face when creating a menu for your customers. When you meet such restrictions, how do you proceed?
- c. Describe the tools and equipment for preparing new dishes
- d. Describe the process of drafting a new dish.
- e. Describe the format to follow when naming a new dish.
- f. Describe the elements to base on when writing a new recipe

Step 2: After the reflection, ask them to share their answers with a partner or in small groups. This will allow them to compare their ideas

Step 3: Ask trainees to discuss the importance of preparing the workplace and ingredients in advance when planning to create a new dish, asking the following questions:

- a. Describe the elements of a well-organized workplace
- b. Describe the elements to base on when selecting tools and ingredients for a new dish.

Step 4: Wrap-Up and Reflection

Conclude the activity by summarizing the key concepts discussed. Emphasize the importance of creating a new dish and maintaining workplace organized in the process. Encourage the trainees to reflect on how they can apply the principles and strategies discussed in their own roles.

- a. What new insights have you gained about food and beverage production?
 - b. How will you implement these insights in your work moving forward?
2. Introduce **Topic 1.1: generation of dish idea**. Explain that this topic focuses on generating new dish idea, the sources of inspirations, the dietary considerations required in the process, the drafting of new dish recipe as well as the naming procedure for the dish.

Topic 1.1: Generation of new dish idea

	Objectives: By the end of the topic, trainees will be able to: a. Define the key concepts regarding new dish creation b. Describe the source of information to be inspired in creating a new dish c. Identify the guest dietary restrictions and plan a corresponding new dish d. Draft new dish recipe
	Time Required: 10 hours
	Learning Methodology: Group discussion, Trainer guided, Videos, brainstorming and demonstration
	Materials, Tools and Equipment Needed: a. Equipment: working table, cutting machines, mixers, blenders, refrigerator, oven, dishwasher, trolleys, fryers, steamers, grillers b. Tools: peelers, spoons, measuring tools, hand wire whisk, tongs, wooden spoons, grater, stainless containers, knives, kitchen hammer, sauce pans, frying pans, colander, chinois, mixing bowls, piping nozzle, piping bag, meat thermometer, skimmer. c. materials - fresh produce: fruits, vegetables and herbs - meat, fish and sea foods - dairy products and eggs - grains: rice, pasta and breads - dry goods: beans, lentils, flour and spices

d. **Facilitation equipment:** computer, projector, recorder, Television screen, internet accessibility devices, white board, flipchart and books.

Preparation:



- ☐ Contact local F&B outlets or create a simulated training environment for practical activities.
- ☐ Gather all necessary tools and equipment to create a new dish
- ☐ Prepare visual aids, including videos or info graphics on the topic.
- ☐ Prepare various ingredients that maybe used to create a new dish
- ☐ Prepare various sources from which students could getting information or inspiration: library (books), smart room, a recorder, projector, laptop, newspaper, and dictionary.
- ☐ Arrange the training room layout to facilitate group activities and role-play sessions.

Cross Cutting Issues:



- ✓ **Environment and Sustainability:** Encourage the creation of dishes that respect and celebrate various cultures, acknowledging food traditions and dietary restrictions across different regions. Teach how to create dishes using local, seasonal, and sustainable ingredients that have minimal environmental impact.
- ✓ **Gender:** Ensure equal participation of all trainees in activities, and discuss gender-sensitive practices in the F&B industry.
- ✓ **Professional Ethics and Peace Education:** Reinforce values like integrity and teamwork during role-play and discussions.
- ✓ **Standardization Culture:** Training should include awareness of dietary needs such as vegetarian, vegan, gluten-free, low-carb, and others, ensuring dish ideas are inclusive. Provide knowledge on substitution of ingredients to accommodate these restrictions without compromising taste or texture.
- ✓ **Inclusivity:** Create activities that accommodate trainees with diverse abilities or needs.

	✓ Financial education: Discuss reducing food waste and using underutilized parts of produce or meat.
	Prerequisites: ✓ Produce Italian hot dish ✓ Produce cold kitchen advanced products ✓ Produce Chinese hot dishes ✓ Perform F&B quality control -Prepare advanced bread and pastry products



Activity 1: Problem-Solving



Task 2:

1. Using appropriate methods like group discussions, brainstorming, role-play, and practical demonstrations, guide trainees through task 2 by encouraging them to reflect on the generation of new dish idea. Follow these steps to facilitate the process:

Step 1: Introduce the activity and ask trainees to refer to their experience in culinary arts and discuss on the questions below:

- a. Tell us about a time you had to adapt a traditional recipe to make it more modern or appealing. What changes did you make, and why?
- b. Describe a situation where you created a dish specifically to meet a customer's request or dietary need. How did you ensure it was successful?
- c. How do you balance creativity with customer preferences when designing new dishes?
- d. Have you ever faced constraints (e.g., limited ingredients or budget) when creating a new dish? How did you overcome them?

Step 2: After the brainstorming session, ask each group to share their key findings, ensuring that they cover areas like sources of inspirations, the dietary considerations

required in the process, the drafting of new dish recipe as well as the naming procedure for the dish.

2. Guide trainees to read the scenario in their trainee manual, after reflecting on the scenario, ask trainees to form small groups to discuss how they would go about it by answering the related questions:

“A&B is a four-star hotel located in Kigali city. Five past years, this hotel was busy due to his quick service and good quality dishes offered. Recently, the number of customers has significantly decreased due to poor service and products offered. Customers are claiming to eat the same foods two years ago, dishes not responding with their culture, believes and dietary restrictions. The owner of A&B hotel decides thereafter to engage you as head chef in the kitchen with the objectives to create new dishes responding on customers dietary restrictions and place the hotel on top with an excellent and innovative cuisine in Kigali”

- a. Can you share an example of what you will base on to develop unique dishes for A&B?
 - b. What would inspire you, and how will you execute the idea?
3. Encourage trainees to discuss and helping them consider what elements to base on while generating an inclusive new dish idea.
 4. Ask trainees to read the Key Facts 1.1 for further information.



Activity 2: Guided Practice



Task 3

1. Guide students in reading the scenario on task 3 and come up with ideas that addresses challenges and ensures consistent and inclusivity of the dish. The goal is to teach them how to design effective new dish ideas, that surpasses the dietary, culture and religion restrictions.

Step 1. Introduce the activity, by asking trainees to read the scenario and answer to the related questions:

Scenario: Generating new dish ideas for a seasonal menu

A mid-sized restaurant plans to introduce a new seasonal menu that incorporates fresh, local ingredients. The goal is to create innovative dishes that cater to diverse dietary preferences while maintaining the restaurant's brand identity.

Step 2: Guide trainees to create innovative dishes that cater to diverse dietary preferences while maintaining the restaurant's brand identity while reflecting the statement given down:

- a. Establish clear goals for the new dishes
 - i. seasonal flavors,
 - ii. vegan options,
 - iii. fusion cuisine
- b. Identify target customers and their preferences
 - i. food trends,
 - ii. dietary restrictions
- c. Study seasonal ingredients available from local suppliers.
- d. Analyze competitors' menus for inspiration and market trends.
- e. How would you handle a last-minute change to the menu or ingredients due to availability?
- f. Describe a situation where you had to adapt a dish for a customer with unique dietary restrictions.

Step 3: Ask trainees to explore global cuisines, food blogs, cookbooks, and platforms like Pinterest or Instagram for creative ideas.

2. Guide students in presenting their works to the class and answer any questions that they might have.
3. Instruct students that creating and implementing a new dish is an ongoing, dynamic process. They should regularly review and update the dish based on feedback. Continuous improvement should be at the core of their strategy to ensure the dish remains creative and consistently appeals to diverse group of people.



Activity 3: Application



Task 4

1. Guide trainees to develop a new dish idea for a health-focused pop-up event.

Step 1: Ask trainees to read the scenario and answer on questions related.

Scenario: Generating new dish ideas for a health-focused pop-up event

A restaurant is planning a health-focused pop-up event to attract fitness enthusiasts and health-conscious diners. The goal is to design a menu with creative, nutritious dishes that emphasize super foods, balanced macros, and dietary inclusivity (e.g., gluten-free, vegan). The dishes should be both visually appealing and delicious, aligning with the event's wellness theme.

- a. Establish the event's focus
 - i. Super food feast
 - ii. Macro-balanced dining
 - b. Identify specific dietary trends to highlight
 - i. Vegan
 - ii. vegetarian
 - iii. paleo
 - c. Investigate current health and wellness trends using online platforms, fitness blogs, and nutrition journals.
 - d. Collaborate with a nutritionist to ensure the dishes meet health standards.
 - e. Explore plating techniques and creative ingredient uses on social media and food-focused websites.
2. Guide trainees in small groups to discuss the following questions:
 - a. What are unique ways to incorporate super foods into a dish?
 - b. How can we make the presentation reflect the health theme?
 - c. What textures and flavors will appeal to health-conscious diners?
 3. Conclude the activity with trainees presenting their works/discussion outcomes to the group for input and feedback. Facilitate discussions to refine their proposals, encouraging collaboration and innovative solutions. Finally, guide them in making adjustments and preparing their new dish ideas for implementation, emphasizing the significance of continuous improvement and adaptability in maintaining quality standards.

Topic 1.2: Preparing workplace and selecting ingredients

	Objectives: By the end of the topic, trainees will be able to - Prepare the workplace - Select tools and equipment for new dish - Describe factors to consider when selecting ingredients for new dish - Select ingredients for new dish. - Describe dish categories - Describe customer diet restrictions with suggestive dishes
	Time Required: 5 hours
	Learning Methodology: Group discussion, trainer guided, site visit, brainstorming and demonstration.
	Materials, Tools and Equipment Needed: Equipment: working table, cutting machines, mixers, blenders, refrigerator, oven, dishwasher, trolleys, fryers, steamers, grillers Tools: peelers, spoons, measuring tools, hand wire whisk, tongs, wooden spoons, grater, stainless containers, knives, kitchen hammer, sauce pans, frying pans, colander, chinois, mixing bowls, piping nozzle, piping bag, meat thermometer, skimmer. Materials: fresh produce: fruits, vegetables and herbs, meat, fish and sea foods , dairy products and eggs, grains: rice, pasta and breads, dry goods: beans, lentils, flour and spices. Facilitation equipment: computer, projector, white board, flipchart, Bristol paper, marker pens.
	Preparation: ☐ Prepare the working station for demonstration ☐ Prepare various ingredients from which trainees will select ☐ Avail tools and equipment to enable trainees organize their working stations

- ❑ Avail a designed drafted recipe for trainer expert view.

Cross Cutting Issues:



- ✓ **Sustainability and Environment:** Promote practices like reducing food waste by composting, using food scraps creatively and use energy-efficient kitchen equipment, reduce water consumption, and recycle kitchen waste where possible.
- ✓ **Financial education:** Promote a culture of cost efficiency without compromising quality. Educate staff on budgeting and portion control to reduce waste.
- ✓ **Standardization Culture:** Train all trainees to follow the same procedures to create uniformity in the preparation and presentation of dishes. This consistency helps maintain quality control and reduces errors
- ✓ **Gender:** Promote equal opportunities for all genders in the training activities, from leadership positions to front-line staff.
- ✓ **Peace and Values Education:** Foster teamwork and respectful collaboration during audits and role-playing exercises.



Prerequisites:

- kitchen mise en place
- cutting skills
- portioning skills



Activity 1: Problem-Solving



Task 5

1. Guide trainees through the activity on task 5 in trainee manual by encouraging them to discuss and reflect on practical approaches to maintaining cleanliness and safe workplace. Begin by organizing them into groups or pairs to explore real-world scenarios related to hygiene standards, and ingredients selection.

Step 1: Ask trainees to read and answer the questions:

- a. Perform a pre-shift checklist to identify any missing or broken tools and act accordingly.
 - b. Have you ever faced constraints (e.g., limited ingredients or budget) when creating a new dish? How did you overcome them?
 - c. You are developing a dish, but a key ingredient is unavailable. How would you adapt the recipe while maintaining its intended flavor profile?
 - d. You are tasked with creating a new dish that's both innovative and cost-effective. How would you approach balancing creativity with profitability?
 - e. How would you create a gluten-free version of a dish that traditionally relies on wheat-based ingredients?
2. Encourage trainees to identify proactive steps for addressing issues, such as dealing with emergencies at workplace, limited ingredients or budget, adapting the recipe while maintaining its intended flavor profile. Facilitate discussions on strategies for handling those challenges. Highlight the importance of choosing the right ingredients/tools/equipment and maintaining the intended result in new dish creation.
 3. Recap the key points from each scenario. Ask trainees if they have any questions or want to revisit any points. Reinforce the importance of problem-solving skills and handling challenges in a professional and effective manner.
 4. After discussions, have each group present their answers to the class. Provide feedback, highlight key solutions, and clarify using examples or visual aids. Refer them back to the manual's key facts for deeper understanding and further reading.



Activity 2: Guided Practice



Task 6

1. Begin by presenting the scenario to trainees, outlining the issues that have been identified in the scenario. Highlight the preparation process involves preparing the kitchen, ensuring that all the required tools and ingredients are available, and selecting the best produce for the dish. The team must also be mindful of potential allergies or dietary restrictions among the students.

In the efforts to provide healthy, balanced meals the school's cafeteria is introducing a new, healthy, vegetarian dish as part of a balanced meal plan for students. The new dish is not only nutritious and tasty but also allergen-friendly and visually appealing. The dish will be offered during lunchtime, with a focus on seasonal ingredients that are nutritious, affordable, and appealing to students.

2. Break down the tasks: Split the trainees into teams or work individually, giving them clear responsibilities for each task. For example:

Clean workstations free from contaminants, ensuring food safety

Prepare and set up tools and equipment that you might need for your dish

Select ingredients for the new dish and provide details on the following:

- i. Core ingredients of the new dish, keeping in mind the diet restrictions or healthy aspects.
 - ii. Flavor enhancers like herbs, spices, and seasoning to complement the dish's flavors.
 - iii. Special dietary requirements: ingredients meet specific dietary needs, such as vegan, gluten-free, or low-carb.
 - iv. Ingredient freshness: vegetables and herbs for freshness, and check expiration dates on other ingredients like canned goods or grains.
 - v. Plan for presentation and garnishes that enhance the visual appeal of the dish.
3. Providing feedback: After each task or mock exercise, provide feedback and encourage self-reflection. Ask questions like, "What would you do differently in a real-world situation?" to help them internalize the learning.

4. Presenting findings: Have each group or individual present their findings and proposed solutions to the class, simulating a real-world team debrief. Offer feedback and corrections if needed, and encourage class discussion.
5. Reflect and discuss real-world application: In the final section, guide a group discussion where they reflect on the challenges they faced during the exercises. Have them discuss how the solutions can be maintained long-term in a real-world environment.
6. Conclude with best practices: Summarize the key lessons learned from the scenario and reinforce the importance of consistency, communication, and proactive problem-solving to maintain food safety and quality.



Activity 3: Application



Task 7

1. Introduce the scenario: Explain to the trainees that the restaurant wants to introduce a new dish.

A new seasonal dish is being introduced in a B&BG restaurant, focusing on fresh ingredients that showcase the best of the current harvest. The dish needs to be vegetarian, healthy, and visually appealing for the evening dinner menu. The preparation begins with ensuring that the kitchen environment is ready and the right ingredients are selected for the new dish.

2. Ask trainees individually perform the following
 - a. Determine the primary ingredient(s) that will form the dish's base for your new dish
 - b. Choose complementary ingredients to enhance flavors, textures, and colors (e.g., herbs, spices, vegetables) to complement your new dish
 - c. Select and prepare the tools and equipment that you will use in the dish preparation
3. Guide trainees to present their findings to the class. After each task, encourage trainees to discuss challenges they might face in a real-world setting and how to address them.



Formative Assessment

1. Describe a time when you had to prepare a new dish from scratch. How did you go about organizing the preparation process?

Answer: *I was tasked with preparing a new seasonal dish for the restaurant's menu that had to incorporate locally-sourced, sustainable ingredients. The first step in the process was thorough planning. I started by researching the seasonal ingredients available to ensure they were fresh and in line with our sustainability goals. Once I had the list of ingredients, I created a rough draft of the dish, considering flavor balance, dietary preferences (like gluten-free options), and presentation.*

Next, I organized the kitchen team by assigning roles based on their expertise. One person handled ingredient prep, another worked on creating any sauces or garnishes, and I took the lead on cooking and final plating. We worked in parallel to optimize time, and I made sure that everyone had a clear understanding of their tasks and the overall vision for the dish.

Or it could be

I was tasked with creating a new seasonal dish for the menu. I started by researching locally-sourced ingredients to ensure freshness and sustainability. Then, I planned the preparation by assigning tasks to the team, ensuring we worked efficiently and minimized waste. I created the dish by balancing flavors and presentation, and I made sure the process was standardized for consistency. After a tasting and a few adjustments, the dish was ready and well-received by customers.

2. Describe a situation where you had to ensure that all kitchen workstations and equipment were ready for a new dish. What steps did you take to ensure everything was in place?

Answer: *Before launching a new dish, I made sure all workstations and equipment were prepared by first reviewing the recipe and determining what tools and equipment were needed. I assigned tasks to the team to clean and sanitize the stations, ensuring all necessary utensils, pots, and pans were in place. I also checked that equipment like ovens, fryers, and blenders were functioning properly. Finally, I double-checked the inventory for any missing ingredients and made sure everything was prepped and organized to*

minimize downtime during service. This helped streamline the process and ensured a smooth execution of the dish.

3. Can you give an example of a time when you needed to choose ingredients for a new dish? What factors did you consider when selecting those ingredients?

Answer: *When creating a new dish, I focused on selecting ingredients that were seasonal, fresh, and aligned with the restaurant's sustainability goals. I considered flavor balance, dietary restrictions (e.g., gluten-free, vegan), and the dish's overall nutritional value. I also ensured that the ingredients were locally sourced to reduce the carbon footprint and support local farmers. Cost was another factor, so I balanced quality with affordability to keep the dish profitable. Ultimately, I aimed to create a dish that was both delicious and responsible.*

4. Describe a time when you had to adapt a recipe or dish to meet dietary restrictions. How did you ensure the dish was still delicious and met the necessary requirements?

Answer: *I once had to adapt a dish to be gluten-free for a customer with dietary restrictions. To ensure the dish was still delicious, I substituted the flour with a gluten-free blend and used gluten-free pasta. I also adjusted the seasoning to maintain the same flavor balance. During testing, I focused on the texture and taste, ensuring it matched the original. After a few tweaks, I found the right balance, and the dish was well-received. I also made sure to double-check all ingredients for hidden gluten and communicated clearly with the team about the changes.*

5. Have you ever had to handle multiple pre-preparation tasks at once? How did you prioritize your tasks to ensure the dish was ready on time?

Answer: *Yes, during a busy service, I had to handle multiple prep tasks at once for a new dish. To stay organized, I prioritized tasks based on the time they would take and their importance to the dish. For example, I prepped ingredients that required longer cooking times first, like roasting vegetables, and then focused on quicker tasks like chopping herbs or preparing garnishes. I also communicated with the team to make sure we were all on track and working efficiently. By staying organized and keeping a clear timeline, I ensured everything was ready on time without sacrificing quality.*

6. Describe a time when you worked with a team to prepare a new dish. How did you communicate and coordinate tasks to ensure the preparation was successful?

Answer: *When preparing a new dish, I worked closely with the team to ensure everything ran smoothly. We started by breaking down the recipe and assigning tasks based on each person's strengths. I made sure to communicate clearly about the timing and importance of each step, so everyone knew their responsibilities. We checked in with each other throughout the process, ensuring we were on track and any issues were addressed quickly. This clear coordination allowed us to prepare the dish efficiently, and the team's collaboration resulted in a successful launch.*

7. Describe a time when you had to troubleshoot or resolve an issue during the pre-preparation phase (e.g., missing ingredients, equipment malfunction). What was the issue, and how did you solve it?

Answer: *During a busy prep session, I realized we were missing a key ingredient for a dish—fresh herbs that were out of stock. To resolve this, I quickly assessed the situation and used dried herbs as a substitute, adjusting the quantities to maintain flavor. Meanwhile, I delegated a team member to check with the supplier and arrange for the delivery of fresh herbs later in the day. By staying calm, thinking on my feet, and communicating with the team, I ensured the dish was still prepared on time without compromising on quality.*

Or

During pre-preparation for a busy service, our oven malfunctioned just as we needed to roast vegetables for a new dish. I quickly assessed the situation and decided to use a combination of stovetop roasting and a broiler to achieve a similar effect. I communicated with the team to adjust the prep timeline and keep everything else on track. Meanwhile, I worked with maintenance to get the oven repaired as soon as possible. By adapting quickly and coordinating with the team, we were able to continue prepping the dish without delays.

8. Can you share an experience when you had to ensure the freshness and quality of ingredients before using them in a dish? How did you verify their quality?

Answer:

Before preparing a dish, I always check the freshness and quality of ingredients, especially for produce and proteins. For example, when we received a delivery of fish for a new dish, I personally inspected each fillet, checking for clear eyes, firm texture, and a fresh, ocean-

like scent to ensure it was still good. I also double-checked the expiration dates on any packaged ingredients and ensured that they were stored correctly to maintain their freshness. By carefully inspecting everything before use, I was able to guarantee that the dish would be of the highest quality.



Points to Remember

- Inspiration sources may come from cultural influences, seasonality, websites, trends, customer preferences.
- Dietary restrictions to consider while exploring new dish: dietary needs (e.g., vegetarian, gluten-free, vegan) and ensure ingredients comply with the menu requirements.
- Ensure all workstations are clean and sanitized to prevent cross-contamination.
- Properly organize the kitchen tools and equipment before starting preparation (e.g., knives, cutting boards, mixing bowls, stoves, ovens).
- Be aware of common allergens (nuts, dairy, gluten) and provide alternative options when necessary.
- Ingredient exploration: experiment with ingredients to create unique flavor, substitutions and focus on sustainable and locally sourced ingredients to minimize food waste and support the environment



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

Further Information for the Trainer

When training on generating new dish topics, there are several key issues that can enhance the quality, creativity, and relevance of the new dishes. Including these cross-cutting issues in training will foster creativity and thoughtful dish generation, while also ensuring new recipes align with current trends and meet diverse customer needs. Consider to elaborate on the following:

1. **Cultural Sensitivity and Diversity:** Encourage the creation of dishes that respect and celebrate various cultures, acknowledging food traditions and dietary restrictions across different regions. Emphasize the importance of understanding ingredients and cooking methods that are deeply tied to specific cultures.
2. **Dietary Restrictions and Preferences:** Training should include awareness of dietary needs such as vegetarian, vegan, gluten-free, low-carb, and others, ensuring dish ideas are inclusive. Provide knowledge on substitution of ingredients to accommodate these restrictions without compromising taste or texture.
3. **Health and Nutrition:** Introduce concepts of balanced nutrition, including calorie-conscious, low-fat, high-protein, or nutrient-dense recipes. Consider promoting "clean eating" dishes with a focus on whole, unprocessed foods.
4. **Sustainability and Environmentally Friendly Ingredients:** Teach how to create dishes using local, seasonal, and sustainable ingredients that have minimal environmental impact. Discuss reducing food waste and using underutilized parts of produce or meat.
5. **Global Trends in Food:** Focus on emerging food trends, like plant-based meats, fermentation, ancient grains, or fusion cuisine. Discuss how social media influences food trends and how new dish creation can tap into these shifts in consumer interest.

6. **Innovative Techniques and Presentation:** Encourage exploration of new cooking techniques (e.g., sous-vide, molecular gastronomy, fermentation) and their impact on texture and flavor. Discuss creative plating and presentation, making dishes visually appealing as part of the experience.
7. **Cost and Accessibility:** Consider budget constraints when designing new dishes, suggesting ways to create gourmet or unique meals with affordable ingredients. Encourage recipes that are accessible to home cooks, considering the availability of ingredients and tools.
8. **Ingredient Pairing and Flavor Profiles:** Educate on the science behind flavor pairing and how to combine ingredients that complement each other. Highlight the importance of balancing flavors (e.g., umami, sweetness, bitterness, sourness, saltiness).
9. **Seasonality and Regionality:** Teach about the importance of creating dishes that reflect the seasonality of produce and the availability of local ingredients. Train on the concept of regional cuisine and how to adapt traditional dishes with a modern twist while respecting local specialties.
10. **Food Waste Reduction and Zero-Waste Cooking:** Integrate practices for minimizing food waste, such as using leftovers creatively or making stocks from scraps. Encourage thinking about how to repurpose ingredients for multiple dishes.

LEARNING OUTCOME 2: PREPARE NEW DISH



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to perform post-audit activities. It will cover documenting audit findings of food and beverages, recommending corrective measures, reporting audit findings.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the preparation techniques to apply on tools selected for a new dish preparation	1. Prepare tools to use on new dish preparation	1. Tools/equipment should be handled carefully and safely
2. Describe the pre-preparation techniques to apply on ingredients selected to prepare a new dish	2. Prepare ingredients to prepare a new dish	2. Selected ingredients should be checked for their freshness and cleanliness
3. Describe the process of cooking a new dish by deep-frying	3. Deep-fry the new dish	3. When deep-frying, follow the guidelines for safety purposes.
4. Explain the process of braising a new dish	4. Cook the new dish using braising cooking method	4. When braising, respect the measurement of spices and condiment
5. Describe the pre-validation techniques to apply on new dish	5. Pre-validate the new dish created	5. When pre-validating, one should base on the dish presentation and testing techniques
6. Explain the techniques you will apply when interpreting a new dish	6. Interpret the new dish created	6. Interpret the new dish based on composition and its presentation
7. Explain the techniques to apply when adjusting a new dish.	7. Adjust the new dish	7. Before adjusting, check carefully the errors and then after adjust accordingly.



Discovery activity:



Task 8:

1. Guide trainees to discuss on the questions below:
 - a. Can you describe a time when you had to organize your workspace under pressure?
How did you ensure everything was ready before starting?
 - b. Share an example of how you prioritized tasks when preparing ingredients for a new recipe.
 - c. How have you handled a situation where an essential tool or ingredient was unavailable during mise en place?
 - d. Tell me about a time you had to adapt a cooking technique to achieve the desired outcome. What did you do, and what was the result?
 - e. Describe a situation where you realized mid-process that a dish wasn't turning out as expected. How did you correct it?
 - f. How have you balanced following a recipe with adding your personal creative touch
 - g. Interpretation of new dish
 - h. Describe a dish you created where presentation played a significant role in its success.
What steps did you take to enhance its appeal?
 - i. Can you give an example of when you analyzed the composition of a dish and realized it needed adjustments for balance? What did you change?
 - j. Tell me about a time you creatively presented a dish to match its cultural or thematic concept.
 - k. Share an example of when you substituted an ingredient due to availability issues or dietary restrictions. How did it affect the final dish?
 - l. Can you describe a time you worked collaboratively to refine a dish? What role did you play in making the necessary adjustments
2. After completing the activities, ask trainees to reflect on the challenges they faced and how they can apply these skills to real-world audits. This approach will enhance their problem-solving, communication, and auditing skills in food and beverage quality control.
3. Introduce Topic 2.1: Performing mise en place for new dish. Explain that this topic will cover the principles and practices of creating thorough and clear audit documentation.

Topic 2.1: Performing mise en place for new dish

Objectives:

By the end of the topic, trainees will be able to:

- a. Read and interpret the recipe to identify ingredients, techniques, and timing.
- b. Describe the preparation process based on the types of ingredients
- c. Identify ingredients preparation techniques basing on the recipe
- d. Demonstrate proper techniques for washing, cutting, and measuring ingredients, ensuring freshness and quality.
- e. Prepare ingredients based on new dish recipe
- f. Prepare and check tools and equipment for functionality and based on new dish recipe
- g. Prioritize tasks to align with the cooking schedule
- h. Follow hygiene and safety to prevent cross-contamination and maintain food quality
- i. Follow storage and holding time for ingredients.



Time Required 10 hours.



Learning Methodology: Group discussion, trainer guided, site visit, brainstorming and demonstration.

Materials, Tools and Equipment Needed:

Equipment: working table, cutting machines, mixers, blenders, refrigerator, oven, dishwasher, trolleys, fryers, steamers, grillers



Tools: peelers, spoons, measuring tools, hand wire whisk, tongs, wooden spoons, grater, stainless containers, knives, kitchen hammer, sauce pans, frying pans, colander, chinois, mixing bowls, piping nozzle, piping bag, meat thermometer, skimmer.

Materials ingredients: Fresh produce: fruits, vegetables, fresh herbs, meats, poultry and fish products: beef, veal, lamb, goat, pork, chicken, turkey, fish,

shells, dairy products: milk, cheese, yoghurt, butter, seasoning and dry products: salt, pepper, spices, flour, dry beans, lentils...

Preparation:



- ☐ Make sure the teaching area is set up with enough space for the participants to work comfortably. Organize the ingredients and tools in a logical way so they are easy to access during the lesson.
- ☐ Gather all the necessary tools and equipment ahead of time, such as knives, cutting boards, bowls, measuring cups, and storage containers.
- ☐ Ensure that everything is clean and ready for use.
- ☐ Ensure all kinds of ingredients are available for students to work with

Cross Cutting Issues:



- ✓ **Environment and Sustainability:** promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling.
- ✓ **Gender:** Ensure all trainees, regardless of gender, are treated equally and have equal opportunities for leadership roles and skills training in preparation tasks. Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution.
- ✓ **Financial Education:** Teach trainees to manage ingredient costs during mise en place by emphasizing portion control, efficient use of ingredients, and avoiding over-ordering. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.
- ✓ **Standardization Culture:** Standardize mise en place procedures to ensure that all team members prepare ingredients in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the mise en place, such as consistent labeling and portioning,

so each dish is prepared with the same quality, no matter who is performing the prep.

- ✓ **Inclusivity:** Ensure that the mise en place process accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques, ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.



Prerequisites :

- personal hygiene and food safety
- kitchen mise en place, cutting and portioning skills
- ingredients pre-preparation cooking methods.



Activity 1: Problem Solving



Task 9

1. Using appropriate methods like group discussion, role-play, and guided reflection, guide trainees through Task 9. This task will help them apply problem-solving techniques to real-world mise en place situations.
 - a. You have limited time to prepare for a complex dish with multiple components. How would you prioritize your tasks to ensure everything is ready on time?
 - b. If a key ingredient takes longer to prepare than expected, how would you adjust your workflow to avoid delays?
 - c. Imagine you discover an essential ingredient is missing just before starting mise en place. What steps would you take to resolve the issue?
 - d. If a critical piece of equipment breaks while preparing ingredients, how would you adapt to continue your mise en place efficiently?
 - e. What would you do if you noticed cross-contamination risks during mise en place (e.g., raw meat and vegetables being prepared on the same surface)?
 - f. If you find that an ingredient's quantity is insufficient for the dish, how would you adjust the recipe while maintaining its intended flavor and quality?
 - g. If a team member is unfamiliar with a preparation technique required for the new dish, how would you ensure the task is completed accurately and on time?
 - h. How would you approach a scenario where a client requests a specific dietary modification (e.g., gluten-free) after mise en place has begun?
2. Encourage trainees to reflect on the situations below. Discuss how the strategies can be applied to real-world, and invite feedback on the approaches used during the group work discussions. This will help reinforce problem-solving and presentation skills essential for effective new dish creation.
3. Guide trainees to read the key facts 2.1 for further information, provide responses if they have questions.



Activity 2: Guided Practice



Task 10

1. Guides trainees to read and understand the scenario below
In school canteen kitchen, the trainer requested you to perform the mise en place for the following dishes:
 - a. Starter: beef bouillon with julienne of carrot, onion and sushi
 - b. Main course: deep-fried crumbed chicken breast, creamed spinach with turned potatoes
 - c. Dessert: fruit salad with cubed shape.
2. Using appropriate methods like guided reflection, group/individual work help trainees work through Task 9. The goal is for trainees to perform mise en place using the right, preparation techniques/methods the ingredients for their new dishes while maintaining the nutritional value.
3. Take trainees through the following steps:
 - a. Review the recipe to understand the required ingredients, techniques, and tools.
 - b. Create a checklist of all ingredients and equipment needed for the dish.
 - c. Identify and source any special or uncommon ingredients.
 - d. Arrange ingredients in the order they will be used.
 - e. Place tools and utensils within easy reach for seamless workflow.
 - f. Use labeled containers to separate and store prepped ingredients to avoid confusion.
 - g. Sanitize the workspace and tools before beginning.
 - h. Set up separate stations for raw and cooked ingredients to prevent cross-contamination.
 - i. Store perishable items in the refrigerator until needed.
 - j. Start with tasks that take the longest to complete, such as marination or slow cooking preparations.
 - k. Plan tasks to align with cooking and serving schedules.
4. Encourage trainees to come up with actionable solutions that could be put in place at their school canteen.

5. By the end of this task, trainees should be able to prepare mise en place for any new dish recipe and address critical food safety and operational issues effectively.



Activity 3: Application



Task 11

1. Using appropriate methods like field visit, group discussions, role-playing, guide trainees through Task 10. Follow these steps to facilitate the activity:

Step 1: Understanding the Situation: Begin by reading the scenario with trainees.

You are working at a nearby hotel, and the lunch buffet including a selection of fruit desserts and fruit cuts. The goal is to create a visually appealing, fresh, and hygienically prepared fruit display while accommodating guests with specific dietary restrictions, such as vegan, gluten-free, nut-free, and low-sugar preferences.

Step 2: Ask trainees to perform the following tasks while considering the restrictions/considerations mentioned

- a. Review the menu and dietary needs
 - b. Prepare ingredients (wash, peel, cut, and portioning).
 - c. Prepare alternatives for dietary-specific requirements.
 - d. Select tools and set-up equipment
 - e. Organize workstation
 - f. Label and store prepped ingredients to prevent cross-contamination.
 - g. Arrange items in sequence for smooth workflow.
 - h. Maintain strict sanitation practices and use gloves.
 - i. Clearly label all allergen-friendly and dietary-specific items.
2. Guide trainees to present to the class how they proceeded
 3. Wrap up the activity by summarizing their presentations.

This checklist will help you evaluate whether the trainee successfully prepares a safe, hygienic, and visually appealing fruit display that accommodates dietary needs.

Criteria	Indicators	Yes/No
a. Review the menu and dietary needs	Trainee checks the menu to identify any dietary restrictions (e.g., vegan, gluten-free, nut-free, low-sugar).	
b. Prepare ingredients (wash, peel, cut, and portion fruits)	Trainee washes, peels, cuts, and portions efficiently and hygienically.	
c. Prepare alternatives for dietary-specific requirements	Trainee prepares suitable alternatives for specific dietary needs (e.g., sugar-free, nut-free options).	
d. Select tools and set-up equipment	Trainee selects and prepares all required tools and equipment (e.g., knives, peelers, cutting boards).	
e. Organize workstation	Workstation is tidy and organized, with all tools and ingredients within easy reach.	
f. Label and store prepped ingredients to prevent cross-contamination	Prepped ingredients are properly labeled and stored separately to avoid cross-contamination (e.g., for allergens).	
g. Arrange items in sequence for smooth workflow	Trainee arranges ingredients and tools logically, following an efficient sequence for smooth work flow.	
h. Maintain strict sanitation practices and use gloves	Trainee uses gloves where necessary and ensures all surfaces and tools are sanitized before and after use.	
i. Clearly label all allergen-friendly and dietary-specific items	Labels clearly indicate which items are allergen-friendly or meet dietary needs (e.g., "vegan", "nut-free").	

Topic 2.2: Cooking a new dish

	Objectives: By the end of the topic, trainees will be able to: - Identify the suitable cooking methods for new dish to create - Utilize the correct cooking techniques (e.g., sautéing, baking, grilling) to achieve desired textures and flavors. - Practice safe food handling, sanitation, and cross-contamination prevention throughout the cooking process. - Adapt ingredients and preparations for any dietary restrictions (e.g., gluten-free, vegan, nut-free) as specified in the recipe.
	Time Required: 10 hours
	Learning Methodology: Group discussion, Trainer guided, field visit, demonstration, practical performance.
	Materials, Tools and Equipment Needed: - Tools and equipment per recipe - Materials / ingredients per recipe.
	Preparation: ☐ prepare the workplace ☐ check the availability of tools and their arrangement ☐ check the availability of right ingredients and their preparation sequencing ☐ avail the new dish recipe, detailed (printed) as guidance
	Cross Cutting Issues: ✓ Environment and Sustainability: promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling. ✓ Gender: Ensure all trainees, regardless of gender, are treated equally and have equal opportunities for leadership roles and skills training in

preparation tasks. Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution.

- ✓ **Financial Education:** Teach trainees to manage ingredient costs during mise en place by emphasizing portion control, efficient use of ingredients, and avoiding over-ordering. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.
- ✓ **Standardization Culture:** Standardize preparation procedures to ensure that all team members prepare ingredients in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the dish preparation, such as consistent labeling and portioning, so each dish is prepared with the same quality, no matter who is cooking.
- ✓ **Inclusivity:** Ensure that the preparation process accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques, ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.



Prerequisites:

- food hygiene and safety / HACCAP
- mise en place
- cooking methods
- customer diet restrictions knowledge
- flavor and color analysis



Activity 1: Problem Solving



Task 12

1. Using appropriate methods like group discussion, trainer guided, field visit, demonstration, practical performance, guide trainees through Task 12 by following these general steps, trainees can approach each question with a structured process that reflects both their decision-making and learning from the experience.
2. Guide trainees to identify the situation/challenge. Recall the circumstances, the goal, or the challenge they faced when working with the new dish or technique.
3. Guide trainees to break down the reasoning behind their choices, such as selecting a cooking method, adjusting temperature, or troubleshooting a flavor/texture issue. This will help you understand why specific actions were taken and how they impacted the outcome.
4. Guide trainees to outline the steps they took to address the challenge or complete the task. Detailing specific actions, adjustments, or techniques used, such as modifying cooking times, adjusting ingredients, or learning a new technique.
5. Guide trainees to reflect and assess the final outcome of their actions, whether the dish turned out well, if the adjustments worked, or if the new technique was applied successfully.
6. Guide trainees to share what they think about any insights, improvements, or new knowledge gained (e.g., more confidence with a technique, better time management, or deeper understanding of ingredients).
 - a. Describe how you decided which cooking method to use for a new dish. What factors did you consider, and why?
 - b. Can you share an experience where you had to use a new or unfamiliar cooking technique? How did you ensure the dish turned out well
 - c. Tell me about a time when you had to adjust the temperature, timing, or method while cooking a new dish. How did you make the adjustments, and what was the result?

- d. Describe a situation where the texture or flavor of a new dish didn't turn out as expected. How did you identify the issue, and what changes did you make?
- e. Tell me about a time when you learned a new cooking technique or method for a dish. How did you apply this knowledge, and what was the result?
- f. Can you share an experience where creating a new dish inspired you to explore more about a specific cuisine or technique?



Activity 2: Guided Practice



Task 13

1. Using appropriate methods like Group discussion, Trainer guided, field visit, demonstration, practical performance through Task 13. Below is how you can facilitate the process:

Step 1: Guide trainees identify two distinct cuisines that think could be combined in a meaningful way. They should consider their key flavor profiles, cooking methods, and how they might complement each other.

Step 2: Have them research on key ingredients, common dishes, and cooking methods of the chosen cuisines. They should brainstorm on creative ways to combine elements from both cuisines (e.g., pairing specific flavors, textures, or techniques). Guide them to come up with ideas for a unique fusion dish that makes sense both logically and gastronomically.

Step 3: Guide them choose ingredients that are both authentic to the selected cuisines and feasible given the pantry's availability. Ensure the dish executed without overwhelming the palate or recipe.

Step 4: Guide trainees to choose methods (like sautéing, steaming, roasting) that align with the ingredients and desired final dish. The cooking techniques should showcase both cuisines' strengths, complementing their ingredients while delivering the desired final result.

In a high school or culinary school kitchen, a group of students is participating in a cooking class. The instructor assigns a project where your class must create a new fusion dish that

combines elements of two distinct cuisines (e.g., Italian and Japanese) using specific cooking methods, such as sautéing, steaming, or roasting....

- a. Choose the cuisines you want to fuse.
 - b. Research and brainstorm ideas for the dish.
 - c. Select ingredients available in the school's pantry.
 - d. Apply appropriate cooking techniques to execute their idea.
2. Guide trainees to finalize the dishes. Provide feedback on each dish for further improvement.



Activity 3: Application



Task 14

1. Using appropriate methods like group discussions, role-play, and individual reflection, guide trainees through Task 30. Start by asking them to think critically about the audit findings and how they would respond. Follow the steps below to facilitate the process:

Step 1: Guide the review of the scenario and reflection (individual). **Introduce the hotel's brand identity** to the trainees. Explain the importance of understanding the brand, atmosphere, and target audience. This will encourage trainees to align the dish with the hotel's image (e.g., upscale, innovative, luxurious).

"A luxury hotel's restaurant in your neighborhood is preparing for the launch of a new seasonal menu. The executive chef tasks the kitchen team with creating a signature dish that reflects the hotel's brand identity, focusing on innovation, presentation, and local ingredients."

- a. Propose a concept for the signature dish.
- b. Incorporate a cooking technique that highlights your culinary skills (e.g., sous vide, flambé, or poaching).
- c. Use locally sourced ingredients to emphasize sustainability and freshness.
- d. Ensure the dish aligns with the hotel's fine-dining reputation.

Step 2: Guide trainees through the process of conceptualizing a dish that highlights both innovation and the hotel's high-end culinary standards.

Step 3: Discuss cooking techniques that align with fine dining and the skills needed to execute them. Recommend techniques such as **Sous Vide**, **flambé**, **poaching**, or **dehydration** to elevate the dish. Emphasize that the cooking technique should not just impress but also complement the dish’s flavors and textures.

Step 4: Instruct trainees to research local, seasonal ingredients that are fresh and align with sustainability.

Step 5: Assist in developing a cohesive recipe for the dish. Walk trainees through the creation of the recipe, focusing on how each component contributes to the dish’s final product. Ensure that the dish has a balance of flavors (sweet, savory, umami) and textures (crispy, tender, creamy) while staying true to the brand.

This table serves as a comprehensive tool to assess each aspect of the dish, ensuring students meet high culinary standards while aligning their creation with the hotel’s fine-dining reputation.

Criteria	Indicators	Assessment Focus
Concept Development	Clear alignment with hotel’s brand identity and fine-dining standards	Evaluate how well the dish reflects the hotel’s atmosphere, style, and target audience. Is it innovative and sophisticated?
Culinary Techniques	Effective use of advanced techniques (e.g., sous vide, flambé)	Assess the correct application of cooking techniques to elevate the dish and demonstrate culinary skills.
Creativity & Innovation	Fusion of flavors, unique combinations, or modern twists	Evaluate how creatively the student blends ingredients, flavors, and textures from different cuisines. Does the dish feel innovative and fresh?
Ingredient Selection	Use of locally sourced, seasonal, and sustainable ingredients	Review whether the dish incorporates local ingredients, showing attention to sustainability and freshness.

Flavor Balance & Seasoning	Proper seasoning, balance of flavors (sweet, savory, umami)	Check the overall flavor profile. Are the flavors well-balanced, harmonious, and reflective of fine dining?
Texture and Consistency	Appropriate texture contrast (crispy, creamy, tender)	Assess how well the dish uses texture for visual appeal and sensory experience. Is the consistency of sauces and components, correct?
Execution & Time Management	Successful completion within the given time, proper technique application	Assess the students' ability to execute their dish within the time limit while maintaining quality and attention to detail.
Sanitation & Hygiene Practices	Use of proper sanitation techniques (e.g., clean workspace, gloves, food safety)	Check adherence to hygiene and food safety standards throughout the preparation and cooking process.
Final Taste & Quality	Dish's flavor profile, texture, and overall appeal	Taste the dish and evaluate if it meets fine dining expectations. Does it offer an exceptional dining experience?
Culinary Techniques	Effective use of advanced techniques (e.g., sous vide, flambé)	Assess the correct application of cooking techniques to elevate the dish and demonstrate culinary skills.

Topic 2.3: Conducting pre-validation process of new dish

Objectives:

By the end of the topic, trainees will be able to:

- 
- Recognize the importance of pre-validation in ensuring the dish meets quality, feasibility, and customer satisfaction standards.
 - Evaluate the availability, quality, and sustainability of ingredients required for the dish.
 - Identify appropriate cooking methods and ensure kitchen equipment can support the preparation of the dish effectively.
 - Conduct a tasting session to ensure the dish has the desired flavor profile, texture, and visual appeal.
 - Ensure that the dish can be replicated consistently and scaled for larger quantities if needed.
 - Confirm that the dish meets dietary preferences or restrictions (e.g., vegan, gluten-free, etc.).
 - Confirm that the dish meets dietary preferences or restrictions (e.g., vegan, gluten-free, etc.).



Time Required: 5 hours



Learning Methodology: Group discussion, Trainer guided, brainstorming, demonstration and practical exercises.



Materials, Tools and Equipment Needed:

- tools and equipment for dish evaluation
- recording materials such as camera, sound recorder, a printed checklist



Preparation:

- ☐ prepare a station / room for pre-validation activity
- ☐ avail new dishes to be pre-validated
- ☐ avail tools to be used in pre-validation activity
- ☐ brief in advance the new dish presenter

- ☐ prepare and brief the audience on how to provide feedbacks
- ☐ prepare and avail a pre-validation checklist
- ☐ prepare sample dishes

Cross Cutting Issues:

- ✓ **Environment and Sustainability:** promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling.
- ✓ **Gender:** Ensure all trainees, regardless of gender, are treated equally and have equal opportunities for leadership roles and skills training in preparation tasks. Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution.
- ✓ **Financial Education:** Teach trainees to manage ingredient costs during mise en place by emphasizing portion control, efficient use of ingredients, and avoiding over-ordering. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.
- ✓ **Standardization Culture:** Standardize procedures to ensure that all team members prepare the new dish in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the mise en place, such as consistent labeling and portioning, so each dish is prepared with the same quality, no matter who is performing the prep.
- ✓ **Inclusivity:** Ensure that the pre-validation accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques,



ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.



Prerequisites:

- Communication skills
- Presentation skills
- Feedback analysis



Activity 1: Problem Solving



Task 14

1. Introduce the concept of pre-validation: Explain its importance in testing the dish before the final launch.
2. Guide trainees discuss the key steps—ingredient check, flavor balance, and presentation review. Ask students to list their steps when preparing a dish for pre-validation and discuss potential challenges.
3. Guide trainees discuss the importance of presentation in pre-validation. Explain how visual appeal affects the guest's experience. *Show examples/illustrations of well-presented vs poorly presented dishes and discuss what makes them effective.*
4. Guide trainees discuss the tools and techniques used in pre-validation, such as tasting spoons, plating guides, and thermometers. Have trainees practice evaluating dishes using different tools, like using tasting spoons to evaluate seasoning or plating techniques.
5. Guide trainees through the process: Taste, smell, texture, and visual appeal must be assessed separately. If the aroma was too overpowering, discuss how to reduce intensity without losing flavor.
6. Conduct a sensory testing exercise where trainees taste, smell, and assess a dish they're preparing and note adjustments.
7. Guide trainees discuss common flaws: Texture issues, flavor imbalances, or presentation problems. Explain a scenario where the dish's flavor was off, and adjustments were made (e.g., correcting seasoning). Have trainees identify potential flaws in a sample dish and present solutions based on testing.

8. Have trainees discuss the balance between flavor and presentation: Explain that both are important but sometimes require compromise. Share a case where the flavors were fantastic, but the dish didn't look appealing, and adjustments were made to plating.
9. Explain the importance of documentation: Notes on ingredient proportions, cooking methods, feedback, and plating.
10. Ask trainees to create a template for documenting the pre-validation process and practice filling it out for a dish they are testing. Share an example: discuss how documenting a dish's pre-validation process revealed patterns that helped refine future dishes. Link documentation to consistency, by showing how keeping track of adjustments ensures better replication and improves quality control.
 - a. Can you describe how you prepare for pre-validation of a new dish? What steps do you take to ensure that the dish meets the desired standards?
 - b. Tell me about a time when you had to verify the presentation of a dish before it was served or approved. How did you ensure consistency and visual appeal?
 - c. How do you decide on the tools or techniques needed to evaluate the quality, flavor, and presentation of a new dish?
 - d. Give an example of how you used sensory testing (taste, texture, aroma, appearance) to validate a new dish. What did you focus on, and what adjustments did you make?
 - e. Tell me about a time when you identified a flaw during the pre-validation process. What testing technique helped you find it, and how did you fix it?
 - f. How do you balance flavor and plating aesthetics during pre-validation? Can you share an example where one compromised the other and how you resolved it?
 - g. Can you provide an example where documenting the pre-validation process helped improve future dish development or presentation?
11. Invite trainees to find the key facts in their manuals.



Activity 2: Guided Practice



Task 16

1. Recall and provide concrete examples for each concept (flavor balancing, troubleshooting, sensory testing).
2. Guides trainees to read the scenario: "Culinary School Pre-Validation Project – Perfecting a Signature Dish" and take them through the below steps:
3. Guide trainees through hands-on practice. Allow trainees to practice pre-validation steps with real dishes, making adjustments based on feedback.
4. **(optional)** Ask trainees to create a dish that they feel balances flavor and plating, then present it for feedback.
5. Encourage critical thinking. Prompt trainees to reflect on their decisions and how they can improve dishes through testing and refinement.
6. Provide constructive feedback. Offer personalized feedback to help trainees understand areas for improvement, whether it is seasoning, technique, or presentation.

Scenario: "Culinary School Pre-Validation Project – Perfecting a Signature Dish"

A culinary school is conducting a special project for advanced students to simulate the real-world process of validating a new dish for a restaurant menu. Students must ensure the dish is ready to meet professional standards of flavor, texture, presentation, and consistency before final approval. The instructor has tasked your class to pre-validate a new signature dish: **"Pan-Seared Salmon with Citrus Beurre Blanc, Herb-Infused Mashed Potatoes, and Seasonal Vegetables."**

The goal is to assess the dish's presentation, taste, and execution based on professional standards.

- a. Identify and resolve any issues with flavor balance, texture, cooking techniques, and visual appeal of the dish during the pre-validation process
- b. Identify any flaws during the pre-validation process (e.g., under-seasoned sauce, uneven plating, or overcooked vegetables).

- c. Suggest and implement adjustments, such as modifying the sauce consistency or enhancing the plating design.
- d. Assess the plating for balance, color contrast, and alignment with fine-dining standards.



Activity 3: Application



Task 17

1. Using appropriate methods like individual work, guide trainees through Task 17. Start by asking them to think critically about the scenario and how they would go about it. Follow the steps below to facilitate the process:

Step 1: Guide students to review and reflect on the scenario individually

A luxury hotel is preparing to launch its new winter menu for its fine-dining restaurant. The executive chef has tasked the kitchen team, including a group of culinary interns, to pre-validate a new signature dish before its final approval for the menu.

The dish is: "**Braised Short Ribs with Red Wine Reduction, Truffle Potato Purée, and Glazed Baby Carrots.**"

The team must ensure the dish meets the hotel's high standards for flavor, texture, consistency, and presentation, while adhering to the efficient workflow of a professional kitchen. Guided by the sous chef, your team of interns is responsible for conducting a thorough pre-validation process to refine the dish. The task involves analyzing each component for quality, troubleshooting issues, and presenting a final version for approval by the executive chef and hotel management.

Step 2: Have trainees go through the below steps:

2. Follow the recipe and execute the cooking techniques precisely:
 - i. Braise the short ribs until tender, ensuring the meat is flavorful and falls off the bone.
 - ii. Prepare a silky truffle potato purée without lumps.
 - iii. Glaze the baby carrots to achieve a vibrant, glossy finish.

- iv. Reduce the red wine sauce to the correct consistency, balancing acidity and richness.
3. Assemble the dish on the plate, ensuring all components are served at the correct temperature.
4. Sensory evaluation of the dish:
 - i. Taste the short ribs for tenderness, flavor infusion, and seasoning.
 - ii. Assess the balance between the richness of the potato purée and the acidity of the red wine reduction.
 - iii. Ensure the vegetables retain a slight crunch and natural sweetness.
5. Present the dish
 - i. Plate the dish following the hotel's fine-dining plating standards.
 - ii. Ensure portion size consistency, proper use of negative space, and vibrant colors for visual appeal.

Evaluation Checklist for Pre-Validation of Signature Dish: Braised Short Ribs with Red Wine Reduction, Truffle Potato Purée, and Glazed Baby Carrots

Criteria	Indicators	Yes/No	Comments
Recipe Execution	Braise short ribs until tender, flavorful, and falling off the bone		
	Prepare truffle potato purée smooth, without lumps		
	Glaze baby carrots to achieve a glossy, vibrant finish		
	Reduce red wine sauce to the correct consistency, balancing acidity and richness		
Assembly and Temperature	Ensure all components are served at the correct temperature (hot items hot, cold items cold)		
Sensory Evaluation	Taste short ribs for tenderness, flavor infusion, and seasoning		
	Assess balance between richness of potato purée and acidity of the red wine reduction		
	Ensure vegetables retain slight crunch and natural sweetness		

Criteria	Indicators	Yes/No	Comments
Plating and Presentation	Plate the dish following the hotel's fine-dining plating standards		
	Ensure consistent portion size for each plate		
	Proper use of negative space on the plate		
	Ensure vibrant color contrast and visual appeal		
Consistency and Quality	Check consistency across multiple portions		
	Evaluate texture, flavor, and visual appeal across multiple dishes		
Troubleshooting and Adjustments	Identify any issues during execution (e.g., uneven braising, lumpy purée, over-reduced sauce)		
	Make necessary adjustments to improve texture, flavor, and presentation		
Feedback for Refinement	Collect feedback from sous chef and peers		
	Make final adjustments based on feedback		
Final Approval Readiness	Ensure the dish meets all quality standards for presentation, taste, and consistency		

Note: Instructions for Trainers:

1. **Monitor Execution:** Ensure that each trainee follows the recipe steps and applies the correct techniques.
2. **Sensory Testing:** Guide trainees through sensory testing to evaluate key components like texture, flavor, and balance.
3. **Plating Standards:** Emphasize the importance of fine-dining plating standards and visual appeal.
4. **Encourage Troubleshooting:** Have trainees identify and solve issues that arise during pre-validation (e.g., sauce thickness, seasoning).
5. **Collect Feedback:** Ensure trainees receive feedback from both the sous chef and peers to refine the dish.
6. **Ensure Consistency:** Check that the dish can be consistently reproduced to meet hotel standards.

Topic 2.4: Interpreting new dish

Objectives:

By the end of the topic, trainees will be able to:

- a. Assess the ingredients and their role in the dish, focusing on flavor profile, texture, and presentation.
- b. Identify the appropriate cooking methods to achieve the desired flavor, texture, and presentation
- c. Explain the plating and visual appeal requirements for the dish, ensuring it aligns with dining standards.
- d. Translate the dish concept into a replicable recipe, maintaining consistency in taste and presentation.
- e. Apply sensory testing (taste, texture, aroma, appearance) to validate the dish's quality and make necessary adjustments.



Time Required: 5 hours



Learning Methodology: Group discussion, Trainer guided, brainstorming and demonstration, presentation

Materials, Tools and Equipment Needed:



- tools and equipment for dish interpretation
- recording materials such as camera, sound recorder, a printed checklist
- computer, projector

Preparation:



- ☐ Prepare the room or area for interpreting activity with tools to be used.
- ☐ Prepare the audience
- ☐ prepare the checklist
- ☐ Avail the dishes to be interpreted

Cross Cutting Issues:

- ✓ **Environment and Sustainability:** promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling.
- ✓ **Gender:** Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution.
- ✓ **Financial Education:** Teach trainees to manage ingredient costs during mise en place by emphasizing portion control, efficient use of ingredients, and avoiding over-ordering. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.
- ✓ **Standardization Culture:** Standardize procedures to ensure that all team members prepare the new dish in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the mise en place, such as consistent labeling and portioning, so each dish is prepared with the same quality, no matter who is performing the prep.
- ✓ **Inclusivity:** Ensure that the interpretation accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques, ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.



Prerequisites:

- dish flavor sensory skills
- plating skills
- dish texture analysis





Activity 1: Problem Solving



Task 18

1. Take trainees through the following activities by reading and answering the questions under task 18 in their manuals.
2. Guide the trainees in conducting research. Have them look up the history, key ingredients, and cultural context of new dishes. Assign them to analyze a dish they've never encountered, and ask them to present their findings on what the dish should contain and how it might be prepared.
 - a. **How do you approach interpreting a new dish when you're unfamiliar with its origin or style?**
3. Provide the trainees with a list of ingredients and a dish name, and ask them to suggest possible cooking methods and presentation styles. Encourage them to think about ingredient pairings and what techniques are commonly used for such ingredients. Review and discuss their choices to refine their reasoning and understanding.
 - b. **If a new dish concept is provided with only a name and a list of ingredients, how would you determine the cooking methods and presentation style?**
4. Share examples of dishes that were successfully adapted. Then, have the trainees prepare a new dish based on a traditional recipe, ensuring they preserve the dish's authenticity while experimenting with small adjustments (like garnishes or modern techniques). Offer feedback on their balance between tradition and creativity.
 - c. **Describe a time when you were tasked with preparing a new dish. How did you ensure your interpretation stayed true to the original concept while adding your own flair?**
5. Guide the trainees to taste as they go, and guide them in identifying flavor profiles (sweet, salty, sour, etc.). Set up practice sessions where they can adjust seasoning in a dish with minimal instructions. Review their seasoning choices, suggesting refinements as needed.
 - d. **When interpreting a new dish, how do you ensure the flavors are balanced, especially if the recipe lacks detailed instructions?**

6. After the trainees receive feedback, help them analyze it. Discuss the key elements that might need adjustment (flavor, texture, presentation). Encourage them to make small improvements and test the dish again, applying lessons learned. Use a feedback loop so they can refine their approach over time.
 - e. **If a new dish you're interpreting doesn't receive positive feedback, how do you identify areas for improvement and refine it?**
7. In each case, act as a mentor and a guide, providing structure and feedback as the trainees navigate through each step of interpreting and refining dishes.
8. After providing them with responses to any questions they might have, refer them to key facts 2.4 in their trainee manuals.



Activity 2: Guided Practice



Task 19

1. Here is how you can guide the process of introducing a new dish to the school cafeteria menu in a **step-by-step format**, while focusing on the training aspect:

Step 1: Guide trainees to read the scenario that follow:

You are tasked with introducing a new dish to the school cafeteria menu. The goal is to ensure the dish meets nutritional guidelines, is appealing to students, and can be prepared within the school's available resources. The **interpretation** step focuses on understanding the new dish's characteristics, context, and how it can be adapted to the school environment. Here are the tasks:

- a. Analyze the origin, purpose, and cultural significance of the dish.
- b. Identify the core ingredients and flavor profile that define the dish.
- c. Review the recipe for clarity and feasibility in a school setting.
- d. Note cooking techniques and steps that may need simplification for bulk preparation.
- e. Evaluate how the dish aligns with school dietary guidelines, such as:
 - i. Allergen considerations.

- ii. Nutritional value (calories, macronutrients, and essential vitamins).
 - iii. Student preferences (e.g., spicy, mild, vegetarian options).
- f. Determine if any ingredients need to be replaced for cost, availability, or dietary reasons (e.g., substituting high-sodium sauces with low-sodium alternatives).
- g. Predict any potential issues during preparation or serving, such as:
 - i. Resource constraints (equipment, staff skills).
 - ii. Serving temperature consistency.
 - iii. Visual appeal in bulk servings.

Step 2: Assign a task where trainees research a dish's cultural context and present how those elements influence the final recipe. Guide research and understanding of the dish. Teach trainees how to research the origin, purpose, and cultural significance of a dish. Help them understand why certain ingredients and techniques are used in traditional preparations. Encourage them to analyze the dish's key flavors and ingredients.

Step 3: Have trainees break down a complex recipe into simpler steps and identify areas that can be adapted for large-scale cooking. Review and adapt the recipe for feasibility. Walk trainees through analyzing the recipe for clarity and feasibility, focusing on how the dish can be scaled up for bulk preparation. Discuss any potential challenges and encourage simplification where necessary.

Step 4: Ask trainees to assess a recipe for nutritional value, allergens, and student preferences, then modify the dish if needed to meet guidelines. Teach nutritional evaluation. Provide resources on school dietary guidelines and teach how to evaluate a dish's nutritional content. Discuss common allergens and dietary preferences that should be considered. Show how to balance flavors while maintaining nutritional integrity.

Step 5: Provide a scenario where trainees must substitute ingredients due to cost or dietary restrictions and explain their reasoning. Guide ingredient substitution. Teach how to replace high-cost or hard-to-source ingredients with suitable alternatives without compromising the dish's quality. Discuss how dietary needs might require ingredient adjustments (e.g., gluten-free, vegetarian, low-sodium).

Step 6: Have trainees plan how they would cook and serve a dish in bulk, addressing potential issues like temperature control, equipment limitations, and serving size.

Prepare for bulk cooking and serving. Help trainees think about resource constraints, such as available kitchen equipment and staff capabilities. Teach them how to ensure the dish is visually appealing and consistent in bulk, and how to maintain proper temperature control during service.

Step 7: Guide trainees through conducting a test batch, collecting feedback, and using it to tweak the dish before final approval. Encourage Pilot Testing and Refinement. Emphasize the importance of testing a new dish before full implementation. Help trainees develop a feedback loop by encouraging them to run small-scale tests, gather feedback, and refine the dish based on that input.

2. **Facilitate Learning:** Provide guidance and feedback throughout each step of the process, helping trainees understand the balance between authenticity, nutritional value, and practicality for a school setting.
3. **Provide Resources:** Offer templates, guidelines, and sample materials for researching dishes, evaluating nutrition, and testing recipes.
4. **Encourage Creativity:** Foster an environment where trainees feel empowered to experiment, adjust, and innovate while staying within the parameters of school regulations.
5. Ensure that trainees not only understand how to adapt a dish for the school environment but also build their ability to assess and make decisions about new dishes in a practical, informed manner.



Activity 3: Application



Task 20

1. Provide detail instructions to trainees as they plan to interpret their dish as briefed in the scenario below. Assist them by following the steps below.

Step 1: Introduce the activity and ask trainees to read the scenario and perform the tasks that follow.

The Executive Chef of Ishaka luxury hotel is tasked with introducing a new dish to the fine dining restaurant's menu. The dish, *Seafood Bouillabaisse*, a classic French seafood stew, must be adapted to align with the hotel's standards while appealing to its high-end clientele. The chef needs to interpret the dish to ensure it suits the restaurant's theme, guest preferences, and operational feasibility.

Step 2: Have the trainees research the dish and present the cultural background, highlighting the core components that make it a unique culinary experience. Guide understanding of the dish concept. Provide the trainees with resources on the origin, history, and cultural background of Seafood Bouillabaisse. Discuss the unique aspects of the dish—key ingredients, cooking techniques, and its flavor profile. Encourage the trainees to think about the emotional appeal of the dish (comfort, luxury, etc.) and how it will resonate with high-end clientele.

Step 3: Ask the trainees to deconstruct the recipe and propose potential modifications based on the hotel's theme or the menu context. Discuss how to ensure flavor balance and refinement. Analyze recipe components. Walk the trainees through breaking down the dish into individual components (base, protein, sauce, and garnish). Discuss how each component aligns with the hotel's standards (luxury, quality). Teach them to evaluate flavor balance and ensure it complements other dishes on the menu.

Step 4: Have the trainees sketch or describe their envisioned plating and presentation style. Discuss potential improvements for a more refined or visually striking presentation. Assess presentation and aesthetic potential. Encourage the trainees to envision how the dish will be plated, considering the hotel's upscale presentation standards. Discuss

portion sizes, color balance, and the overall visual appeal in both individual service and large banquet settings.

Step 5: Provide a list of hard-to-find ingredients and have the trainees propose alternatives while maintaining the quality and authenticity of the dish. Evaluate ingredient availability and substitutions. Teach the trainees how to assess ingredient availability from local suppliers. Discuss potential substitutions for seasonal or hard-to-source ingredients, ensuring the dish maintains its integrity. Discuss sourcing premium, sustainable ingredients that fit within the hotel's standards.

Step 6: Have the trainees create a profile of the hotel's target guests and suggest modifications to the dish that might make it more appealing or accessible to those guests. Analyze guest suitability. Guide the trainees to consider the hotel's typical clientele (e.g., high-end diners, international tourists, etc.) and assess whether the dish will appeal to them. Discuss how to adapt the dish for various dietary preferences (e.g., vegan, gluten-free) without compromising its integrity.

Step 7: Ask the trainees to assess the kitchen's capabilities, then provide them with a scenario where the dish must be adapted for mass production (banquets, large events) without compromising on the dish's quality. Consider operational feasibility. Work with the trainees to evaluate whether the kitchen has the right equipment and staff expertise to execute the dish consistently. Discuss potential challenges in preparation and time constraints, and help them find ways to simplify or streamline the process without sacrificing quality.

Step 8: Role-play a scenario where the trainees must ensure the dish holds up to service time constraints. Discuss techniques to keep it fresh and appealing. Anticipate service challenges. Teach the trainees to consider service timing, the importance of maintaining correct temperature, and texture. Discuss how to ensure the dish remains consistent when served in different settings (à la carte vs. banquet) and how to transport it for events.

Step 9: Have the trainees assess how the new dish fits within the overall menu, and identify any adjustments needed to make it cohesive with the hotel's dining experience. Align with hotel brand and menu. Guide the trainees to ensure the new dish aligns with

the hotel's brand identity and menu theme. Discuss how to refine ingredients, cooking techniques, or presentation to reflect the hotel's premium offerings. Ensure the dish complements other menu items in terms of flavor, style, and presentation.

Step 10: Have the trainees write a draft menu description and practice presenting it to "guests" (role-play). Discuss how to train the front-of-house team on the dish's story and key features. Plan for guest interaction. Help the trainees craft an enticing menu description that aligns with the hotel's tone, highlighting the dish's unique aspects (e.g., luxurious ingredients, innovative techniques). Prepare them for guest interactions by role-playing how staff can answer questions about the dish.

2. **Facilitate learning:** Lead the chef through each step with detailed explanations and discussions. Encourage problem-solving and innovation while maintaining high standards of quality and brand alignment.
3. **Provide feedback and support:** Offer constructive feedback throughout the process. Help the trainees refine their ideas, from recipe components to guest interactions, ensuring the final dish meets the restaurant and the hotel's high standards.
4. **Encourage creativity within constraints:** Challenge the trainees to be creative and innovative, but within the parameters of the hotel's brand, resources, and operational capabilities.
5. Help trainees to ensure the dish is not only operationally feasible but also a perfect fit for the restaurant's high-end clientele and the hotel's brand.

Application checklist for interpreting a new dish

Sn	Key elements to be considered	Indicators	Scoring	
			Yes	Not
1	Dish component analysis	Dish component determined (base /protein, accompaniments, garnish)		
		Dish component compatibility with set standards is respected		
		Flavor balance respected		
2	Dish presentation analysis	Presentation (plating) respected		
		Portion size respected		
		Color balance respected		

3	Ingredients availability	Ingredients availability / seasonality respected (freshness purpose)		
		Ingredient substitution respected		
		Ingredients for new dish are aligning with the set standards		
4	Guest suitability	Customer dietary culture restriction respected.		
		Flavor, color, texture of new dish aligns with customer expectations		

Topic 2.5: Adjusting new dish

	Objectives: By the end of the topic, trainees will be able to: - Describe the food quality points to base for adjusting a new dish - Describe the adjustment techniques to apply - Adjust a new dish based on dish quality key points (flavor, appeal, texture) - Adjust a new dish based on dish adjustment techniques - Adjust the new dish based on feedback(s) or interpretation (s)
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, brainstorming and demonstration, presentation, and individual hands on practices.
	Materials, Tools and Equipment Needed: - tools and equipment for dish adjustment - computer, projector
	Preparation: ☐ prepare the working station for adjustment activity ☐ prepare specific tools and ingredients for adjusting the new dish ☐ prepare the adjustment checklist ☐ avail the dishes to be adjusted

Cross Cutting Issues:

- 
- ✓ **Environment and Sustainability:** promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling.
 - ✓ **Gender:** Ensure all trainees, regardless of gender, are treated equally and have equal opportunities for leadership roles and skills training in preparation tasks. Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution.
 - ✓ **Financial Education:** Teach trainees to manage ingredient costs during mise en place by emphasizing portion control, efficient use of ingredients, and avoiding over-ordering. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.
 - ✓ **Standardization Culture:** Standardize procedures to ensure that all team members prepare the new dish in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the mise en place, such as consistent labeling and portioning, so each dish is prepared with the same quality, no matter who is performing the prep.
 - ✓ **Inclusivity:** Ensure that the pre-validation accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques, ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.

**Prerequisites:**

- dish flavor skills
- plating skills
- dish texture analysis

**Activity 1: Problem Solving****Task 21:**

1. Guide trainees reflecting on their experience, understanding their choices, and improving their decision-making process for refining dishes. Here is how you can guide them through each of these questions under task 21 in their trainee manuals:

Step 1: Ask the trainees to describe the process of revising the dish—what specific changes were made (ingredients, techniques, seasoning), and how they evaluated whether the new version was more successful. When a new dish didn't meet expectations. Encourage the trainees to think critically about the issues with the dish. Guide them through identifying the specific elements that didn't meet expectations, such as flavor, texture, or presentation. Help them reflect on how they adapted the dish for improvement.

Step 2: Have the trainees prepare a simple dish with an imbalanced flavor profile. Guide them through tasting it, identifying the imbalance, and making the necessary adjustments to balance the flavors **Balancing Flavors in a New Dish**. Teach the trainees about the principles of flavor balance—sweet, sour, salty, bitter, and umami—and how to adjust each element to make a dish harmonious. Discuss techniques like tasting as you go and adjusting seasoning incrementally.

Step 3: Ask the trainees to recall a cooking experience where they made a mistake or learned something new. Discuss how they would approach that situation differently now based on their experience. Help the trainees reflect on a specific dish where they learned something valuable, such as an ingredient's role in flavor or texture or a new cooking

technique. Discuss how that lesson was applied in future dishes, fostering continuous learning.

Step 4: Role-play a scenario where the trainees receive feedback from various sources (team members, customers, managers). Guide them on how to process and act on that feedback effectively. Seeking feedback on a new dish. Emphasize the importance of feedback in refining dishes. Teach the trainees how to accept constructive criticism and use it to improve their technique or approach. Help them process feedback and take actionable steps to adjust their dishes.

Step 5: Have the trainees adjust a dish after receiving multiple pieces of feedback. Ask them to document the changes they make and explain why those changes are necessary to meet the expectations. Adjusting a new dish based on feedback. Explain the key aspects of food quality and the adjustments that need to be made based on feedback. Teach the trainees how to assess their dish holistically (flavor, texture, appearance) and consider all feedback sources to finalize the dish.

Step 6: Have the trainees assess a dish using these quality points and suggest adjustments. Food quality points for adjusting a dish. Guide the trainees to focus on key food quality aspects—flavor, texture, appearance, aroma, and consistency. Help them understand the balance between those factors and how to prioritize based on feedback.

Step 7: Lead them in reading the scenario in their trainee manuals where the trainees have to adjust a dish with certain issues (e.g., too salty, too bland, poor texture). Walk them through the methods they could use to correct it. Adjustment techniques for correcting the dish. Teach the trainees how to make precise adjustments based on feedback—whether by altering ingredients, adjusting seasoning, refining cooking techniques, or rethinking presentation.

Step 8: Ask the trainees to taste a dish and identify any flavor imbalances. Guide them through the process of adjusting the flavor profile, step by step. Adjusting a dish for flavor balance. Help the trainees understand how to evaluate the balance of flavors and adjust accordingly. Teach them how to layer flavors, using acidic ingredients (e.g., lemon, vinegar) to balance richness or sweetness, or using salt to enhance flavors.

Step 9: Provide the trainees with a too-thin soup or stew and have them adjust it, maintaining flavor balance and consistency. Adjusting a too thin dish (stew or soup). Teach techniques for thickening stews and soups without compromising flavor or texture. Discuss methods like reducing the liquid, adding a thickening agent (e.g., roux, cornstarch), or incorporating ingredients like potatoes or legumes that naturally thicken.

Step 10: Present a dish that is either too thick or too acidic. Have the trainees taste it and walk them through the process of making the necessary adjustments to achieve the desired result. Adjusting an overly acidic or thick dish. Explain how to adjust overly acidic dishes by balancing with sweetness, salt, or fat (cream, butter). For thick dishes, teach how to adjust the texture by adding liquid, ensuring it doesn't dilute the flavor.

2. Facilitate Reflection: Encourage the trainees to reflect on their experiences and consider how they can apply adjustments and refinements based on feedback.
3. Guide Problem-Solving: Help the trainees develop problem-solving skills for food quality, from balancing flavors to adjusting textures.
4. Encourage Continuous Improvement: Reinforce the importance of learning from every cooking experience and applying those lessons in future dishes to improve technique and consistency. By following these steps, the trainees develop the ability to critically assess and adjust dishes, ensuring that they consistently meet both personal and guest expectations.
5. Provide clarifications to trainees' questions and refer them to Key Facts 2.5 for further information.



Activity 2: Guided Practice



Task 22:

1. As a trainer, your role here is to guide the culinary team through the process of refining the dish based on feedback and ensuring it meets high food quality standards. Referring to the scenario in the trainee manuals, here is how you can approach this step by step:

Step 1: Lead the team in a tasting session where they can analyze the flavors, textures, and overall presentation of the dish. Discuss how to identify areas for improvement. Analyze feedback and identify issues. Help the team assess feedback from trials, focusing on key aspects like taste, texture, appearance, and temperature. Encourage a critical, constructive evaluation. *Steps:*

- i. *Taste:* Ask the team to evaluate the balance of flavors. Is the lemon too overpowering, or is the seasoning on the prawns underwhelming?
- ii. *Texture:* Check if the risotto is creamy, but not too wet or mushy. Assess whether the prawns are tender without being rubbery.
- iii. *Appearance:* Look at the color contrast and presentation. Are the prawns arranged neatly? Is the garnishing eye-catching?
- iv. *Temperature:* Discuss how the dish maintains its temperature from kitchen to table. Ensure the prawns are served at the ideal temperature and the risotto doesn't cool down too quickly.

Step 2: Let the team adjust the flavors during a second trial. Have them taste frequently to ensure balanced seasoning and proper acidity. Adjust flavors and seasoning. Teach the team how to adjust seasoning in dishes, emphasizing the balance of salt, acidity, and herbs. Guide them on how to tweak quantities and experiment with flavors until the right balance is found.

Steps:

- *Modify seasoning:* Instruct them to adjust salt, pepper, and herbs. Discuss the importance of layering flavors in risotto to achieve balance.
- *Experiment with lemon:* Show how to adjust lemon juice and zest. Help them understand how acidity interacts with other ingredients in the dish.

- *Enhance prawns' flavor:* Discuss how to marinate prawns or use a finishing sauce to add depth to the flavor. Explain how seasoning can elevate the natural sweetness of seafood.

Step 3: Conduct hands-on trials where the team can adjust cooking techniques, ensuring the risotto reaches the perfect creamy consistency and the prawns are cooked without overcooking. Refine cooking techniques. Provide guidance on refining cooking techniques, ensuring the risotto is cooked to perfection and the prawns remain tender. Help the team understand how to control cooking times and heat. **Steps:**

- Reassess Risotto Cooking Times:** Teach the team how to achieve the perfect creamy consistency. Discuss the importance of stirring and adding stock gradually to ensure proper texture.
- Grill Prawns Evenly:** Provide tips on how to ensure prawns are grilled at the correct temperature for even cooking. Encourage tasting to assess juiciness and tenderness.
- Use Precise Heat Control:** Emphasize the importance of heat control to avoid undercooking or burning. Ensure the team understands the value of temperature consistency in high-quality cooking.

Step 4: Provide a case study where the team analyzes the dish's nutritional value. Ask them to experiment with substitutions (like replacing heavy cream) and evaluate the impact on taste and texture. Optimize nutritional balance. Introduce the concept of nutritional analysis for refining dishes. Guide the team on using nutritional tools and evaluating the dish's calorie, fat, and protein content. Teach them how to make substitutions to optimize health benefits without compromising flavor. **Steps:**

- Analyze nutritional content:* Show how to use tools to analyze calorie, fat, and protein content of the dish. Teach the team how to ensure it aligns with the hotel's nutritional goals.
- Substitute ingredients:* Introduce lighter alternatives (e.g., replacing cream with a lighter option like coconut milk) to reduce calories while maintaining the dish's integrity.

Step 5: Let the team practice plating the dish according to the hotel's fine-dining standards. Provide feedback on presentation style and refinement. Enhance visual presentation. Teach plating techniques and the importance of visual appeal in fine dining. Encourage the team to aim for balance, elegance, and a focus on premium presentation. *Steps:*

- i. *Add color contrast:* Discuss using vibrant garnishes like micro-greens, herbs, or a drizzle of oil to add color and contrast to the dish.
- ii. *Plate Attractively:* Guide them to ensure the prawns are arranged symmetrically and the risotto is presented elegantly. Ensure portion sizes are appropriate.
- iii. *Use premium plating techniques:* Teach advanced plating techniques such as stacking elements or arranging prawns in a visually appealing way to create a premium dining experience.

Step 6: Walk through the kitchen safety procedures, from ingredient sourcing to food storage and preparation. Ensure compliance with safety standards. Ensure the team understands HACCP standards for food safety, freshness, and proper handling of ingredients. Reinforce the importance of safety in every step. *Steps:*

- i. *Verify freshness and safety:* Reinforce how to check ingredients for freshness and ensure proper food storage practices to meet safety standards.
 - ii. *Implement time-temperature controls:* Discuss the importance of monitoring temperature during cooking and holding to ensure food safety. Demonstrate how to check and track temperatures throughout preparation.
2. **Facilitate Learning and Reflection:** Guide the team to critically evaluate their dish, encouraging them to reflect on what worked and what didn't. Help them learn from each trial and apply adjustments in a constructive way.
 3. **Provide Constructive Feedback:** Offer detailed feedback on seasoning, texture, presentation, and cooking techniques, ensuring the team improves the dish step by step.
 4. **Encourage Creative Solutions:** Foster an environment where the team feels comfortable experimenting with flavors, textures, and presentation to meet the high standards of the hotel. By following these steps, the team can refine the dish to meet the hotel's high standards for taste, texture, appearance, nutritional value, and safety.
 5. **Review together the key facts** if there are any clarifications needed.



Activity 3: Application



Task 23:

1. Following is a general trainer approach for refining the *Thai Green Curry with Jasmine Rice* for large-scale service in a hotel banquet setting. The goal is to guide the culinary team through each step to ensure the dish meets quality standards and performs well in a banquet setting.

Step 1: Lead a tasting and visual assessment session, encouraging feedback and focusing on areas for improvement. Evaluate the dish against food quality points. Guide the team in assessing the current dish based on core food quality points like taste, texture, appearance, and portioning. **Steps:**

- i. *Taste:* Instruct the team to evaluate the balance of spiciness, sweetness, and creaminess. Discuss how these elements should harmonize to reflect authentic Thai flavors.
- ii. *Texture:* Ensure the curry's sauce consistency is smooth and velvety, and the rice is light and fluffy. Discuss common issues like clumping or overcooking.
- iii. *Appearance:* Encourage the team to focus on vibrant, appetizing presentation. Discuss the importance of garnishing for visual appeal.
- iv. *Portioning:* Ensure that servings are consistent and appropriate for banquet-style service. Reinforce how portion size impacts guest satisfaction.

Step 2: Guide the team through taste-testing and adjusting spice levels, coconut milk, and seasonings in real-time, offering feedback on each modification. Adjust flavors. Teach the team how to adjust flavor profiles to standardize the dish, focusing on the balance of spice, creaminess, and acidity. **Steps:**

- i. *Standardize spice levels:* Help the team calibrate the amount of green curry paste for a consistent spice level across batches.
- ii. *Enhance creaminess:* Instruct them on adjusting the coconut milk-to-water ratio to achieve the desired richness without making the sauce too thin.
- iii. *Balance acidity and saltiness:* Show how to gradually add lime juice and fish sauce to find the right balance of acidity and salt.

Step 3: Lead the team through key cooking steps, making sure they understand how to cook large batches without compromising quality. Refine cooking techniques. Teach precise cooking techniques to maintain consistency in texture, ensuring vegetables and proteins are perfectly cooked, and rice is perfectly fluffy. **Steps:**

- i. *Reassess cooking time:* Explain the importance of timing when cooking vegetables and proteins to maintain optimal texture, ensuring chicken is tender and vegetables remain crisp.
- ii. *Perfect rice consistency:* Demonstrate how to cook jasmine rice to achieve a light, fluffy texture, avoiding sogginess or clumping.
- iii. *Batch cooking:* Show the team how to use batch cooking methods to ensure consistency across large servings. Discuss how to keep rice and curry at ideal temperatures while cooking in bulk.

Step 4: Have the team practice plating the dish in a banquet setting, offering tips on how to achieve a polished, elegant presentation. Improve visual presentation. Guide the team in enhancing the visual presentation of the dish, ensuring it aligns with the upscale standards of the hotel's banquet service. **Steps:**

- i. *Garnishing:* Encourage the use of vibrant garnishes such as Thai basil, cilantro, and red chili slices to add color contrast.
- ii. *Plating style:* Teach the importance of using a serving bowl for the curry and molding the rice to create a clean, professional presentation.
- iii. *Align with hotel standards:* Reinforce how visual presentation contributes to the guest experience in a fine-dining banquet setting.

Step 5: Facilitate a structured tasting session, encouraging open discussion and feedback from all team members. Conduct sensory testing. Help the team organize tasting sessions with both kitchen and banquet staff to gather feedback on the adjusted dish. **Steps:**

- i. *Gather feedback:* Instruct the team to collect feedback from both kitchen staff and front-of-house staff about the flavor, texture, and presentation.
- ii. *Adjust for diverse palates:* Ensure the team understands how to balance the dish for different spice preferences, offering options for mild and spicy guests.
- iii. *Quality during service:* Test how the curry holds up in warming trays, ensuring it maintains its texture and flavor over time.

Step 6: Have the team use nutritional tools to evaluate the dish's calorie and fat content, guiding them to make healthier substitutions where appropriate. Optimize nutritional value. Teach the team how to analyze the nutritional value of the dish and suggest healthier alternatives without compromising flavor. **Steps:**

- i. *Analyze nutritional content:* Show the team how to calculate the calorie, fat, and protein content of the dish, explaining how to make adjustments.
- ii. *Offer lighter versions:* Teach them how to offer alternative versions of the dish (e.g., using tofu instead of chicken) to cater to health-conscious guests.

Step 7: Have the team practice cooking in large batches and executing the recipe consistently, with attention to detail. Ensure scalability and consistency. Guide the team in creating a standardized recipe that ensures consistent results across large-scale service, and ensure the team is equipped to execute it under pressure. **Steps:**

- i. *Standardized recipe:* Help the team develop a clear, detailed recipe with exact measurements and step-by-step instructions for consistent batch cooking.
- ii. *Training staff:* Provide hands-on training for staff, ensuring they understand the standardized recipe and can execute it efficiently during high-pressure events.
- iii. *Quality control:* Teach the team how to implement quality control checks during preparation and plating to ensure consistency.

Step 8: Walk the team through HACCP standards and time-temperature controls, ensuring everyone understands the importance of food safety. Verify compliance with safety standards. Reinforce food safety protocols to ensure the dish is prepared and served safely at all stages, from raw ingredients to the final plating. **Steps:**

- i. *Confirm safety standards:* Instruct the team to verify that all ingredients meet HACCP standards, particularly raw ingredients like chicken and vegetables.
- ii. *Time-temperature controls:* Ensure the team is monitoring the temperature of the curry and rice during cooking, holding, and service.
- iii. *Allergen awareness:* Highlight the importance of allergen labeling, especially when using ingredients like fish sauce or shellfish in the curry paste.

Step 9: Have the team document their adjustments to the recipe and plating, ensuring they are ready to reproduce the dish consistently in the future. Ensure the team understands how to document all changes made to the recipe, plating, and portioning for future reference.

Steps:

- i. *Final recipe documentation*: Ensure that the recipe, including all adjustments, is documented clearly for future use.
 - ii. *Plating and portioning guides*: Provide the team with clear plating guides and portion sizes to ensure consistent presentation during banquet service.
2. **Facilitate Learning and Reflection**: Encourage the team to reflect on their adjustments, helping them understand the rationale behind each change.
 3. **Provide Constructive Feedback**: Offer specific, actionable feedback during each step of the process, focusing on taste, technique, and presentation.
 4. **Empower the Team**: Help the team develop confidence in executing the dish under pressure, ensuring they can deliver a consistent, high-quality product for large events.
- By following these steps, the team will refine the dish and ensure it meets the hotel's high standards for both taste and operational feasibility in large-scale banquet service.

This table structure allows for a comprehensive, detailed evaluation of the trainee's performance based on multiple key aspects of the Thai Green Curry with Jasmine Rice dish refinement process. **Rating** (☐ Excellent ☐ Satisfactory ☐ Needs Improvement)

Criteria	Evaluation Points	Rating	Comments
1. Evaluation of Dish Quality			
Taste	Balance of spiciness, sweetness, and creaminess aligned with Thai flavors. Flavors well-balanced (not too salty, sweet, or spicy). Adjustments made based on feedback (e.g., spice level, acidity, or sweetness).		
Texture	Curry sauce smooth and velvety. Rice fluffy and light, without clumping or being soggy. Vegetables tender; proteins properly cooked.		
Appearance	Vibrant colors, garnishes enhance visual appeal. Plating neat, professional, and matching hotel standards.		

Criteria	Evaluation Points	Rating	Comments
	Portion sizes consistent and appropriate.		
Portioning	Curry and rice portions consistent and accurately measured. Servings appropriate for banquet settings.		
2. Flavor Adjustments			
Spice Level Calibration	Standardized spice level for varied guest preferences (mild vs. spicy). Correct amount of curry paste used for consistency.		
Enhancement of Creaminess	Adjusted coconut milk-to-water ratio for creamy texture.		
Acidity & Salt Balance	- Lime juice and fish sauce added incrementally for balance of acidity and saltiness.		
3. Cooking Techniques			
Cooking Time	Correct cooking times for vegetables and proteins to maintain optimal texture. Prawns/chicken cooked tender, not over/undercooked.		
Rice Consistency	Rice cooked to perfect consistency (not clumpy or soggy). Proper batch cooking technique to retain consistency.		
Batch Cooking	Demonstrated understanding of batch cooking for large servings. Preserved texture and flavor when scaling up the dish.		
4. Visual Presentation			

Criteria	Evaluation Points	Rating	Comments
Garnishing	Used fresh herbs (e.g., Thai basil, cilantro) and garnishes for visual contrast. Garnishes placed neatly to elevate the dish's appeal.		
Plating Style	Used serving bowls for curry and molded rice properly. Plated dish with balance and elegance.		
Overall Presentation	Final plating matches upscale hotel banquet standards Plating appropriate for large-scale service.		
5. Sensory Testing & Feedback Integration			
Tasting Session	Organized tasting session with culinary team and banquet staff. Incorporated feedback into refinement process.		
Adjustment Based on Guest Preferences	Considered spice level preferences (mild vs. spicy). Tested dish quality after holding in warming trays for service.		
6. Nutritional Optimization			
Nutritional Analysis	Analyzed calorie, fat, and protein content. Adjusted ingredients (e.g., tofu for chicken) for a lighter version.		
7. Scalability & Consistency			
Standardized Recipe	Developed a clear, detailed recipe for consistency in large-scale production. Recipe adapted for batch cooking with accurate measurements.		

Criteria	Evaluation Points	Rating	Comments
Staff Training	Effectively trained kitchen staff to execute the recipe consistently. Educated staff on adjustments and quality control.		
8. Safety & Compliance			
Food Safety Standards	Verified raw ingredients (chicken, vegetables) met HACCP standards. Ensured proper time-temperature controls during cooking, holding, and service.		
Allergen Information	Ensured allergen information was clear, especially for ingredients like fish sauce or shellfish.		
9. Documentation & Final Adjustments			
Recipe Documentation	Finalized and documented the recipe with adjustments (flavors, textures, presentation). Included guides for plating and portioning for banquet service.		

Formative Assessment

Trainees will have to take formative assessment whereby the entire topics covered in the learning outcome are tackled on. Questions and answers are provided in the trainer manual as guidance. These answers offer a comprehensive approach to preparing and refining dishes in a professional kitchen environment, focusing on quality, consistency, and the overall dining experience.

1. How do you prioritize tasks during mise-en-place for a new dish?

Answer:

I prioritize tasks based on the cooking time and complexity of the ingredients. First, I focus on preparing the ingredients that require the longest cooking times, such as proteins or hard vegetables. I then move to items that require less time or can be prepared ahead of time, like sauces or garnishes. This ensures everything is ready at the appropriate time for assembly.

2. How do you ensure food safety and hygiene while preparing mise-en-place?

Answer:

I ensure food safety by following strict hygiene protocols, such as washing my hands frequently, using clean utensils and cutting boards, and keeping raw ingredients separate from ready-to-eat items. I also store perishable items in the correct temperature zones and regularly sanitize work surfaces to prevent cross-contamination.

3. What strategies do you use to minimize waste during ingredient preparation?

Answer:

I focus on using the entire ingredient, such as using vegetable scraps for stock or incorporating trimmings into other dishes. I measure portions accurately to prevent excess, and I always look for opportunities to repurpose leftovers. I also ensure that ingredients are stored properly to extend their shelf life and avoid spoilage.

4. Sort and label ingredients based on type and cooking order (e.g., proteins, vegetables, spices).

Answer:

I organize ingredients by their cooking needs and characteristics. Proteins, vegetables, and spices are separated into containers, with proteins stored in the coldest area to

prevent cross-contamination. I label everything clearly, indicating the type of ingredient, its purpose, and when it needs to be used in the cooking process.

5. Measure and portion ingredients precisely according to the recipe.

Answer:

I always follow the recipe guidelines closely and use scales, measuring cups, and spoons to ensure accuracy. By portioning ingredients precisely, I ensure the dish turns out as intended in terms of flavor, texture, and presentation, while also preventing waste and maintaining consistency.

6. How do you decide which cooking technique is best for a specific ingredient in a new dish? Apply the correct cooking methods (e.g., sautéing, roasting, steaming) as specified in the recipe.

Answer:

I consider the texture and flavor profile of the ingredient. For instance, I would roast root vegetables to bring out their natural sweetness and caramelization, while I might sauté proteins for a crispy, seared exterior. I review the recipe for guidance and apply the method that best highlights the ingredient's qualities and aligns with the dish's overall intention.

7. How do you ensure the dish's presentation aligns with the hotel's standards?

Answer:

I focus on achieving balance in color, texture, and portion size. I plate the dish with elegance, ensuring that each element is neatly placed and visually appealing. I also follow the hotel's specific aesthetic guidelines for plating, making sure that the dish fits within the overall theme and is presented in a refined manner.

8. Describe your approach to testing and refining a dish before it is served to guests.

Answer:

I start by tasting the dish at each stage of preparation to assess seasoning, texture, and balance. Once the dish is assembled, I evaluate the overall flavor and visual appeal. I may make adjustments to the seasoning, texture, or garnish based on the results. After refining, I would do a final tasting with the team or a select group for additional feedback before it's served to guests.

9. What steps do you take to gather feedback during pre-validation?

Answer:

I gather feedback by tasting the dish myself, then conducting a tasting session with colleagues, supervisors, or a focus group of guests. I ask specific questions about the flavor balance, texture, and presentation, and use this feedback to make necessary adjustments. I also look for any recurring comments or suggestions that point to areas for improvement.

10. Plate the dish according to the hotel's aesthetic guidelines (e.g., balance, color, portion).

Answer:

I ensure that the dish follows the hotel's specific plating techniques, considering balance, proportion, and harmony. I aim for a visually appealing contrast of colors, ensuring that the food components are neatly arranged. I also make sure the portion is consistent with the hotel's standard and that it fits into the desired dining experience.

11. Break down the dish into key components (e.g., proteins, sauces, garnishes).

Answer:

I break the dish down into its core elements: the protein (such as chicken, seafood, or tofu), the sauce or base (e.g., gravy, vinaigrette), and the garnish (e.g., fresh herbs, crispy elements, or vegetables). This helps ensure that each element is prepared and cooked appropriately and is placed on the plate in a way that enhances both flavor and visual appeal.

12. Ensure substitutions or modifications maintain the original intent of the dish.

Answer:

When making substitutions, I carefully select ingredients that maintain the dish's core flavor profile, texture, and presentation. For example, I might replace a cream-based ingredient with a non-dairy alternative to accommodate dietary restrictions, but I'll ensure that the dish still delivers the richness and consistency intended by the recipe.

13. Tailor the dish to align with the hotel's brand and guest preferences (e.g., spice level, regional ingredients).

Answer:

I tailor the dish by considering the brand's culinary direction and guest preferences. For instance, I might adjust the spice level for a more international clientele or incorporate regional ingredients to reflect local flavors. I also ensure that the dish aligns with the hotel's standards of quality, innovation, and guest experience.



Points to Remember

- Before cooking a new dish ensure the workstation is ready with right ingredients and right tools
- Before cooking, ensure the appropriate ingredients pre-preparations have been performed.
- The appropriate cooking method should be respected and applied for a specific dish.
- When cooking, remember the customer diet restrictions and culture
- Before adjusting, the hotel, restaurant, should set a kitchen quality standard to be followed, for example (dish color, dish flavor, dish texture, portion sizes, pre-cooking, cooking methods, cooking procedures, dish seasoning, dish plating, garnishing...)
- Adjust the dish appropriately in meeting the quality standard set.
- Always the personal hygiene, the working place hygiene and the dishes safety are a must.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit.
2. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.



Further Information for the Trainer

LEARNING OUTCOME 3: PERFORM FINAL PRESENTATION OF THE NEW DISH



Self-Assessment: Unit 3

1. Ask trainees to look at the unit illustrations in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What is the difference between the different images in the illustration?
 - c. What do you think this unit is about based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to present the newly created dish. They will cover: the seeking approval for the newly developed dish, costing it and carrying out the demonstration process for the purpose of training other members on how to go about the dish.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?
 - c. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the dish quality points to base on when approving a new dish.	1. Create visually appealing presentations by balancing color, height, and dimension on the plate.	1. Prioritize attention to detail in all aspects of dish preparation, presentation, and approval.
2. Describe the process of plating a new dish for presentation	2. Perform taste and quality evaluations to ensure the final dish meets professional standards.	2. Embrace creativity and innovation to design unique dishes and enhance the overall dining experience.
3. Identify the tools and or equipment to prepare for presenting a new dish.	3. Craft well-structured recipes that are practical, reproducible, and aligned with menu objectives.	3. Demonstrate professionalism by staying organized, respecting feedback, and maintaining high standards.
4. Describe the main steps to be followed when presenting a new dish to the audience.	4. Accurately cost recipes by listing ingredients, determining portion costs, and controlling waste.	4. Focus on customer satisfaction by tailoring dishes to meet client preferences and expectations.
5. Identify the dressing code of a cook presenting a new dish	5. Deliver clear, engaging demonstrations that explain techniques, timing, and adjustments effectively.	5. Commit to continuous learning by seeking opportunities to improve recipes, presentation techniques, and demonstration skills.
6. Identify the elements to focus on when costing a new dish	6. Create visually appealing presentations by balancing color, height, and dimension on the plate.	6. Prioritize attention to detail in all aspects of dish preparation, presentation, and approval.

Knowledge	Skills	Attitudes
7. Identify the training techniques to apply when training the new dishes to co-workers		
8. Knowledge on Standards for evaluating taste, flavor		



Discovery activity:



Task 24:

1. Ask trainees to go to their trainee manuals and read the questions under task 24.
2. Guide them to consider the following for garnishing and dishware for a particular dish:
 - a. Dish theme: Garnishes and dishware should align with the overall theme or concept of the dish (e.g., modern, rustic, elegant).
 - b. Contrast and balance: Choose garnishes that complement the dish in terms of color, texture, and flavor. The dishware should highlight the food without overpowering it.
 - c. Practicality: Ensure the garnishing doesn't interfere with the dish's flavor or texture and that the dishware is appropriate for portion sizes and presentation style.
3. Encourage the trainee to share a specific example on:
 - a. Taste adjustments: Have they modified seasoning, texture, or flavors based on feedback?
 - b. Presentation changes: Have they reworked plating techniques, garnishing, or portioning after receiving input?
 - c. Explain how feedback was used constructively to refine the dish, considering both guest preferences and culinary standards.
4. Guide trainees to suggest a focus on:
 - a. Efficiency in prep: Using every part of the ingredient (e.g., vegetable scraps for stock, trimming meat efficiently).

- b. Storage: Properly storing ingredients to extend their shelf life and prevent spoilage.
 - c. Portion control: Emphasizing accurate portion sizes to reduce overproduction and minimize food waste.
- 5. Ask trainees to break the preparation down into steps:
 - a. Research and testing: Ensure the dish is perfected before demonstrating it.
 - b. Prep work: Organize all ingredients and tools, pre-measure ingredients if necessary.
 - c. Clear instructions: Prepare to explain each step simply, focusing on key techniques and timing.
 - d. Engagement: Plan to ask questions or seek input from the audience during the demo to keep them engaged.
- 6. Encourage the trainee to describe:
 - a. Simplification: Breaking the technique down into manageable steps.
 - b. Visual aids: Using clear visual examples or showing the technique in action.
 - c. Clarification: Repeating key points and checking understanding through questions or discussion.
- 7. Take them through this step, by focusing on:
 - a. Visual appeal: Discussing plating techniques such as color contrast, symmetry, and texture variety.
 - b. Garnishing: How garnishes and decoration were chosen to enhance the dish's aesthetics.
 - c. Creativity: Techniques used to elevate the dish visually, such as edible flowers, vibrant sauces, or innovative plating methods.
- 8. Guide the trainee to mention:
 - a. Standardized plating techniques: Using templates, pre-plated portions, or assembly lines for large batches.
 - b. Measuring and portioning tools: Ensuring uniform portion sizes using scoops, ladles, or scales.
 - c. Visual checks: Maintaining consistency in garnishing, color, and arrangement across all servings.
- 9. Encourage the trainee to explain:
 - a. Ingredient substitution: Choosing lower-cost ingredients that maintain the dish's flavor and quality.

- b. Portion control: Adjusting serving sizes to balance cost without sacrificing the dining experience.
- c. Technique adaptation: Simplifying or streamlining cooking methods to reduce labor and time without compromising the result.

10. Suggest the trainee consider:

- a. Ingredient sourcing: Finding cost-effective yet high-quality ingredients.
- b. Menu design: Incorporating dishes that are both creative and cost-efficient, balancing premium ingredients with more affordable options.
- c. Portion management: Managing portion sizes to reduce waste while ensuring guests feel satisfied.

11. Guide the trainee to share an example:

- a. Engagement: Explaining how they kept the audience's attention (e.g., by asking questions, using humor, or making the content relatable).
- b. Learning: How the audience responded and learned from the demonstration (e.g., trying the dish themselves, asking follow-up questions).
- c. Outcome: Discussing how the demonstration contributed to positive results, such as improved skills, higher satisfaction, or better engagement from the audience.

Topic 3.1: Seeking approval for the newly developed dish

Objectives:

By the end of the topic, trainees will be able to:

- a. Gain knowledge of the steps involved in seeking approval for a new dish, including internal reviews and feedback gathering.
- b. Assess a dish for consistency in taste, presentation, and quality to ensure it meets the restaurant's or hotel's standards.
- c. Develop the ability to present the dish clearly, explaining its concept, ingredients, and preparation methods to stakeholders.
- d. Incorporate feedback from tasting sessions or stakeholders to refine and adjust the dish before final approval.



	e. Ensure the dish meets necessary food safety, nutritional, and dietary standards for approval.
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, brainstorming and demonstration, presentation, role play
	Materials, Tools and Equipment Needed: tools and equipment for evaluating the new dish
	Preparation: ☐ avail a room for new dish approving activity ☐ avail the dishes to be approved / evaluated ☐ avail tools & equipment for new dish evaluation
	Cross Cutting Issues: ✓ Environment and Sustainability: promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling. ✓ Gender: Ensure all trainees, regardless of gender, are treated equally and have equal opportunities for leadership roles and skills training in preparation tasks. Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution. ✓ Financial Education: Teach trainees to manage ingredient costs during dish approval by emphasizing on portion control, efficient use of ingredients. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.

- ✓ **Standardization Culture:** Standardize procedures to ensure that all team members prepare the new dish in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the mise en place, such as consistent labeling and portioning, so each dish is prepared with the same quality, no matter who is performing the prep.
- ✓ **Inclusivity:** Ensure that the approval accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques, ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.

Prerequisites:



- balancing flavor skills
- plating skills
- garnishing skills



Activity 1: Problem Solving



Task 25

1. As a trainer guiding the trainees through the following questions, focus should be on providing structured, practical responses while encouraging problem-solving, creativity, and a deeper understanding of the culinary process. Here are the general steps you can use for each question under task 25 in the trainee manuals:

Step 1:

- a. Assess the imbalance: Ask the trainee to identify which flavors (sweet, salty, sour, bitter, umami) need adjustment. Emphasize on how to add ingredients such as salt, sugar, acid (lemon, vinegar), or fat (butter, oils) to balance the flavors.

- b. Use a tasting process: Demonstrate the importance of tasting at various stages of preparation to make small, incremental adjustments.

Step 2:

- a. Identify texture problems: Guide the trainee to determine whether the issue lies with overcooking, undercooking, or incorrect preparation methods.
- b. Choose corrective techniques: Demonstrate how to correct texture by adjusting cooking methods (e.g., sautéing vs. roasting, or adding moisture if the component is too dry).
- c. Test results: Encourage the trainee to re-test the texture after adjustments to ensure consistency.

Step 3:

- a. Identify the issue: Have the trainee assess if the dish is too cold or too hot.
- b. Use appropriate methods to adjust temperature: Show how to reheat or cool the dish without compromising texture (e.g., using a warming tray, steam, or refrigeration).
- c. Ensure timing: Emphasize the importance of timing, teaching the trainee to manage the dish preparation and service to ensure proper temperature.

Step 4:

- a. Storage: Have the trainees discuss proper storage techniques for different ingredients (e.g., refrigeration for proteins, dry storage for grains, and careful handling of delicate herbs).
- b. Rotation: Discuss stock rotation (FIFO: First In, First Out) to ensure older ingredients are used first.
- c. Pre-preparation: Ask them to explain how exposed ingredients prepared in advance could affect their freshness.

Step 5:

- a. Assess feedback: Help the trainee identify what elements are missing (e.g., color contrast, texture variety, arrangement).
- b. Consider plating principles: Discuss the importance of balance, symmetry, height, and focal points.
- c. Experiment with garnishes and plating styles: Show how adjusting the garnishes or using unique plating techniques can elevate the dish's visual appeal.

Step 6:

- a. Identify underwhelming colors: Have the trainee look at the dish and identify areas where the color may be too muted or lacking in contrast.
- b. Use colorful garnishes: Teach the trainee how adding herbs, vegetables, or edible flowers can create a vibrant contrast.
- c. Cook with color in mind: Show how cooking techniques like blanching or roasting can enhance natural colors in ingredients.

Step 7:

- a. Clarify feedback: Encourage the trainee to ask for specifics on which garnishes were considered excessive or irrelevant.
- b. Prioritize function over form: Discuss the importance of garnishes complementing the dish in flavor and texture, not just for decoration.
- c. Simplify: Teach how to select simple yet impactful garnishes that support the dish's main components, focusing on flavor, texture, or visual contrast.

Step 8:

- a. Assess the current dishware: Have the trainee consider if the dishware is too large, too small, or the wrong shape for the dish.
 - b. Recommend complementary dishware: Guide the trainee on choosing dishware that enhances the dish, considering size, shape, and color. For example, a deep bowl for a stew, or a flat plate for an elegant appetizer.
 - c. Consider presentation goals: Teach how the right dishware can elevate the experience, ensuring the food is the focal point while also being practical for service.
2. By guiding the trainees through each situation with practical solutions, teaching both the reasoning behind the decisions and how to apply them effectively in the kitchen, this approach also ensures that trainees gain the necessary skills to troubleshoot and adjust dishes to meet high standards.
 3. Provide clarifications for trainees' questions and refer them to the key facts 3.1 in their trainee manuals.



Activity 2: Guided Practice



Task 22:

1. Here is a general step-by-step approach the trainer can follow to guide the trainee through the process:

Step 1: Develop a Recipe for the New Dish

- a. Guide ingredient selection: Emphasize the importance of using seasonal and sustainable ingredients, educating the trainee on sourcing local, eco-friendly options.
- b. Recipe structure: Help the trainee write a clear, detailed recipe with step-by-step instructions. Teach them to focus on ingredient quantities, cooking methods, and timing.
- c. Creativity and balance: Encourage creativity in the recipe development while ensuring the dish meets professional standards (taste, texture, and balance).

Step 2: Present the Dish for Feedback from a Simulated Panel

- a. Prepare the trainee for feedback: Explain that constructive criticism is an opportunity for growth. Encourage them to be receptive to suggestions.
- b. Facilitate the feedback session: Act as part of the panel or guide the panel discussion, asking specific questions about taste, presentation, and creativity.
- c. Discuss adjustments: Teach the trainee how to process the feedback and make necessary adjustments to the recipe or plating for improvement.

Step 3: Plate the Dish Creatively, Adhering to Professional Presentation Principles

- a. Teach plating principles: Provide guidance on professional plating techniques such as using balance, height, and color contrast to enhance the visual appeal.
- b. Garnishing techniques: Show how garnishes should be precise, complementary, and clean, avoiding overuse. Discuss how garnishes can also add texture or flavor.
- c. Dishware selection: Demonstrate how to choose the appropriate dishware to complement the dish's color, size, and form. Discuss the impact of dishware on presentation.

Step 4: Document the Plating Process

- a. Encourage documentation: Ask the trainees to take clear photos of the dish from different angles before serving.
- b. Explain design rationale: Have the trainee write a brief explanation of their plating choices, such as why they used specific colors, textures, or plating techniques.

Step 5: Conduct a Demonstration for the Class, Highlighting Preparation Techniques

- a. Prepare the trainees for the demonstration: Teach the trainee how to explain the preparation steps clearly to the class while performing them.
- b. Highlight techniques: Emphasize key techniques such as knife skills, cooking methods, and any unique steps in the preparation. Encourage the trainee to engage the class with questions or tips during the demo.
- c. Ensure timing: Help the trainees practice timing to ensure the demonstration runs smoothly and the dish is completed within the allotted time.

Step 6: Ensure the Recipe Is Clear and Reproducible

- a. Teach recipe clarity: Show the trainees how to write a recipe that is easy to follow, with clear ingredient measurements, step-by-step instructions, and any important notes on timing or techniques.
- b. Encourage documentation: Have the trainee include tips for future chefs to ensure consistency and accuracy.

Step 7: Provide a Rationale for Ingredient Choices

- c. Ingredient analysis: Ask the trainees to explain the thought process behind selecting specific ingredients. Emphasize the importance of considering the audience (e.g., seasonal tastes, dietary needs).
- d. Tie to the theme: Encourage the trainee to connect ingredient choices to the restaurant or event theme, showing how the dish fits within a larger culinary concept.

Step 8: Prepare the Dish According to the Recipe and Evaluate It

- a. Guide preparation: Walk the trainees through each step of preparing the dish according to the developed recipe.
- b. Conduct evaluations: After the dish is prepared, guide the trainees to evaluate the dish on the following:
 - o Taste and flavor balance: Teach how to assess whether the flavors are harmonious and well-balanced.

- Texture and consistency: Ensure that the components of the dish (e.g., protein, sauce, vegetables) are the right texture.
- Temperature and cooking accuracy: Ensure the dish is served at the correct temperature and cooked accurately (e.g., proper doneness, crispy texture).

Step 9: Final Review and Refining Process

- a. Assess overall outcome: Review the final dish with the trainee, providing feedback on areas such as creativity, presentation, and adherence to recipe.
 - b. Encourage reflection: Ask the trainee to reflect on the process—what went well, what could be improved, and how they can apply these insights in future dishes.
2. By following this step-by-step guide, leads the trainees through the process of developing, refining, and presenting a new dish, helping them grow in both technical skill and creative expression.
 3. Allow trainees to redo the process for mastering it.



Activity 3: Application



Task 27:

1. This activity should be carried out in a real professional establishment, fault to do so, requires some general principles for trainer's minimal role
 - a. **Promote Independence:** Allow trainees to take ownership of each step and problem-solve on their own. Step in only when necessary to clarify instructions or provide specific feedback.
 - b. **Encourage Critical Thinking:** Foster an environment where trainees can analyze their own work and the feedback they receive, using it as an opportunity for growth and improvement.
 - c. **Focus on Self-Sufficiency:** The trainer should aim to guide the trainee towards self-sufficiency in creating, presenting, and refining dishes. Encourage self-assessment and proactive refinement.

- d. **Provide Constructive Feedback:** If the dish requires adjustment or improvement, offer constructive feedback in a way that encourages independent decision-making rather than providing direct solutions.
- 2. The steps below provide a practical framework for the trainer to effectively guide the trainee through the entire process of creating and implementing a new signature dish, including the crucial dish approval process. ***For each task that a trainee will perform, we have proposed steps for the trainer on how to go about it.***

Step 1: Provide initial guidance on how to identify seasonal and local ingredients, but allow trainees to conduct research and develop their own unique recipe. Encourage trainees to balance creativity with cost-effectiveness, and ensure the dish aligns with the restaurant's concept and target audience.

a. **Develop a Unique Recipe Using Seasonal, Easily Accessible Ingredients Key Focus:**

Step 2: Offer advice on how to structure the recipe with clear steps and precise measurements. Allow trainees to take ownership of writing out the recipe and testing the timing. Ensure trainees understand the importance of recipe clarity and reproducibility. Guide them on how to check the recipe's accuracy during trials.

b. **Ensure the Recipe Includes Clear Steps, Measurements, and Timings**

Step 3: Provide minimal support in helping trainees prepare their presentation to management. Encourage them to communicate their rationale confidently, but let them handle the presentation independently. Trainees should be responsible for presenting their dish, receiving feedback, and making adjustments. Encourage them to seek constructive criticism and adapt accordingly.

c. **Present the Dish for Feedback from Management (Dish Approval Process)**

Step 4: Offer advice on best practices for conducting a demonstration (e.g., clear communication, simplifying complex techniques), but let the trainee lead the demonstration independently. Encourage trainees to practice explaining cooking techniques clearly to others, ensuring the kitchen team can replicate the dish consistently.

d. **Conduct a demonstration for the kitchen staff**

Step 5: Observe the trainee's efforts to maintain consistency and provide feedback only if necessary. Let the trainee manage preparation during service, ensuring the dish is executed as planned. Trainees should implement processes such as portion control and time management to maintain consistency in the dish's preparation. They should self-monitor and adjust as needed.

e. Ensure consistency in preparation for service

Step 6: Support the trainee by reviewing the feedback after the dish has been implemented, but let them analyze and respond to feedback on their own. Trainees should be proactive in gathering feedback and using it to make final adjustments. They should be encouraged to evaluate guest and management responses and adjust accordingly.

f. Conduct a feedback session with management post-implementation

Step 7: Provide minimal guidance during the final documentation and plating process. Trainees should be responsible for finalizing the recipe, portioning guidelines, and plating instructions. Encourage trainees to ensure that the dish is properly documented and that the plating meets professional standards.

g. Finalize the dish for the menu

3. Throughout the process, emphasize the importance of creativity, precision, and consistency. The dish should align with the restaurant's brand and meet guest expectations in terms of flavor, presentation, and overall experience. Balancing innovation with practicality will help ensure the new signature dish becomes a standout on the menu.

Topic 3.2: Costing final dish recipe

	Objectives: By the end of the topic, trainees will be able to: - Identify and calculate the cost of ingredients, labor, and overhead in a dish. - Determine the cost per portion for each ingredient based on current market prices. - Calculate the cost of each portion, factoring in waste and yield. - Use dish costing to set an appropriate price that ensures profitability while remaining competitive. - Identify opportunities to reduce costs without compromising quality or flavor. - Calculate and maintain the ideal food cost percentage for profitability. - Adjust recipe costs when scaling up for large orders or events.
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, brainstorming and demonstration, presentation, pair& share
	Materials, Tools and Equipment Needed: calculators or costing software, digital scales, measuring cups, and spoons, recipe cards and costing templates, a current ingredient price list and a food costing sheet, visual aids, handouts.
	Preparation: ☐ organize in advance groups for discussion and task performance. ☐ avail a costing template (hard or soft) ☐ avail dishes to be costed

- ☐ If available, invite an external speaker (e.g., an experienced restaurateur or cost-control expert) to speak on the topic.
- ☐ Printed sheet with formulas to base on when costing
- ☐ Avail a software for costing issues (costing electronically)
- ☐ Before the activity, gather a range of case studies or examples from real restaurants, ideally with a mix of successes and challenges related to dish costing. The examples should be diverse, including both small-scale establishments and larger fine-dining or chain restaurants.

Cross Cutting Issues:

- ✓ **Environment and Sustainability:** promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling.
- ✓ **Gender:** Ensure all trainees, regardless of gender, are treated equally and have equal opportunities for leadership roles and skills training in preparation tasks. Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution.
- ✓ **Financial Education:** Teach trainees to manage ingredient costs during dish approval by emphasizing on portion control, efficient use of ingredients. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.



- ✓ **Standardization Culture:** Standardize procedures to ensure that all team members prepare the new dish in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the mise en place, such as consistent labeling and portioning, so each dish is prepared with the same quality, no matter who is performing the prep.
- ✓ **Inclusivity:** Ensure that the approval accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques, ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.



Prerequisites:

- arithmetic skills
- computer skills
- Entrepreneurship or business sense / profit skills



Activity 1: Problem Solving



Task 28:

1. Present a specific real-world case or a composite of examples. Provide key details in the scenario, including ingredient costs, recipe pricing, labor, and overheads involved, and how these aspects influenced the final pricing strategy. Refer to the scenario provided under task 28 in trainees manuals, or use the below.
 - a. **Scenario 1:** A restaurant introduces a new high-cost dish that attracts customers but is priced too low, leading to significant financial losses.
 - b. **Scenario 2:** A restaurant implements a new costing model for a signature dish and manages to reduce ingredient costs without sacrificing quality, resulting in increased profitability.
2. Engage trainees in analysis by asking open-ended questions to guide the trainees through the thought process. Facilitate a group discussion or use pair work, where trainees analyze the case study and discuss possible improvements or alternatives.
 - a. What could have been the consequences if this dish was priced incorrectly?
 - b. How would the restaurant's profit margin be impacted by poor dish costing?
 - c. What factors should have been considered before setting the price for this dish?
 - d. How would effective dish costing impact customer satisfaction and restaurant reputation?
3. Provide Insights from Industry Experts. Expose trainees to expert perspectives and advice on real-world applications. Share insights or quotes from industry professionals (e.g., chefs, restaurant owners, or managers) about the importance of dish costing. For example, you might present advice on:
 - a. How miscalculating the food cost percentage can make or break a restaurant.
 - b. Real examples of how restaurants adjusted their dish costing to improve profitability, such as tweaking portion sizes, using more cost-effective ingredients, or incorporating menu psychology.

4. Discuss the impact of dish costing on restaurant operations. Provide a comprehensive overview of how dish costing affects every part of a restaurant, including profit margins, customer satisfaction, and staff efficiency. Use the case studies to explain the broader consequences of dish costing decisions:
 - a. Profit margins: Discuss how incorrect costing can lead to financial instability or missed opportunities for profit.
 - b. Customer satisfaction: Explain how pricing strategies that reflect the quality and value of a dish can enhance customer experiences.
 - c. Operational efficiency: Show how accurate costing affects inventory control, waste management, and portioning.
5. Illustrate the importance of pricing dishes correctly to ensure that both food quality and profitability are maintained.
6. Facilitate a hands-on activity. Encourage trainees to apply their theoretical knowledge of dish costing to a practical exercise. Have trainees work in small groups to develop their own dish costing for a sample dish (either one they have created or one provided by the trainer). Each group will:
 - a. List ingredients with their prices.
 - b. Estimate portion sizes and labor costs.
 - c. Calculate the total cost and suggest a menu price based on a desired food cost percentage.
7. Guide the groups by offering feedback, ensuring they consider all necessary costs (ingredients, labor, overhead) and are aware of profit margins.
8. Lead a reflection session where trainees share their dish cost calculations and pricing strategies with the class. Ensure that trainees understand the real-world implications of dish costing and can apply their knowledge in future situations.
 - a. Ask trainees: “How did your pricing decisions affect the dish’s appeal?” and “What factors influenced your final dish price?”
 - b. Highlight the balance between cost control and maintaining high-quality dishes that meet customer expectations.
9. Provide feedback on each group's pricing strategies, offering suggestions for improvement or refinement based on industry best practices.

10. Summarize the key takeaways from the activity. Reinforce the essential skills and knowledge gained through the activity.
 - a. The importance of accurate dish costing for restaurant success.
 - b. How dish pricing impacts not only profitability but also customer perception and satisfaction.
 - c. Strategies for ensuring profitability while maintaining quality and creativity in dish development.
11. Offer practical tips for applying dish costing in different restaurant settings, emphasizing consistency, monitoring costs, and adjusting prices when necessary.
12. Close the session by ensuring trainees are equipped with practical knowledge for real-world applications. End the session with a Q&A or an open-floor discussion where trainees can ask questions or clarify doubts related to dish costing in real-world restaurant operations.



Activity 2: Guided Practice



Task 29:

1. Provide a sample recipe or ask trainees to bring their own recipe (or create one) for the dish they will be calculating. Ensure trainees can list and assess the cost of each ingredient in a dish.

Step 1: List All Ingredients with Quantities and Costs

- a. Guide the trainees in listing all the ingredients required for the recipe, including their quantities.
- b. Show them how to use local market prices or supplier rates to assign approximate costs to each ingredient.

For example: for a dish like **Lemon Herb Risotto with Grilled Prawns**, list ingredients like rice, prawns, lemon, herbs, butter, stock, etc., with the quantities used and their corresponding prices.

- c. Walk trainees through calculating ingredient costs:
 - i. How to convert bulk pricing into individual portion costs.
 - ii. If an ingredient is used in a smaller quantity than its purchased weight, explain how to calculate the portion cost based on the total purchase quantity.

Step 2: Factor in Waste, Preparation Yield, and Overheads

- a. Explain the concept of waste and yield and how it influences ingredient costs. For example, trimming a vegetable or removing inedible parts of meat can affect the actual usable portion.
- b. Guide the trainees on accounting for waste during preparation. This can be a percentage of the ingredient weight, e.g., 10% waste for a vegetable.
- c. Teach how to calculate the yield of an ingredient. For instance, a pound of prawns may yield 0.8 pounds of edible meat after peeling and deveining.
- d. Discuss overhead costs such as utilities (gas/electricity for cooking), equipment depreciation, and labor costs:
- e. Provide an example of how to estimate these costs. For instance, if cooking the dish requires using a gas stove for 30 minutes, how to approximate the cost of gas used.
- f. Guide trainees in adding these waste and overhead factors to the ingredient costs to calculate the total cost of the dish.

Example: If a dish requires Frw 22,000 worth of ingredients, but due to waste, the usable portion value is Frw 19,800, and overhead costs add another Frw 2,200, the total cost of the dish is Frw 22,000.

Step 3: Determine the cost per portion

- a. Help trainees calculate the total cost for the entire recipe and then divide by the number of portions the recipe yields.

Example: If a recipe costs Frw 20000 in total and produces 4 portions, the cost per portion is Frw 5000.

- b. Guide trainees through this formula:

Cost per portion = (total cost of ingredients + waste + overhead)/ number of portions

- c. Discuss how to adjust the per-portion cost based on specific portion sizes, especially if different portion sizes are being served at the event.

Step 4: Suggest a Selling Price

- a. Explain the concept of **food cost percentage** and how to set a selling price based on it. The typical food cost percentage for a restaurant range from **25% to 40%**, but for an event like a fundraiser, it may vary.
- b. Guide trainees in calculating a selling price using this formula:

$$\text{Selling Price} = \text{Cost per Portion} / \text{Desired Food Cost Percentage}$$

Example: If the cost per portion is Frw 5000 and the desired food cost percentage is 30%, the selling price should be around: $\text{Selling Price} = 5000 / 0.30 = 15,000\text{Frw}$

- a. Discuss factors that can influence the final selling price, such as:
 - i. Event goals (fundraiser, charity event, etc.),
 - ii. Guest expectations (luxury dining vs. casual),
 - iii. Local market prices,
 - iv. Cost of competitors' dishes.

Step 5: Review and Final Adjustments

- a. Have trainees double-check their ingredient lists, yield percentages, and waste factors. Ensure accuracy in the cost calculations and price setting.
 - i. Ask them to review if the per-portion cost aligns with the target selling price for the event.
 - ii. Ensure that the final pricing is both **competitive** and **profitable**, balancing the goals of the event and maintaining appropriate margins.
- 2. After the individual or group calculations, facilitate a class discussion where trainees present their dish cost calculations and the pricing they would suggest for the event. Encourage trainees to collaborate and share their findings, discussing challenges and solutions. Encourage critical thinking by asking questions like:
 - a. What factors did you prioritize when deciding on your selling price?
 - b. How do you think food cost percentage affects profitability at an event?
 - c. What challenges did you face while calculating the waste or overhead?

3. Conclude the activity with real-world application:
 - a. Provide trainees with practical, real-world examples of how dish costing impacts a restaurant's operations.
 - b. Use case studies or examples from actual restaurant settings to highlight the consequences of poor or effective dish costing.
 - c. Trainees should understand the real-world implications of dish costing and be able to apply their knowledge in any culinary setting.



Activity 3: Application



Task 30:

1. Have trainees read the scenario provided in the trainee manual. Trainees must not only calculate the cost of ingredients and overheads but also critically analyze whether the dish is feasible for the restaurant's pricing model.
 2. The goal is to find a balance between cost control, quality, and profitability while keeping the customer's expectations in mind. This exercise encourages trainees to think beyond just cost calculations and to understand how pricing affects the overall business operation and guest experience.
 3. Take trainees through the process below:
 - a. Evaluate the dish's cost:
 - Is the dish financially viable at the proposed selling price of Frw 7500?
 - How does this price compare to other dishes on the restaurant's menu?
 - Would customers expect to pay this price for a duck dish in the restaurant?
 - b. Identify areas for cost reduction:
 - Which ingredients contribute most to the dish's high cost (e.g., truffle oil, duck)?
 - How can you reduce the cost of these ingredients without compromising the dish's quality or presentation?
- For example:** Can you use a smaller amount of truffle oil, substitute a less expensive garnish, or find a local supplier for duck breasts at a better price?

- Is there a way to use beetroot or other vegetables more efficiently to lower overall costs?
- c. Assess portion control and waste:
 - How does portioning impact the cost per dish? Could you adjust portion sizes slightly to reduce waste and lower costs?
 - Consider trimming excess fat from the duck or using leftover vegetables in other menu items.
- d. Consider seasonal ingredient variability:
 - How do seasonal price fluctuations for key ingredients like root vegetables and duck impact dish costing?
 - If prices increase for certain ingredients due to seasonality, how can you adjust the recipe or pricing to ensure profitability?
- e. Determine profitability:
 - Based on the proposed selling price of Frw7500, does the dish meet the restaurant's desired profit margin?
 - How much of that price is going toward covering overheads (e.g., labor, utilities)? Does the restaurant make enough profit after costs?
- f. Explore cost-effective alternatives: If the cost is too high to justify the Frw 7500 price tag, what ingredients could be swapped out without sacrificing the dish's appeal?

For example: Can you substitute truffle oil with a less expensive flavoring, like herb-infused olive oil, without diminishing the “luxury” feel of the dish?

- g. Assess market feasibility:
 - Would guests at this hotel be willing to pay Frw 7500 for this dish?
 - How can you adjust the dish to appeal to a wider audience, either by reducing the cost or modifying the recipe for more mass appeal while maintaining high standards?
- h. Price Adjustment for larger volume:
 - How would you adjust the pricing if this dish were to be served in a buffet-style service or for large events, such as weddings or corporate gatherings?
 - Would offering it as a set menu item or as part of a tasting menu offer better value to the guest, and increase profitability for the restaurant?

Topic 3.3: Demonstrating newly developed dish

	Objectives: By the end of the topic, trainees will be able to: - Demonstrate key cooking techniques used in the preparation of a new dish, ensuring consistency and quality. - Present the dish in an engaging manner, encouraging questions, and fostering interaction during the demonstration. - Explain the step-by-step process of preparing the dish, including timing, adjustments, and troubleshooting tips. - Demonstrate proper plating and presentation techniques to maintain a consistent visual appeal. - Collect constructive feedback on taste, presentation, and preparation from the audience and use it to refine the dish or its presentation.
	Time Required: 6 hours
	Learning Methodology: Group discussion, trainer guided, brainstorming and demonstration, presentation
	Materials, Tools and Equipment Needed: - cooking tools and equipment to present / train the new dish - ingredients related to the dish to train
	Preparation: ☐ Avail a presentation template sheet with main steps to be followed ☐ Prepare the room / workstation for training ☐ Organize the training activity with tools and ingredients ☐ Prepare the presenter and supposed trainees before the presentation. ☐ Provide the resources: clear instructions, the recipe, visual aids, and any other resources needed for effective training.

Cross Cutting Issues:

- 
- ✓ **Environment and Sustainability:** promote the use of locally sourced, seasonal, and organic ingredients to reduce the environmental impact of transportation and farming practices. And emphasize on minimizing food waste by using every part of the ingredient (e.g., vegetable scraps for stock), and encourage composting or recycling.
 - ✓ **Gender:** Ensure all trainees, regardless of gender, are treated equally and have equal opportunities for leadership roles and skills training in preparation tasks. Foster a respectful and inclusive workplace culture where gender diversity is recognized, and everyone feels comfortable participating in all tasks, including preparation and execution.
 - ✓ **Financial Education:** Teach trainees to manage ingredient costs during dish approval by emphasizing on portion control, efficient use of ingredients. This ensures the dish remains profitable. Encourage practices like repurposing scraps (e.g., vegetable peels, stems) or using offcuts creatively to reduce waste and get the most out of every purchase.
 - ✓ **Standardization Culture:** Standardize procedures to ensure that all team members prepare the new dish in the same way, maintaining consistency in the dish's final presentation and taste. This can be achieved by documenting specific techniques and measurements. Develop a system for organizing the mise en place, such as consistent labeling and portioning, so each dish is prepared with the same quality, no matter who is performing the prep.
 - ✓ **Inclusivity:** Ensure that the approval accommodates different dietary needs, like vegan, gluten-free, or allergy-friendly options, by offering a variety of ingredient substitutions or alternatives. Respect cultural preferences in ingredient selection and preparation techniques, ensuring that dishes are accessible to a diverse range of customers or staff with varying food traditions and restrictions.

**Prerequisites:**

- mise en-place performance
- hands on skills
- audience management
- language proficiency
- skills on presentation

**Activity 1: Problem Solving****Task 31:**

1. Guide trainees through the activity on task 31 in trainee manual by encouraging them to discuss and reflect on practical approaches to demonstrate a newly dish in culinary arts industry. Begin by organizing them into groups or pairs to explore real-world scenarios related to the topic.
2. Encourage trainees to respond proactively to the tasks provided in their trainee manuals, such as identification of the right tools they will set in advance for training of their co-workers, development of the steps to follow when training a new dish for better performance and audience understanding and identification of the main target they are seeking when training the new dish to others (colleagues, trainees, co-workers, friends or relatives)
3. Have trainees discuss on the preparation required, in terms of materials, tools and equipment.
 - a. This could be a recipe clearly written, including ingredients, quantities, preparation steps, and plating instructions.
 - b. **Visual Aids:** Prepare visuals, such as a video demonstration, slides, or photos of the final dish and the preparation process.
 - c. **Equipment & Ingredients:** Set up all necessary kitchen tools, utensils, and equipment for cooking (e.g., knives, pots, pans, stovetops, serving plates) and ensure all ingredients are pre-measured.
 - d. **Tasting Samples:** Have portions of the dish ready for tasting so that trainees can observe and taste the final product.

- e. **Checklist for Trainees:** Provide trainees with a checklist to guide them through the key points of the dish (e.g., flavor balance, texture, and presentation).
4. Have trainees develop steps to follow for training the new dish:

step 1: introduction of the dish

- Briefly explain the concept behind the dish, its origin, and its significance. Highlight any innovative techniques or ingredients.
- Emphasize why the dish was chosen for the menu and how it aligns with the hotel's culinary vision.

Step 2: Step-by-Step Demonstration

- Perform the dish preparation in front of the group, explaining each step while demonstrating key techniques.
- Emphasize timing, temperature control, and methods used for flavor balancing, texture, and presentation.

Step 3: Engage and Encourage Participation

- Allow trainees to ask questions during the demonstration and encourage them to take notes.
- Have trainees participate by following along with the recipe, either individually or in pairs.

Step 4: Practice by Trainees

- Give the trainees time to practice preparing the dish under supervision. Offer guidance as they work through the steps.
- Monitor their technique, taste, and presentation, offering feedback as needed.

Step 5: Final Plating and Presentation

- Explain how the dish should be plated and presented, emphasizing presentation style, portion control, and garnishing.

Step 6: Feedback and Reflection

- After completing the dish, provide constructive feedback to each trainee on their execution.
- Encourage trainees to reflect on what worked well and what could be improved.

5. Identify the main target of the training. These may include:
 - a. Skill development: The goal is to improve the co-workers' culinary skills and increase their ability to replicate the new dish consistently in service.
 - b. Knowledge transfer: Ensure that trainees fully understand the rationale behind the dish's composition, flavor balance, and presentation.
 - c. Team collaboration: Encourage co-workers to work together and support each other in perfecting the dish. This builds team synergy in the kitchen.
 - d. Consistency: Emphasize the importance of consistency in both preparation and presentation to ensure the dish meets the hotel's high standards every time it is served.
 - e. Guest satisfaction: Ensure that the dish is prepared in a way that will appeal to guests, maintaining the high standards expected of the restaurant.



Activity 2: Guided Practice



Task 32

1. Your role here is to guide, support, and oversee the trainee's performance while ensuring they gain the necessary skills and understanding to successfully replicate the new dish. The trainer should focus on facilitating the learning process, providing feedback, and addressing any issues that arise during the demonstration or practice. Here's a breakdown of the trainer's role for each task.
2. Preparation for Training (Identify the Right Tools): Set up the environment, ensure that all necessary ingredients, tools, and equipment are available and properly prepared for the training session. Brief the trainees on the objectives of the session and set clear guidelines on what they are expected to demonstrate and learn.
3. Conducting the demonstration of the dish (step-by-step process)
 - a. Supervise the demonstration: Observe as the trainee performs the steps of preparing the dish, ensuring they follow the correct techniques and procedures.
 - b. Clarify any confusion: Answer questions and offer guidance when needed. If the trainee struggles with any step, intervene with an explanation or additional tip.

- c. Maintain the pace: Help the trainee stay on track with timing, making sure they move efficiently from one step to the next.
4. Engaging the Audience (Answer Questions and Encourage Interaction)
- a. Create a collaborative environment: Encourage open communication and interaction during the training session. This will help trainees feel comfortable asking questions and clarifying doubts.
 - b. Provide real-time feedback: Offer praise for good practices and provide corrective feedback when necessary.
 - c. Facilitate understanding: If there are any technical aspects that may be difficult for the trainee, take the time to explain it from a different perspective.
5. Practice and Execution (Trainee Performs the Dish)
- a. Observe closely: Watch the trainee as they replicate the dish to ensure they are following the correct steps and techniques.
 - b. Provide constructive feedback: Give specific, actionable feedback based on their performance—praise what is done well and point out areas for improvement.
 - c. Offer guidance and support: If the trainee encounters any issues (e.g., undercooking or overcooking), step in to help troubleshoot and offer solutions.
 - d. Encourage independence: Let the trainee take ownership of the task while remaining available to provide assistance when necessary.
6. Final Plating and Presentation (Guide the Trainee)
- a. Explain presentation standards: Demonstrate the expected plating techniques and explain how presentation enhances the dish's appeal.
 - b. Assist with plating if needed: Step in if the trainee is struggling with presentation, but encourage them to try different approaches and offer them the opportunity to refine their skills.
 - c. Ensure consistency: Check if the trainee's plating aligns with the hotel's standards and provide feedback on how to improve visual appeal.
7. Feedback and Reflection (Evaluate the Finished Dish)
- a. Conduct a review: After the dish is prepared, assess its taste, texture, and presentation with the trainee.
 - b. Provide a structured critique: Highlight what was done well, discuss what could be improved, and provide suggestions for refinement.

- c. Encourage self-reflection: Ask the trainee to evaluate their own work. This will help them internalize their learning and build confidence in their skills.
 - d. Follow up with improvement strategies: Offer actionable steps to improve areas that were challenging during the training session.
- 8. Ongoing Support (Provide Additional Guidance as Needed)
 - a. Offer continuous mentorship: After the training, be available to answer any additional questions or provide extra help if the trainee continues to practice.
 - b. Reinforce learning: Encourage the trainee to keep practicing the dish and offer further feedback when they prepare it on their own or in future sessions.
- 9. You should create a positive learning environment, ensuring the trainee has all necessary resources, offering guidance when needed, providing constructive feedback, and encouraging self-reflection and independence. Your role is to facilitate the learning process, correct mistakes, and help the trainees gain confidence in executing the new dish consistently.



Activity 3: Application



Task 33

1. Provide a briefing and instructions at the start, then step back and observe while offering minimal assistance. The focus is on ensuring the trainees understand the task and can execute it independently.
2. Briefly explain that the trainees will demonstrate the new dish by preparing it in front of the group.
 - a. Explain the general flow of the demonstration (e.g., preparation, cooking, plating, and presentation).
 - b. Set expectations: Discuss how the dish should taste, look, and be presented.
3. Give the trainees the freedom to execute the tasks, including preparation, cooking, and plating.
4. Remind trainees that they are responsible for ensuring the dish meets the standards for flavor, texture, and presentation.

5. If necessary, give gentle guidance (e.g., reminder to check seasoning or plating details), but avoid stepping in unless essential. Offer guidance if trainees face difficulties or errors during preparation. Look for any areas where trainees may need correction (e.g., issues with cooking times, under-seasoning, or improper plating). Only offer support when necessary (e.g., if a dish is undercooked, explain how to adjust). Ask questions that encourage the trainees to figure out solutions on their own (e.g., "What could you adjust if the sauce is too thick?").
6. Ensure Engagement and Interaction:
 - a. Ask the trainees to discuss their approaches or choices (e.g., "Why did you decide to plate it that way?").
 - b. Final Presentation and Plating: Offer any quick pointers on visual elements, like garnish placement or color contrast, only if necessary.
7. Gather Feedback and Review:
 - a. Ask the trainees to provide feedback on the dish's preparation, taste, and presentation. Have trainees reflect on their own process and identify areas they feel could be improved. If appropriate, encourage other trainees to offer suggestions and insights about the final product.
 - b. Allow trainees to make final adjustments: Based on the feedback gathered, let the trainees tweak the recipe or presentation. Reinforce key takeaways from the session, such as the importance of flavor balance, plating standards, and teamwork.
8. Documenting the Process: Have trainees document the dish for future reference. Remind trainees to document the recipe, plating techniques, and any adjustments they made. Emphasize the importance of clear and detailed recipes that are easy for others to follow in future kitchen sessions.
9. Final Notes for the Trainer:
 - a. Independent learning: The goal is to guide the trainees toward independent execution of the dish, while providing enough support for them to feel confident in their skills.
 - b. Observation: The trainer should observe the trainees' progress without taking over the task, providing insights only when necessary to improve the process.
 - c. Encourage creativity: Encourage trainees to take ownership of their dishes and be creative within the established standards.
10. By following these steps, you set up a smooth, hands-on learning experience that allows trainees to practice real-world culinary tasks while ensuring they are ready to execute the dish during high-volume service.

 Formative Assessment

Have trainees Read the scenario in their trainee manuals under formative assessment and allow them to carry the activities related to the questions below:

a. Perfect the dish:

- i. Ensure the recipe is flawless and consistent, with precise measurements and timings.
- ii. Perform a final quality check for flavor, texture, and overall balance.

b. Organize the presentation materials:

- i. Prepare a detailed recipe card, including ingredients, preparation steps, cooking techniques, and plating instructions.
- ii. Include a costing sheet that outlines the cost per portion and recommended selling price.

c. Prepare talking points:

- i. Highlight the inspiration behind the dish and its target audience.
- ii. Be ready to explain the choice of ingredients, flavor profile, and how the dish complements the existing menu.
- iii. Walk through the preparation process step-by-step, explaining cooking techniques, timing, and adjustments.
- iv. Showcase plating techniques and discuss your presentation strategy.
- v. Provide tips or shortcuts for replicating the dish.
- vi. After receiving feedback from the class and instructor, make any necessary changes to the recipe, presentation, or demonstration techniques.
- vii. Provide the updated recipe, costing sheet, and a photo of the plated dish as part of your final submission.

This checklist allows the trainer to assess the trainee's performance across different key areas, ensuring they cover all aspects needed for a successful dish presentation.

Criteria	Evaluation Points	Yes/No	Comments/Feedback
Perfecting the dish			
1. Recipe accuracy and consistency	The recipe has precise measurements and clear, consistent steps.		
2. Final quality check for flavor, texture, and balance	The dish meets the intended flavor profile, texture, and overall balance.		
Organizing presentation materials			
3. Detailed recipe card	Recipe card includes ingredients, preparation steps, cooking techniques, and plating.		
4. Costing sheet	A clear costing sheet outlining portion cost and suggested selling price.		
Talking points preparation			
5. Inspiration and target audience explanation	Clearly communicates the inspiration behind the dish and the target audience.		
6. Ingredient choice and flavor profile explanation	Effectively explains ingredient choices and how the dish complements the menu.		
7. Step-by-step preparation walkthrough	Clearly explains cooking techniques, timing, and adjustments needed for the dish.		
8. Plating techniques and presentation strategy	Explains plating style, presentation balance, and aesthetic reasoning.		

Criteria	Evaluation Points	Yes/No	Comments/Feedback
9. Tips for replicating the dish	Provides helpful tips and shortcuts for consistency and replication of the dish.		
After feedback adjustments			
10. Adjustments based on feedback	Incorporates feedback to make necessary changes in recipe, presentation, or techniques.		
11. Final documentation	Submits the updated recipe, costing sheet, and a photo of the plated dish.		



Points to Remember

Performing final presentation of a new dish you should focus on the following:

- **Dish quality:** flavor balance, texture and consistency, cooking accuracy, freshness of ingredients and correct serving temperature.
- **Plating and presentation:** balance on the plate for aesthetic appeal, height and dimension for a visually interesting presentation, color and contrast for visual impact, garnishing to enhance the dish's flavor profile, and a dishware clean and free from drips or smudges to complement the dish and align with the restaurant's style.
- **Recipe development and costing:** target audience: for dietary preferences, cultural context, and customer expectations, ingredient selection for availability, costing to ensure the dish is cost-effective, portion control to avoid waste and control costs and finally profitability to align the dish pricing with the hotel's financial goals.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.



Further Information for the Trainer

Summative assessment

Integrated situation

You are a seasoned chef at a bustling restaurant known for its innovative, globally-inspired cuisine. Today, you are taking a group of eager chefs on a field trip to the vibrant farmer's market. As you scan the market, overflowing with fresh, seasonal produce, you announce a surprise challenge. Each Chef must create a new dish using a selection of three unexpected ingredients.

Resources

Tools	Spoons, measuring tools, hand wire whisk, tongs, wooden spoons, saucepans, baking sheets, baking trays, baking tins, baking pans, grater, plastic containers, knives, kitchen hammer, scissors, fondant sculpting tools, spatula, mixing bowls, piping nozzle, piping bag, Peelers, colander, measuring devices(measuring spoons, jugs, cups) Serving spoons, tweezers, offset spatula, pastry brush, deco- rating comb, piping bags and tips, serving plate, serving bowls, plating rings, squeezer bottle, culinary torches
Equipment	Peeling machine, mincing machine, mixers, refrigerators, oven, dishwasher, working tables, trolley, steaming machine, fryer machine, blender machine, freezer, tandoori, slicer machine, stove, microwave oven, induction, broilers, Hot pass, fridge, plating table, chaffing dishes.
Materials/ Consumables	Fresh Produce: fruits, vegetables, and herbs Meat and Seafood: Meat and seafood Dairy Products and eggs: Dairy products such as milk, cheese, and yogurt Grains: Grains such as rice, pasta, and bread Dried Goods: Dried goods such as beans, lentils, and spices

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocati-on
			Yes	No	
1. Perform pre-1. preparation activities for new dish /30	1.1 Ideas about the new dish are properly generated as per in-spiration resources	Ideas are identified			4
		Inspiration resources are identified			4
		New dish is drafted			4
	1.2. The Workplace is effectively cleaned according to the hygiene practices	Cleaning tools and equipment are selected			3
		Cleaning agents are used			3
		Cleaning procedures are applied			4
	1.3. Tools, equipment and ingredients for new dish are accurately identified according to the dish categories	Tools are identified			3
		Equipment are identified			3
		Ingredients are identified			4
	2.1. Ingredients for New dish is well selected according to the recipe draft information	Selection criteria are used			3
Recipe draft is used				4	
New dish is identified				4	
2.2. New dish Mise en place is correctly		Ingredient prepared			3

2. Prepare new dish /50	performed based on dish preliminary preparation activities				
		Tools and equipment are prepared			3
		Workplace is arranged			3
	2.3. Cooking techniques for new dish are properly applied as per cooking methods	Dry heat cooking methods are applied			4
		Moist cooking methods are applied			4
		Combination cooking methods are applied			4
	2.4. Pre-validation of new dish is correctly performed according dish presentation and testing techniques	Presentation techniques are applied			3
		Testing techniques are applied			2
	2.5 New dish is appropriately interpreted according to the dish compositions	Dish composition is demonstrated			3
		Dish is presented			3
	2.6 The dish is accurately adjusted according the food quality points	Food quality points are demonstrated			3
		Dish adjustments techniques are applied			2
	3.1. Final dish is properly approved based on dish quality, presentation procedure	Presentation tools and equipment are used			3

3. Perform final presentation of the new dish /20		Presentation tips are applied			2
		Presentation procedures are applied			3
	3.2 Final dish recipe is well developed according to recipe costing procedure.	Factors to consider when developing final dish recipe are applied			2
		Recipe costing procedure are applied			2
	3.3 New dish is well trained according to the dish demonstration process.	Dish demonstration process is applied			3
		Training tools equipment and materials are applied			2
		Training techniques are applied			3
	Total marks		100		
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

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