

NATIONAL TECHNICAL CERTIFICATE

AND

ADVANCED NATIONAL TECHNICAL CERTIFICATE

IN

CATERING CRAFT PRACTICE

APRIL 2008

GENERAL INFORMATION

AIM

To give training and impart the necessary skills leading to the production of craftsmen and other skilled personnel who will be enterprising and self-reliant.

Entry Qualifications

I) Craft Programme

Candidates must not be less than 14 years of age and should have successfully completed three years of Junior Secondary education or its equivalent. Special consideration may be given to sponsored candidates with lower academic qualifications who hold trade test certificates or its equivalent (ACA, Artisanal) and are capable of benefiting from the programme. The craft programme will last for a period of three (3) academic years.

II) Advanced Craft Programme

Candidates should possess the National Technical Certificate or its equivalent and should have had a minimum of two years post qualification cognate industrial experience. The advanced craft programme is a period of one (1) academic year.

The Curriculum

The Curriculum of each programme is broadly divided into three components:

- a General Education, which accounts for 30% of the total hours required for the programme.
- b Trade Theory, Trade Practice and Related Studies which account for 65% and
- c Supervised Industrial Training/Work Experience, which accounts for about 5% of the total hours required for the programme. This component of the course, which may be taken in industry or in college production unit, is compulsory for the full-time students.

Included in the curriculum is the teacher's activities and learning resources required for the guidance of the teacher.

Unit Course/Modules

A Course/Module is defined as a body of knowledge and skills capable of being utilized on its own or as a foundation or pre-requisite knowledge for more advanced work in the same or other fields of study. Each trade when successfully completed can be used for employment purposes.

Behavioural Objectives

These are educational objectives, which identify precisely the type of behaviour a student should exhibit at the end of a course/module or programme. Two types of behavioural objectives have been used in the curriculum. They are:

- a General Objectives
- b Specific learning outcomes

General objectives are concise but general statements of the behaviour of the students on completion of a unit of work such as understanding the principles and application in:

- a Orthographic projection in engineering/technical drawing;
- b Loci in Mathematics
- c Basic concepts of politics and government in Political Science
- d Demand and supply in Economics

Specific learning outcomes are concise statements of the specific behaviour expressed in units of discrete practical tasks and related knowledge the students should demonstrate as a result of the educational process to ascertain that the general objectives of course/programme have been achieved. They are more discrete and quantitative expressions of the scope of the tasks contained in a teaching unit.

General Education in Technical Colleges

The General Education component of the curriculum aims at providing the trainee with complete secondary education in critical subjects like English Language, Economics, Physics, Chemistry, Biology, Entrepreneurial Studies and Mathematics to enhance the understanding of machines, tools and materials of their trades and their application and as a foundation for post-secondary technical education for the above average trainee. Hence, it is hoped that trainees who successfully complete their trade and general education may be able to compete with their secondary school counterparts for entry into the universities, polytechnics or colleges of education (technical) for Degree, ND or NCE courses respectively. The Economics (former Social Studies) component is designed to broaden the trainee's social skills and his understanding of his environment.

For the purpose of certification, only the first three courses in mathematics will be required. The remaining modules are optional and are designed for the above average students.

National Certification

The NTC and ANTC programmes are run by Technical Colleges accredited by NBTE while the National Business and Technical Examination Board (NABTEB) situated in Benin, Edo State conducts the final National examination and awards certificates.

Trainees who successfully complete all the courses/modules specified in the curriculum table and passed the national examinations in the trade will be awarded one of the following certificates:

S/N	LEVEL	CERTIFICATE
	Technical /Business	

1.	Craft Level	National Technical Certificate (NTC) or National Business Certificate (NBC)
2.	Advanced Craft Level	Advanced National Technical Certificate (ANTC) or Advanced National Business Certificate (ANBC)

Guidance Notes for Teachers teaching the curriculum

The number of hours stated in the curriculum table may be increased or decreased to suit individual institutions' time table provided the entire course content is properly covered and the goals and objectives of each module are achieved at the end of the term.

The maximum duration of any module in the new scheme is 300 hours. This means that for a term of 15 weeks, the course should be offered for 20 hours a week. This can be scheduled in sessions of 4 hours in a day leaving the remaining hours for general education. However, if the program is properly organized and there are adequate resources, most of these courses can be offered in two sessions a day, one in the morning and the other one in the afternoon. In so doing, some of these programmes may be completed in lesser number of years than at present.

The sessions of 4 hours include the trade theory and practice. It is left to the teacher to decide when the class should be held in the workshop or in a lecture room.

INTEGRATED APPROACH IN THE TEACHING OF TRADE

Theory, Trade Science and Trade Calculation

The traditional approach of teaching trade science and trade calculation as separate and distinct subjects in technical college programmes is not relevant to the new programme as it will amount to a duplication of the teaching of mathematics and physical science subjects in the course. The basic concepts and principles in mathematics and physical science are the same as in the trade calculation and trade science. In the new scheme therefore, qualified persons in these fields will teach mathematics and physical science and the instructors will apply the principles and concepts in solving trade science and calculation problems in the trade theory classes. To this end, efforts have been made to ensure that mathematics and science modules required to be able to solve technical problems were taken as pre-requisite to the trade module.

Evaluation of Programme/Module

For the programme to achieve its objectives, any course started at the beginning of a term must terminate at the end of the term.

Instructors should therefore device methods of accurately assessing the trainees to enable them give the student's final grades at the end of the term. All students who have successfully completed their modules will take a national examination. The final award will be based on the aggregate of the scores attained in the course work and the national examination.

PROGRAMME OBJECTIVES FOR CATERING CRAFT PRACTICE:

- Acquire computer skills and entrepreneurial knowledge enough to set up or engage in a meaningful Catering-related business.

CURRICULUM TABLE FOR NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE.

S/ N	COURSE CODE	SUBJECT MODULE	Y	E	A	R	1	-	Y	E	A	R	2	-	Y	E	A	R	3	-	TOTAL DURATN
-	-	-	TM	1	TM	2	TM	3	TM	1	TM	2	TM	3	TM	1	TM	2	TM	3	-
-	-	-	L	P	L	P	L	P	L	P	L	P	L	P	L	P	L	P	L	P	-
1	CMA12-15	Mathematics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
2	CEN 11-17	English Lang	2	-	2	-	2	-	3	-	3	-	3	-	3	-	3	-	3	-	288
3	CCH 11-12	Chemistry	2	-	2	-	2	-	2	1	2	1	2	1	2	1	2	1	2	1	288
4	CBB 11-13	Biology	2	-	2	-	2	-	2	1	2	1	2	1	2	1	2	1	2	1	288
5	CEC 11-13	Economics	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	2	-	216
6	CBM 10	Entrepreneurship	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	2	-	72
7	ICT 11-15	Computer Studies	-	-	-	-	-	-	1	2	1	2	1	2	1	2	1	2	-	-	180
8	CTD 11-13	Drawings	-	3	-	3	-	3	-	3	-	3	-	3	-	-	-	-	-	-	216
9	CCP 201	Basic Catering	-	-	-	-	-	-	4	8	-	-	-	-	-	-	-	-	-	-	144
10	CCP 202	Food Preparation	-	-	-	-	-	-	-	-	4	6	2	4	-	-	-	-	-	-	192
11	CCP 203	Bakery & Confectioneries I	-	-	-	-	-	-	-	-	2	4	4	6	-	-	-	-	-	-	192
12	CCP 301	Food& Beverage Service I	-	-	-	-	-	-	-	-	-	-	-	-	4	8	2	4	-	-	216
13	CCP 302	Food Science & Hygiene	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	6	2	4	192
14	CCP 303	Home Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	6	120
			10	3	10	3	10	3	16	15	18	17	18	17	18	12	20	14	19	12	2,820

CURRICULUM TABLE FOR ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE.

S/N	COURSE CODE	SUBJECT MODULE	TERM 1		TERM 2		TERM 3		TOTAL DURATION
			L	P	L	P	L	P	
1	CMA 21-22	Mathematics	2	-	2	-	2	-	72
2	CEN 21-22	English Lang & Communication	2	-	2	-	2	-	72
3	CEC 21-23	Economics	2	-	2	-	2	-	72
4	CTD 21	Engr Drawing & Design	-	3	-	3	-	-	72
5	CEM 21	Entrepreneurship	2	-	2	-	2	-	72
6	ICT 21-22	Auto-Card	1	2	1	2	-	-	72
7	CCP 401	Food Preparation II	4	8	-	-	-	-	144
8	CCP 402	Food Preparation III	-	-	4	8	-	-	144
9	CCP 403	Bakery & Confectioneries II	3	6	3	6	-	-	216
10	CCP 404	Food & Beverage Services II	-	-	-	-	4	8	144
TOTAL			16	19	16	19	12	8	1,080

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE

MODULE: BASIC CATERING - CCP 201

DURATION: 144 HOURS

GOAL: This module is designed to provide the trainee with a rudimentary knowledge of food commodities, their nutritional values, tools and equipment used in food preparation and the safety precautions involved in their use.

GENERAL OBJECTIVES:

On completion of this module, the trainee will be able to:

THEORETICAL CONTENTS:

- 1.0 Understand various types of tools and equipment used in food preparation.
- 2.0 Understand food commodities, their uses, and methods of selection, quality, preservation and storage.
- 3.0 Understand food nutrients with reference to sources, functions, associated deficiency diseases and apply the knowledge in meal planning for various groups.
- 4.0 Understand the importance of health, hygiene and safety in the working environment.
- 5.0 Understand common French terms used in food and services.
- 6.0 Understand the operation of electrical appliances and equipment used in the catering trade.

PRACTICAL CONTENTS:

- 1.0 Know various types of tools and equipment used in food preparation.
- 2.0 Know various food commodities, their uses, methods of selection, quality, preservation and storage.
- 3.0 Know food nutrients with reference to their chief sources, functions, associated deficiency diseases and apply the knowledge in meal planning for various groups.
- 4.0 Know the importance of health, hygiene and safety.
- 5.0 Know the operation of electrical appliances and equipment used in catering trade.

	PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE.																																		
	MODULE: BASIC CATERING (THEORETICAL CONTENT)	COURSE CODE: CCP 201	DURATION: 144 HOURS																																
	GOAL: This module is designed to provide the trainee with a rudimentary knowledge of food commodities, their nutritional values, tools and equipment used in food preparation and the safety precautions involved in their use.																																		
	GENERAL OBJECTIVE: 1.0 Understand various types of tools and equipment used in food preparation																																		
WEEK	Specific Learning Objectives:	Teachers Activities:	Resources																																
	<p>1.1 List various tools, utensils and equipment used in food preparation and services e.g.</p> <table border="0"> <tr> <td>Kitchen knives;</td> <td>ranges;</td> </tr> <tr> <td>Spoons,</td> <td>ovens;</td> </tr> <tr> <td>Ladles,</td> <td>grills;</td> </tr> <tr> <td>Servers;</td> <td>griddles</td> </tr> <tr> <td>Whisks;</td> <td>salamanders;</td> </tr> <tr> <td>Scissors;</td> <td>deep fat fryers;</td> </tr> <tr> <td>Graters;</td> <td>bralta fans</td> </tr> <tr> <td>Tongs;</td> <td>microwaves ovens</td> </tr> <tr> <td>Can openers;</td> <td>boilers;</td> </tr> <tr> <td>Slices,</td> <td>Weighing machines;</td> </tr> <tr> <td>Pans;</td> <td>mixing machine</td> </tr> <tr> <td>Pots;</td> <td>Bowl choppers;</td> </tr> <tr> <td>Chopping boards</td> <td>Sauce pans</td> </tr> <tr> <td>Oven towel;</td> <td>refrigerated cabinets;</td> </tr> <tr> <td>Dish cloths;</td> <td>deep freezers;</td> </tr> <tr> <td>Kitchen papers;</td> <td>Kitchen foil, etc.</td> </tr> </table> <p>1.2 Classify tools and equipment used in food preparation as follows:</p> <ol style="list-style-type: none"> (1) Utensils and small equipment (2) Mechanical (light duty) (3) Large equipment (heavy duty) <p>1.3 Explain the uses and working principle of the tools,</p>	Kitchen knives;	ranges;	Spoons,	ovens;	Ladles,	grills;	Servers;	griddles	Whisks;	salamanders;	Scissors;	deep fat fryers;	Graters;	bralta fans	Tongs;	microwaves ovens	Can openers;	boilers;	Slices,	Weighing machines;	Pans;	mixing machine	Pots;	Bowl choppers;	Chopping boards	Sauce pans	Oven towel;	refrigerated cabinets;	Dish cloths;	deep freezers;	Kitchen papers;	Kitchen foil, etc.	<p>Enumerate various tools and equipment used in food preparation.</p> <p>Define tools and equipment in terms of horsepower, space requirement and functions.</p> <p>Discuss the uses and working principle of</p>	<p>Kitchen Pictures and samples of various tools and equipment listed in 1.1</p>
Kitchen knives;	ranges;																																		
Spoons,	ovens;																																		
Ladles,	grills;																																		
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Kitchen papers;	Kitchen foil, etc.																																		

	<p>utensils and equipment listed in 1.1.</p> <p>1.4 Explain routine cleaning and maintenance of the tools and equipment mentioned in 1.1 above.</p> <p>1.5 Explain the criteria for the selection and purchase of kitchen tools and equipment e.g. cost, durability, function, service and maintenance.</p>	<p>each tool listed in 1.1.</p> <p>Discuss the routine cleaning and maintenance of tools and equipment in 1.1.</p> <p>Discuss the criteria for selection and purchase of tools and equipment listed in 1.1</p>	
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GENERAL OBJECTIVES: 2.0 Understand food commodities, their uses, methods of selection, quality, preservation and storage

WEEK	Specific Learning Objectives:	Teacher Activities	Resources																				
	<p>2.1 Compile a list of Nigerian food commodities with reference to fresh and corresponding convenience products e.g.</p> <table border="0"> <tr> <td>Fresh</td> <td>Convenience Products:</td> </tr> <tr> <td>Fruits</td> <td>Fruits juice, jam, segments</td> </tr> <tr> <td>Jellies</td> <td></td> </tr> <tr> <td>Meat</td> <td>frozen, dried, sausage</td> </tr> <tr> <td>Fish</td> <td>dripping, frozen dried</td> </tr> <tr> <td>Poultry game</td> <td>salted etc</td> </tr> <tr> <td>Dairy</td> <td>frozen dried, salted, etc.</td> </tr> <tr> <td>Cassava</td> <td>garri, tapioca, flakes</td> </tr> <tr> <td>Nuts</td> <td>palm oil, groundnut oil, etc.</td> </tr> <tr> <td>Cereals</td> <td>flours, semolina, ogi, etc.</td> </tr> </table> <p>2.2 Explain the uses of common Nigerian Food commodities e.g. Vegetables, fruits, cocoa, meat, tubers, bulbs, spices, etc.</p>	Fresh	Convenience Products:	Fruits	Fruits juice, jam, segments	Jellies		Meat	frozen, dried, sausage	Fish	dripping, frozen dried	Poultry game	salted etc	Dairy	frozen dried, salted, etc.	Cassava	garri, tapioca, flakes	Nuts	palm oil, groundnut oil, etc.	Cereals	flours, semolina, ogi, etc.	<p>Discuss the common food commodities that are available in the locality with reference to fresh and corresponding convenience products.</p> <p>Discuss the uses of common Nigerian food commodities listed in 2.2.</p>	<p>Local market</p> <p>Shops</p> <p>Preservative materials</p>
Fresh	Convenience Products:																						
Fruits	Fruits juice, jam, segments																						
Jellies																							
Meat	frozen, dried, sausage																						
Fish	dripping, frozen dried																						
Poultry game	salted etc																						
Dairy	frozen dried, salted, etc.																						
Cassava	garri, tapioca, flakes																						
Nuts	palm oil, groundnut oil, etc.																						
Cereals	flours, semolina, ogi, etc.																						

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	<p>2.3 Compare Nigeria fresh foods with their Convenience products taking into consideration the following factors:-</p> <p>Identification; Storage; Selection; Nutritional value. Quality Use; Cost; Preservation;</p>	<p>Discuss the Nigerian fresh food commodities and corresponding convenience products highlighting their comparison.</p>	
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	GENERAL OBJECTIVES: 3.0 Understand food nutrients with reference to their chief sources, functions, associated deficiency diseases and apply the knowledge in meal planning for various groups.		
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>Food Nutrients:</p> <p>3.1 Classify food nutrients in relation to their chief sources e.g. Protein from meat, fish, eggs, etc. Carbohydrate-yam, cassava, rice, maize, guinea corn, etc. Fats and oils – groundnuts, palm oil, etc. Vitamins – fruits, eggs, carrots, palm oil, etc. Mineral – bones, vegetables, fruits, etc Water.</p> <p>3.2 List the functions and associated deficiency diseases of the food nutrients mentioned in 3.1 above.</p> <p>3.3 Plan menu for different groups of people e.g Children; Sedentary and manual workers; Old people and the convalescent; Expectant and nursing mothers; Vegetarian; Vegans; - taking into consideration the nutritional requirement of the various groups.</p>	<p>Explain food nutrients in terms of the classification of their chief sources.</p> <p>Discuss the functions of nutrients with associated deficiency diseases.</p> <p>Discuss planning of menu for different group of people listed in 3.3 in ill health and in health.</p>	<p>Pictures Charts</p> <p>Pictorial representation of sufferers of deficiency diseases in slides or pictures.</p> <p>Slide projector</p>
	GENERAL OBJECTIVE: 4.0 Understand the importance of health, hygiene and safety.		
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	4.1 Explain the importance of personal hygiene in the prevention of spread of germs by:	Discuss the importance of personal hygiene, good grooming and the use of protective wears in the kitchen	Pictures, charts Slides

	<p>i) Care of skin, hair, hands, feet and teeth; ii) Personal cleanliness e.g. correct uniform, foot-wear and their up-keep. iii) Hygienic use of cosmetics. iv) Protective wears. v) Suitable foot wears in the kitchen and service areas.</p> <p>4.2 Outline the importance of kitchen hygiene and the cleanliness of the kitchen, stores, serving equipment and utensils. 4.3</p> <p>4.4 Explain the reasons for the hygienic storage and disposal of wastes and for hygienic drainage. 4.5 Outline the causes and prevention of food poisoning and the importance of complying with prevailing food hygiene regulations. 4.6 Explain the causes and types of accidents which can occur in the kitchen. 4.7 Identify high risk areas and the dangers arising from the incorrect use of kitchen equipment, fuel and energy. 4.8 List examples of ignition sources of different classes of fire</p> <p>Classes of Fire: Electric - cable, refrigerator, iron, lightening. Gas - cooking appliances, gas lamps; Solid fuel - fire in grate, slow combustion stove;</p>	<p>and service areas.</p> <p>Discuss the correct procedure for hygienic handling of food during storage, preparation, cooking and serving.</p> <p>Discuss the correct procedure for hygienic handling of food etc</p> <p>Discuss rechauffe cooking and the dangers associated with re-heating food.</p> <p>Discuss hygienic storage and disposal of wastes</p> <p>Discuss the importance of kitchen hygiene in the preparation and serving of meals.</p> <p>Discuss the causes of food poisoning and preventive measures.</p> <p>Discuss types of accidents which can occur in the kitchen and how to avoid them.</p> <p>Discuss high risk stress and dangers arising from incorrect use of kitchen equipment fuel and energy.</p>	<p>Cosmetics Disinfectants Different refuse tins with cover Different sources of fire e.g. paper, wood, textile general rubbish (refuse), electricity, - match box - aprons - antislip foot wear - Fire extinguishes - Foam - Fire fighting kit - First Aid box</p>
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	<p>Oil - lamp, stoves.</p> <p>4.9 State the procedure to be followed in case of fire and the importance of the regulations.</p> <p>4.10 Describe simple first aid procedure for minor cuts, burns electric shock, bruises, falls, scalds, etc</p>	<p>Explain the different sources and classes of fire and the procedure of how to fight them</p> <p>Class A Fire - paper, wood, textile Class B Fire - liquid e.g. gass, kerosine, oil Class C Fire - Electricity</p> <p>Describe fire fighting measures Explain simple first aid Procedure for common household accidents listed in 4.11.</p>	
GENERAL OBJECTIVES 5.0 Know the operation of electrical appliances and equipment used in catering trade			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>5.1 Identify various electrical appliances and equipment used in catering trade viz Refrigerators, freezers, cookers, ovens (electric) Ranges, boilers Toasters, cylinders Microwave etc</p> <p>5.2 Describe safety precaution involved in handling</p>	<p>Show students various electrical appliances and equipment listed in 5.1</p> <p>Discuss safety measures in handling electrical</p>	<p>Electrical Appliances and Equipment listed in 5.1</p> <p>Diagrams Charts Wall Signs Meter fuses</p>

	<p>the above electrical appliances and equipment in catering trade.</p> <p>5.3 Carryout the correct reading of current, voltage and resistance values on all electrical appliances used in catering trade.</p>	<p>appliances and equipment in catering trade.</p> <p>Demonstrate the proper reading of power (current, voltage and resistance in all electrical appliances used in catering trade.</p>	<p>Plugs Ammeter Voltammeter</p>
	<p>4.2 Explain the need for hygienic handling of food during storage, preparation, cooking and serving.</p> <p>4.3 Explain the dangers associated with reheating food e.g. food poisoning.</p> <p>4.4 Outline the importance of kitchen hygiene and the cleanliness of the kitchen, stores, serving equipment and utensils</p> <p>4.5 Explain the reasons for the hygienic disposal of wastes and drainage.</p> <p>4.6 Outline the causes, means of preventing food poisoning and the importance of complying with prevailing food hygiene regulations.</p> <p>4.7 Explain the causes of various types of accidents that can occur in the kitchen and service areas.</p> <p>4.8 Identify high risk areas in the kitchen and the dangers arising from the incorrect use of kitchen equipment, fuel and energy.</p> <p>4.9 List examples of ignition sources of different classes of fire as follows:</p>	<p>Discuss correct procedure for hygienic handling of food during storage, preparation, cooking and serving.</p> <p>Discuss reshuffle cooking and the dangers associated with re-heating food.</p> <p>Discuss the importance of hygiene and cleanliness in the kitchen, stores, serving equipment and utensils.</p> <p>Discuss the importance of hygienic disposal of wastes and drainages e.g. using cover dustbins in the kitchen.</p> <p>Discuss the causes of food poisoning and their preventive measures.</p> <p>Discuss types of accidents that can occur in the kitchen and service areas and how to avoid them.</p> <p>Discuss high risk areas in the kitchen and dangers arising from incorrect use of kitchen equipment, fuel and energy.</p> <p>Explain the different sources and classes of fire and the procedure of how to fight them. The classification of</p>	

	<p>Classes of fire:</p> <p>Electric</p> <p>Gas</p> <p>Solid fuel</p> <p>Oil</p> <p>4.10 State the procedure to be followed in case of fire and the importance of the regulations.</p> <p>4.11 Describe simple first aid procedure for minor cuts, burns, electric shock, bruises, falls, scalds etc.</p>	<p>Ignition Sources:</p> <ul style="list-style-type: none"> - Cooking appliances and cable, refrigerator, electric iron, lightening. - Cooking appliances, gas lamps. - Fire in grate, slow combustion stove. - Lamp, stoves. <p>fire is as follows: Class "A" Fire - paper, wood, textile. Class "B" Fire - liquid e.g. gas, kerosene, oil. Class "C" Fire - Electricity</p> <p>Explain the importance of observing safety regulations in case of fire works and also, fire fighting procedures.</p> <p>Explain simple first aid procedure for common household accident listed in 4.11.</p>	<p>Textbooks Reference materials</p>
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GENERAL OBJECTIVES 5.0 Understand common French terms used for food and services.			
Week	Specific Learning Objectives	Teachers Activities	Resources
	<p>5.1 Explain French terms commonly used for food commodities e.g. La viande (meat), Entre mante (Vegetable), Pomme (potatoes).</p> <p>5.2 Explain French terms commonly used for catering staff e.g. Le chef de cuisine (head cook) Aboyeur (Announcer or kitchen clerk or barker), Boulanger (Baker) etc.</p> <p>5.3 Explain French terms commonly used for kitchen and services equipment e.g. Salamander (Grill), Bain-marie (hot and cold cupboard) Four (oven), Serviette (Napkin), Mandolins (food slicer)</p> <p>5.4 Explain French terms commonly used for Dishes and Menus e.g. Fricassee (chicken in a white sauce), Bechamel (white sauce) Pane (pass through seasoned flour, beaten eggs and bread crumbs) Espagnole (Brown sauce).</p>	Discuss the origins, derivation etc of french terms used for food commodities catering staff, kitchen and service equipment, dishes and menu listed in 5.1 to 5.4	Textbooks and Reference materials.
GENERAL OBJECTIVES 6.0 Understand the operation of electrical appliances and equipment used in catering trade.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	6.1 List various electrical appliances and equipment used in the catering trade e.g.	Enumerate various electrical appliances and equipment used in catering, their functions and operations.	Electrical

	<p>Refrigerators; freezers Cookers; ovens (electric); Ranges; boilers; Toasters; blenders, etc</p> <p>6.2 Describe the functions and operation of appliances enumerated in 6.1 above.</p> <p>6.3 Apply all the safety precautions involved in handling electrical equipment in the catering trade eg avoid use of wet fingers in switching on and off.</p> <p>6.4 Describe the correct reading of current, voltage and resistance values for all electrical appliances used in catering trade</p>	<p>Discuss safety measures in handling electrical appliances.</p> <p>Explain the method of reading and interpretation of power i.e. current, voltage and resistance values for all electrical appliances used in catering trade.</p>	<p>Appliances & Equipment.</p> <p>Slides & pictures.</p> <p>Diagrams & Charts.</p> <p>Wall signs</p> <p>Ammeter Voltammeter Meter fuses Plugs</p>
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PRORAMMES: NATIONAL TECHNICAL CERTIICATE IN CATERING CRAFT PRACTICE			
MODULE: BASIC CATERING (PRACTICAL CONTENT)		CODE: CCP 201	DURATION: 144 HOURS
GOAL: This module is designed to provide the trainee with a rudimentary knowledge of food commodities, their nutritional values, tool and equipment used in food preparation and the safety precautions involved in their usage.			
GENERAL OBJECTIVE 1.0: Know various types of tools and equipment used in food preparation.			
Week:	Specific Learning Objectives:	Teachers Activities:	Resources
	<p>1.1 Identify various tools utensils and equipment used in food preparation and services e.g.</p> <p>Kitchen knives; Ranges; Spoons, Ovens; Ladles, Grills; Servers; Griddles Whisks; Salamanders; Scissors; Deep fat fryers; Graters; Bralta fans Tongs; Microwaves ovens Can openers; Boilers; Slices, Weighing machines; Pans; Mixing machine Pots; Bowl choppers; Chopping boards Sauce pans; Oven towel; Refrigerators; Dish cloths; Deep freezers; Kitchen papers; Kitchen foil, etc.</p> <p>1.2 Carryout routine cleaning and maintenance of the utensils, tools and equipment mentioned in 1.1 above.</p>	<p>Show students various tools and equipments listed in 1.1.</p> <p>Demonstrate the routine cleaning and maintenance of various utensils, tools and equipment used in food preparation and services.</p>	<p>Kitchen utensils, tools and equipment listed in 1.1.</p> <p>Cleaning materials, disinfectants and equipment.</p>
GENERAL OBJECTIVE 2.0: Know various food commodities, their uses, and methods of selection, quality, preservation and storage.			

Week	Specific Learning Objectives:	Teachers Activities:	Resources
	2.1 Carry out research on the availability of fresh food commodities and their corresponding convenience products in our locality.	Guide students to identify common Nigerian fresh food commodities and their corresponding convenience products in our locality.	Local market Shops Villages and townships Farms
GENERAL OBJECTIVE 3.0: Know food nutrients with reference to their chief sources, functions, associated deficiency diseases and apply the knowledge in meal planning for various groups.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources
	3.1 Prepare diet for people suffering from different diseases. 3.2 Prepare menu for different groups of people in ill health and in health viz: <ul style="list-style-type: none"> - children - sedentary and manual workers - old people and the convalescent - expectant and nursing mothers - vegetarians - vegans - etc. 	Guide students to prepare food for deficiency diseases. Demonstrate the preparation of menu for different group of people listed in 3.2 taking into consideration the nutritional requirement of each group.	Textbooks and Reference materials
GENERAL OBJECTIVE 4.0: Know the importance of health, hygiene and safety.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources
	4.1 Carryout personal hygiene on general body cleanliness and personal wears. 4.2 Convert left-over food to useful alternatives e.g. Boiled white rice to jellof rice. Meat to sponges. 4.3 Carryout proper disposal of refuse using appropriate refuse bins with cover into deep pits or incinerators for final burning. 4.4 Describe fire-fighting measures.	Demonstrate general body cleanliness and maintenance of students' outfits. Demonstrate how to convert left-over food to another type of meal. Show students proper disposal of wastes from the kitchen to final burning position i.e. incinerators or deep pits. Demonstrate with the aid of a Fire-service	Pictures, charts. slides. Slide projector. Cosmetics Disinfectants Different refuse bins with covers Aprons Anti-slip footwear Different sources of fire e.g. Solid fuel - paper, wood, textile, general rubbish (refuse) Liquid – gas, kerosene, oil, fuel Electricity

	4.5 Carryout simple first aid treatment for common household accidents e.g. burns, minor cuts, scalds, electric shock, falls, bruises, fainting etc.	personnel common fire-fighting procedures. Demonstrate simple first aid treatment for common household accident list in 4.5	
GENERAL OBJECTIVE 5.0: Know the operation of electrical appliances and equipment used in catering trade.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources
	<p>5.1 Identify various electrical appliances and equipment used in catering trade namely:</p> <ul style="list-style-type: none"> - Refrigerators, freezers, cookers, fryers, ovens (electric), ranges, boilers, microwave, toasters, blenders etc. <p>5.2 Describe safety precautions involved in handling the above electrical appliances and equipment in catering trade.</p> <p>5.3 Carry out the correct reading of current, voltage and resistance values on all electrical appliances used in catering trade.</p>	<p>Show students various electrical appliances and equipment listed in 5.1.</p> <p>Demonstrate safety measures in handling electrical appliances and equipment used in catering trade.</p> <p>Guide students in the correct reading and interpretation of current, voltage and resistance values on all electrical appliances used in catering trade.</p>	<p>Electrical appliances and equipment listed in 5.1.</p> <p>Diagrams Charts Wall signs Meter fuses Plugs Ammeter Voltammeter Aprons Anti-slip footwear</p>

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE

MODULE: FOOD PREPARATION

COURSE CODE: CCP 202

DURATION: 192 Hours

GOAL: This module is designed to equip the trainee with knowledge and skill to prepare various dishes.

GENERAL OBJECTIVES: On completion of this module the trainee should be able to:

Theoretical Contents:

1. Understand various method of food preparation.
2. Understand the principles involved in making stocks, soups, gravies and sauces.
3. Understand the method of preparing hot and cold snacks, savouries, and breakfast dishes.
4. Understand basic techniques in larder works.
5. Understand the principles of meal planning and plan different types of meal: (breakfast, lunch, dinner) for different groups with particular reference to manual and sedentary workers, children, adolescents and old people.
6. Understand the principles and techniques of preparing and presenting a variety of sweets.

Practical Contents:

1. Know various methods of food preparation.
2. Know how to make stocks, soups gravies and sauces.
3. Know how to prepare breakfast dishes.
4. Know basic techniques in larder works.
5. Know how to plan meal (breakfast, lunch, dinner) for different groups of people.
6. Know the techniques of preparing and presenting a variety of sweets.

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE		
MODULE: FOOD PREPARATION (THEORETICAL CONTENT)	COURSE CODE: CCP 202	DURATION: 192 HOURS
GOAL: This module is designed to equip the trainee with knowledge and skill to prepare various dishes.		
GENERAL OBJECTIVES 1.0: Understand various methods of food preparation.		

WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	1.1 Define some culinary terms used in food preparation e.g blanch, glaze, clarify, dice etc.	Explain culinary terms used in food preparation e.g. blanch, glaze, clarify, dice etc	Various measuring and weighing apparatus e.g. weighing scale, measuring jugs, beakers, measuring spoons etc. Food preparation equipment e.g. cookers, oven, pots, pans etc. Molecular structures charts.
	1.2 List the different ways of measuring food items using standard measures e.g. S.I. unit, weighing scale, measuring jug, beaker etc.	Describe different ways of measuring food items using standard measures listed in 1.2.	
	1.3 Distinguish between the basic preparation methods e.g Boiling; baking Poaching; braising Stewing; steaming; Roasting; frying (deep and shallow) Grilling	Describe different method of food preparation (moist and dry methods) listed in 1.3.	
	1.4 Identify appropriate foods that may be prepared by each of the cooking methods listed in 1.3 above.	Differentiate various cooking methods and types of food applicable to each method.	
	1.5 Identify the changes in the structure and texture of foods exposed to various condition of heat in the preparation, cooking and presentation of fresh and convenience foods.	Describe the effect of heat on food, vis-à-vis the preparation, cooking and presentation methods for fresh and convenience foods.	

GENERAL OBJECTIVES 2.0 Understand principles involved in making stocks, soups gravies and sauces			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources

	<p>2.1 List the composition of basic ingredients used for soups, stocks, sauces, gravies</p> <p>2.2 Analyze the cost factors involved in the use of fresh and convenience foods in the preparation and presentation of:</p> <ul style="list-style-type: none"> i. basic stocks, roux-based sauces, cold eggs based sauces; ii general (derivatives from basics) and independent sauces. iii. gravies iv. simple soups: broths – soup with ingredients; unstrained; purees- soups thickened with pulses) – ingredients and passed. Roux-based soup – basic varieties Cream – roux-based and puree pulse Soups finished with cream. v. Thick and light Nigerian soups and sauces e.g. Soups include ngwo-ngwo, fresh fish pepper soup, cowtail pepper soup, alapa, gbegiri etc. Sauces include okro, ewedu, gbegiri etc. 	<p>Discuss the ingredients used for soups, stocks, sauces and gravies.</p> <p>Explain the cause factors involved in the use of fresh and convenience foods in the preparation and presentation of 2.2 (i – v).</p>	
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GENERAL OBJECTIVES 3.0 Understand the preparation of breakfast dishes.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	3.1 List items needed in preparation of various breakfast dishes.	Explain various items required for the preparation of various breakfast dishes.	Various items for preparing the required

	<p>3.2 Describe the method of preparing breakfast dishes.</p> <p>3.3 Outline the importance of attractive display of items for cold buffet, cafeteria, bar and counter presentations in order to sell the produce.</p> <p>3.4 Outline the importance of speed of service and attractive display of snacks including wrapping and sealing in the preparation, presentation and service of breakfast dishes including cereal preparation.</p> <p>3.5 List items needed in preparation of various breakfast dishes.</p> <p>3.6 Describe the method of preparing breakfast dishes.</p>	<p>Explain the method of preparing various breakfast dishes.</p> <p>Discuss the importance of attractive display of items for cold buffet, cafeteria, bar and counter presentations in order to sell the produce.</p> <p>Discuss the importance of speed of service and attractive display of snacks including wrapping and sealing in the preparation, presentation and service of breakfast dishes including cereal preparation.</p>	<p>breakfast dishes.</p> <p>Wrappers Cellophane Sealing machine etc.</p>
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GENERAL OBJECTIVE 4.0: Understand basic techniques in larder works

WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>4.1 List various types of fish e.g. haddock, mackerel, herrings, sole, catfish, barracuda, king size fish etc.</p> <p>4.2 Describe the procedure for filleting fish.</p> <p>4.3 Enumerate different cuts of fish.</p> <p>4.4 Identify animals and the meat derived from them e.g.</p>	<p>Explain various types of fishes and their features of identification (see examples in 4.1)</p> <p>Explain the procedure for filleting fish.</p> <p>Explain different cuts of fish.</p> <p>Mention types of meat derived from various</p>	<p>Pictures of various fish.</p> <p>Pictures/charts of various types of fish.</p> <p>Samples of locally available kinds of fish.</p>

GENERAL OBJECTIVE 5.0: Understand the principles of meal planning and plan different types of meal (breakfast, lunch, dinner) for different groups, with particular reference to manual and sedentary workers, children adolescent old people, sick and convalescent, pregnant and lactating mothers, vegetarians, special dietary needs.			
	<p>Animals</p> <p>Cow Pig Sheep/goat Calf</p> <p>Meat</p> <p>beef pork mutton veal</p>	animals (see examples in 4.4).	<p>Cutting Knives Kitchen knives Cutting board Trays</p> <p>Recipe/Menu books</p>
4.5	Name of different parts of meat and their method of cooking.	Discuss the names of different parts of meat and their method of cooking.	
4.6	Name types of offal's and their uses in meal preparation e.g liver, brain, heart.	Discuss the types of offal's and their uses in meal preparation e.g. liver, brain, heart.	
4.7	Explain "jointing" with reference to poultry.	Discuss "jointing" with reference to poultry.	
5.1	Explain the principles of meal planning.	Discuss the principle of meal planning.	Students experiences
5.2	Plan simple table D'horte, A'lacarte menus for breakfast, lunch and dinner; applying the knowledge of food commodities.	Discuss how to plan menu for an ordinary day (breakfast, lunch, dinner) applying the knowledge of food commodities and allocate portion for each person under each course.	Recipe books
5.3	Plan menu for small and large number of people and allocate number of portions under courses.		
5.4	<p>Identify various groups of people requiring specially planned diet e.g.</p> <ul style="list-style-type: none"> - Old people; - The sick; - Children; - Manual and sedentary workers; - Convalescents etc. 	Explain various groups of people requiring specially planned diet listed in 5.4 and how to plan menu for each group.	
5.5	Plan special meals for the various groups identified in 5.4 above with the aim of improving their conditions.		

	<p>6.1 Explain the importance of sweets in a menu.</p> <p>6.2 Describe the hygienic and temperature requirements in the preparation and presentation of hot and cold sweets.</p> <p>6.3 Explain the importance of attractiveness in the preparation and presentation of sweets using the following as examples:</p> <ul style="list-style-type: none"> i) basic pastes; ii) basic sponge items; iii) sweets from convenience products; iv hot sweets and sauces; vi) ice cream sweets vii) gateaux, pastries and fresh fruits. 	<p>Discuss the importance of sweets in a menu.</p> <p>Discuss the hygienic and temperature requirements in the preparation and presentation of hot and cold sweets.</p> <p>Discuss the importance of attractiveness in the preparation and presentation of variety of sweets listed in 6.3.</p>	<p>Recipe books</p> <p>Samples of variety of sweets listed in 6.3.</p>
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PRORAMMES: NATIONAL TECHNICAL CERTIICATE IN CATERING CRAFT PRACTICE			
MODULE: FOOD PREPARATION (PRACTICAL CONTENTS)	CODE: CCP 202	DURATION: 192 HOURS	
GOAL: This module is designed to equip the trainee with the knowledge and skill to prepare various dishes.			
GENERAL OBJECTIVE 1.0: Know various methods of food preparation.			
Week:	Specific Learning Objectives:	Teachers Activities:	Resources
	1.1 Carry out basic food preparation methods e.g. boiling, baking, poaching, braising, stewing,	Demonstrate the basic food preparation methods listed in 1.1	Food ingredients to carry out the basic food preparation methods

	<p>steaming, roasting, frying (deep and shallow), Grilling etc.</p> <p>1.2 Carry out measurement of food items using standard measures e.g. S.I unit, weighing scale, measuring jugs, beakers etc.</p> <p>1.3 Identify the changes in the structure and texture of foods exposed to various cooking methods in the preparation, cooking and presentation of fresh and convenience foods.</p>	<p>Demonstrate the measurement of food items using standard measures listed in 1.2.</p> <p>Guide students to observe the changes in the structure and texture of foods exposed to various cooking methods in the preparation, cooking and presentation of fresh and convenience foods.</p>	<p>listed in 1.1. Recipe books.</p> <p>Apparatuses and equipment to carry out standard measures e.g. S.I unit apparatus, weighing scale, measuring jugs, beakers etc.</p> <p>Kitchen utensils, tools and equipment for the food preparation.</p>
GENERAL OBJECTIVE 2.0: Know how to make stocks soups, sauces and gravais.			
Week:	Specific Learning Objectives:	Teachers Activities:	Resources
	<p>2.1 Select the composition of basic ingredients used for soups, stocks, sauces and gravais.</p> <p>2.2 Prepare basic soups, stocks, sauces and gravais using the ingredients selected in 2.1 above.</p>	<p>Guide students to select basic ingredients used in preparing soups, stocks, sauces and gravais.</p> <p>Demonstrate the preparation of basic soups, stocks, sauces and gravais.</p>	<p>Recipe books</p> <p>Food ingredients used in preparing soups, stocks, sauces and gravais.</p>
GENERAL OBJECTIVE 3.0: Know how to prepare breakfast dishes.			
Week:	Specific Learning Objectives:	Teachers Activities:	Resources
	<p>3.1 Prepare various breakfast dishes e.g.</p> <p>I) Continental</p>	<p>Guide students in the preparation of various breakfast dishes listed in 3.1.</p>	

	<p>II) Full English</p> <p>III) African breakfast e.g boiled yam, bean cake, moi moi & pap etc.</p>		
	<p>3.2 Undertake attractive display of items for cold buffet, cafeteria, bar and counter presentations in order to achieve better sells.</p>	Demonstrate attractive display of items for cold buffet, cafeteria, bar and counter presentations to achieve better sells.	
	<p>3.3 Apply speed of service and attractive display of snacks including wrapping and sealing in the preparation and service of breakfast dishes.</p>	Guide students to carry out speed of service and attractive display of snacks including wrapping and sealing in the preparation and service of breakfast dishes.	
GENERAL OBJECTIVE 4.0: Know basic technique in larder works.			
Week:	Specific Learning Objectives:	Teachers Activities:	Resources
	<p>4.1 Identify various types of fish e.g. haddock, mackerel, herrings, sole, catfish, king size fish etc.</p>	Show students different types of fish listed in 4.1 and indicate their features of identification.	Pictures of various fish Charts of various fish Samples of locally available fish
	<p>4.2 Identify different cuts of fish.</p>	Show students different cuts of fish.	Cutting knives Kitchen knives
	<p>4.3 Carry out different cuts and fillets of fish.</p>	Demonstrate the process of cleaning, cutting, filleting, skinning etc. of fish.	Cutting board Trays
	<p>4.4 Carry out jointing of a bird</p>	Demonstrate jointing of a bird	Recipe/Menu books
GENERAL OBJECTIVE 5.0 Know how to plan different types of meal (breakfast, lunch, dinner) for different groups, with particular reference to manual and sedentary workers, children, adolescents, old people, sick and convalescent, pregnant and lactating mothers, vegetarians, special dietary needs.			
Week:	Specific Learning Objectives:	Teachers Activities:	Resources
	<p>5.1 Plan meals for various groups of people requiring special planned meal with the aim of Improving their condition.</p>	Guide students in planning special menu for various groups of people listed 5.1	Recipe/Menu books Kitchen utensils, tools and

	<p>NB: The groups of people include manual and sedentary workers, children, adolescent, old people, sick and convalescent, pregnant and lactating mothers, vegetarians, special dietary needs.</p> <p>5.2 Prepare special meals for the various group of people listed in 5.1 using the planned menu above.</p>	<p>Demonstrate the preparation of special menu for various groups listed in 5.1 using the knowledge meal planning above.</p>	<p>equipment for food preparation.</p> <p>Raw materials and food items for the preparation of special menu for various group of people listed in 5.1.</p>
GENERAL OBJECTIVES 6.0: Know the techniques of preparing and presenting a variety of sweet.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	<p>6.1 Prepare a variety of sweets from raw materials.</p> <p>6.2 Observe hygienic and temperature requirements in the preparation and presentation of hot and cold sweet.</p>	<p>Demonstrate the preparation of some selected sweets.</p> <p>Guide students to observe hygienic and temperature requirements in the preparation and presentation of hot and cold sweets.</p>	<p>Raw materials for the preparation of a variety of sweets.</p> <p>Samples of sweets.</p> <p>Recipe books.</p>

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE

MODULE: BAKERY AND CONFECTIONERIES 1

COURSE CODE: CCP 203

DURATION: 192 Hours

GOAL: This module is designed to enable the trainee acquire the knowledge and skill to bake various types of bread and cakes and make confectioneries.

GENERAL OBJECTIVES: On completion of this module the trainee should be able to:

Theoretical Contents:

1. Understand the composition of various baking ingredients, their uses and storage.
2. Understand the methods of baking various types of bread, biscuits and cookies.
3. Understand the principles and techniques involved in the preparation of different types of pastries.

Practical Contents:

1. Know different methods of baking various types of bread, biscuits and cookies.
2. Know the techniques for baking and decorating different types of cakes.
3. Know the techniques involved in the preparation of different types of pastries.

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE		
MODULE: BAKERY AND CONFECTIONERIES 1 (THEORETICAL CONTENT)	COURSE CODE: CCP 203	DURATION: 192 HOURS

GOAL: To enable the trainee acquire the knowledge of baking various types of bread, cake and make confectioneries.			
GENERAL OBJECTIVE: 1.0 Understand the composition of various baking ingredients, their uses and storage.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	1.1 Define baking. 1.2 List various baking ingredients and their functions e.g. Flour (white, brown, whole meal, strong, soft flour) fat; colouring; Sugar; yeast Baking-powder; salt; Eggs; flavourings; Fruits. etc 1.3 State the composition of each ingredient listed in item 1.1 above. 1.4 Explain the importance of storing baking ingredients in appropriate containers.	Give the definition of baking. Enumerate various baking ingredients and their functions. Discuss the composition of baking ingredients listed above. Discuss the importance of storing baking ingredients in appropriate containers.	Baking Ingredients Baking equipment Oven Trays Bain-marie Recipe Books.
GENERAL OBJECTIVE: 2.0 Understand the methods of baking various types of bread, biscuits and cookies.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	2.1 Identify types of bread; Rolls; French bread; croissant etc. and the ingredients used for each type. 2.2 List different types of biscuits and cookies with reference to shape, texture, ingredients and finish.	Discuss the varieties of breads, biscuits and cookies. Explain the differentiation of various types of biscuit based on their shape, texture, ingredients and finish.	Recipe books Baking ingredients

	<p>2.3 Mention different dishes that are prepared using bread e.g. Sandwiches (bread pudding, Queen of the pudding) and sweets.</p> <p>2.4 Describe different methods of bread-making e.g. Continuous methods; Batch method.</p> <p>2.5 Describe methods of making biscuits and cookies e.g.</p> <ul style="list-style-type: none"> - one stage method - Rubbing - Melting - Creaming - Sponge 	<p>Explain some dishes that could be prepared using bread, examples in 2.3.</p> <p>Discuss the preparation methods for bread-making mentioned in 2.4.</p> <p>Discuss various methods of preparing biscuits and cookies listed in 2.5.</p>	Rolling pins
GENERAL OBJECTIVE: 3.0 Understand the principles and techniques involved in the preparation of different types of pastries.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>3.1 Identify different types of pastries e.g.</p> <p>Short crust pastry; hot water paste; Sugar pastry; choux paste; Rough puff/flaky puff pastry. Pastry; Suet pastry;</p> <p>3.2 Enumerate the basic ingredients required for making of pastry, viz:- fat; water; eggs;</p>	<p>Discuss the different types of pastries available in catering practice.</p> <p>Explain the ingredients required for making pastry.</p>	<p>Samples of pastries listed in 3.1.</p> <p>Samples of pastry ingredients e.g flour, fat, salt, water, sugar, eggs etc.</p>

	<p>flour; sugar; salt; etc.</p> <p>3.3 Outline the general procedure for pastry making viz:</p> <ul style="list-style-type: none"> i) sieving the flour; ii) mixing fat; iii) binding with water; iv) rolling our dough; v) putting in filling; vi) baking. 	<p>Explain the procedure for making pastry listed in 3.3(i-vi)</p>	<p>Recipe books.</p>
PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: BAKERY AND CONFECTIONERIES 1 (PRACTICAL CONTENT)		COURSE CODE: CCP 203	DURATION: 192 HOURS
GOAL: To enable the trainee acquire the skill to bake various types of bread, cakes and make confectioneries.			
GENERAL OBJECTIVE 1.0: Know various methods of baking various types of bread, biscuits and cookies.			
Week	Specific Learning Objectives:	Teachers activities	Resources

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<p>1.1 Identify various baking ingredients e.g. Flour (white, brown, whole meal, strong, soft flour) fat; colouring; sugar; yeast; baking-powder; salt: Eggs; flavourings; fruits; etc.</p> <p>1.2 Identify various types of bread e.g. Rolls, French bread, Croissant and the ingredients used for each type.</p> <p>1.3 Identify different types of biscuits and cookies with reference to shape, texture, ingredients and finish.</p> <p>1.4 Carry out baking of various yeast dough products e.g biscuits and cookies.</p> <p>1.5 Carry out baking of bread using standard procedure.</p> <p>1.6 Prepare different dishes using bread e.g. Sandwiches, Bread pudding, Queen of the pudding etc.</p> <p>1.7 Store the baked products (biscuits, cookies and bread) in appropriate containers e.g. biscuits in polythene bags, cartons, air tight tins etc.</p>	<p>Show students various baking ingredients listed in 1.1.</p> <p>Show students samples and pictures of prepared bread listed in 1.2.</p> <p>Guide students to identify different types of biscuits and cookies with reference to shape, texture, ingredients and finish.</p> <p>Demonstrate baking of different types of biscuits and cookies.</p> <p>Demonstrate standard procedure for baking bread as follows: -</p> <ol style="list-style-type: none"> i) Sift the flour ii) Mix the yeast iii) Mix the dough iv) Prove the dough v) knead the mixed dough vi) Mould, prove and bake. <p>Guide students to prepare different dishes using bread e.g. sandwiches, Bread pudding etc.</p> <p>Guide students to store baked products (e.g. biscuits, cookies and bread) in appropriate containers to avoid spoilage and for easy carriage.</p>	
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GENERAL OBJECTIVE 2.0: Know the techniques for making and decorating different types of cakes.			
Week	Specific Learning objectives	Teachers activities:	Resources
	2.1 Identify different types of cakes e.g. <ul style="list-style-type: none"> - Small plain cake - Rich cakes with fruits - Swiss rolls - Victorain sandwiches - Gateaux etc - and the ingredients used in baking them. 	Show students samples of different types of cakes listed in 2.1 and ingredients used in baking them.	Recipe books Cake ingredients Raising agents e.g. Air, baking powder, eggs, etc
	2.2 Bake cakes for different occasions e.g. wedding, birthday, christmas etc.	Demonstrate methods of baking cakes for different occasions.	Air blowing apparatus.
	2.3 Decorate the baked cakes above.	Guide students to decorate cakes baked for different occasions e.g. bake and ice a birthday cake.	Decorating ingredients e.g. Icing sugar etc.
	2.4 Apply cake raising agents e.g. air, baking powder, eggs etc.	Guide students to apply cake raising agents e.g. air, baking powder and eggs.	Samples and pictures of prepared cakes and cake ingredients.
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GENERAL OBJECTIVE 3.0: Know the principles and techniques involved in the preparation of different types of pastries.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources:

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE

MODULE: FOOD AND BEVERAGE SERVICES

COURSE CODE: CCP 301

DURATION: 216 HOURS

GOAL: This module is designed to enable the trainee acquire the knowledge and skill in the service of various foods and drinks at different Occasions.

GENERAL OBJECTIVES: On completion of this module the trainee should be able to:

Theoretical Content:

1. Understand the role and duties of a waiter in the catering industry.
2. Understand the principle of selecting, mixing and serving various types of beverages.

Practical Content:

1. Know the role and duties of a waiter in the catering industry.
2. Know how to select, mix and serve various types of beverages.
3. Know how to maintain tobacco and snack bar.

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: FOOD AND BEVERAGE SERVICES 1 (THEORETICAL CONTENT)		COURSE CODE: CCP 301	DURATION: 216 HOURS
GOAL: To enable the students acquire the knowledge of serving various foods and drinks at different occasions.			
GENERAL OBJECTIVE 1.0: Understand the role of a waiter in the catering industry.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>1.1 Define a restaurant.</p> <p>1.2 Classify types of restaurant.</p> <p>1.3 Outline the functions of a waiter in the catering industry.</p> <p>1.4 State the attributes of a waiter e.g.</p> <ul style="list-style-type: none"> - Cleanliness; - Speech; - Courtesy; - Salesmanship - Menu knowledge (Local & Foreign) - Etc. - Sense of urgency; - Punctuality; - Honesty; - Co-operation; <p>1.5 Describe different types of service e.g.</p> <ul style="list-style-type: none"> - Plate service; - Silver service; - Family service; - Room service; - Cafeteria service; - Self service; - Buffet; - Etc. <p>1.6 Describe the following control systems in the service of meals:-</p> <ul style="list-style-type: none"> - Ala carte and table D'hotés; - Checking system; 	<p>Give the definition of a restaurant.</p> <p>Explain the classification of a restaurant with examples.</p> <p>Discuss the functions of a waiter in a catering industry.</p> <p>Explain the attribute of a waiter listed in 1.4.</p> <p>Explain different types of service available to a waiter given in 1.5.</p> <p>Explain the control systems listed in 1.5.</p>	<p>Pictures Slides</p>

	<ul style="list-style-type: none"> - Making “retour”, “en place”, checks etc; - Cancellation no charge; - Wine and drinks checks. 		
GENERAL OBJECTIVE 2.0: Understand the principle of selecting, mixing and servicing various types of beverages.			
2.1	Define a bar.	Give the definition of a bar.	Samples of assorted beverages
2.2	Enumerate different sections of a bar.	Explain different sections of a bar e.g. dispence bar, cocktail bar etc.	Pictures Slides
2.3	Enumerate common bar equipment used in the service of drinks e.g - Glasses; <ul style="list-style-type: none"> - Ice buckets and stands; - Bar mixing spoons; - Wine baskets; - Tots; - Measuring optics; - Soda siphon; - Lemon squeezers; - Refrigerators; - Service salvers, etc. 	Discuss bar equipment and their uses in the service of drinks.	Bar equipment listed in 2.3.
2.4	Identify various types of alcoholic and non-alcoholic drinks including: <ul style="list-style-type: none"> - Wines – red, white, rose, sweet or dry; - Champagne and sparking wine; - Appetizers (sherry and aperitifs); - Liqueurs (brandy, spirits); - Soft drinks (minerals, squashes, juices); - Cocktails – chapman, punches; - Mixes – gin and lime, bloody mary; - Etc. 	List various types of alcoholic and non-alcoholic drinks stocked in a bar.	
2.5	Enumerate the sequence of service of alcoholic and non-alcoholic drinks listed in 2.4 above.	Discuss the sequence of service of the drinks listed in 2.4.	

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PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING PRACTICE			
MODULE: FOOD AND BEVERAGE SERVICES 1 (PRACTICAL CONTENT)		COURSE CODE: CCP 301	DURATION: 216 HOURS
GOAL: To enable the trainee acquire the skill of serving various foods and drinks at different occasions.			
GENERAL OBJECTIVE 1.0: Know the role and duties of a waiter in the catering industry.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>1.1 Identify types of a restaurant.</p> <p>1.2 Identify various restaurant equipment relative to different types of restaurant.</p> <p>1.3 Carry out cleaning of selected restaurants and their equipment including: -</p> <ul style="list-style-type: none"> - Furniture e.g. Sideboard; tables, chair; trolleys etc; - Fixtures e.g. paintings; - Linen e.g. table cloths ; napkins; - Silver cutlery e.g. table knives, forks, spoons etc; - Glass-ware e.g. tumblers; glasses of different makes etc; - Crockery e.g. plates of various kinds; - Etc. <p>1.4 Prepare the restaurant for service: -</p> <ul style="list-style-type: none"> - (mise-en-place); - morning cleaning; - linen handling; - folding of napkins, condiments; - silverware, glassware, tray; - the pantry - and other minor duties e.g. laying the covers, equipping the side board etc. 	<p>Guide students in identification of different types of restaurant and the various equipment relative to each type.</p> <p>Guide students in the cleaning of selected restaurants and their various equipment using appropriate cleaning materials.</p> <p>Demonstrate how to prepare a restaurant for meal services as listed in 1.4.</p>	<p>Pictures and slides of the following operation; - restaurant cleaning operations, preparing a restaurant for service, setting of a table, standard service of a meal, following order of courses, types of service listed in 1.9.</p> <p>Real items listed 1.3 and 1.4.</p> <p>Various cleaning agents.</p>

	<p>1.5 Carry out setting of a table for any chosen meal service.</p> <p>1.6 Carry out service of meals following standard procedure: -</p> <ul style="list-style-type: none"> - Reception by head waiter - Choice of table; - Reception at table; - Taking an order; - Recording the order - Passing the order to the kitchen - Co-ordinating orders; - Following orders of service - Serving wine. <p>1.7 Follow the order of courses in the service of a meal:</p> <ul style="list-style-type: none"> - hors d'oeuvre; - soup; - salads; - fish; - savouries; - entrée (main course); - fruits; - vegetables; - present the bill. <p>1.8 Serve breakfast e.g.</p> <ul style="list-style-type: none"> - Mise-en-place and menu (previous evening preparation); - Continental and English breakfast; - Nigerian breakfast; - Tea making and coffee making; - Etc. 	<p>Demonstrate the setting of a table for any meal service.</p> <p>Guide students to follow the standard procedure listed in 1.6 in the service of meals.</p> <p>Demonstrate how to follow order of courses listed in 1.7 during the service of a meal.</p> <p>Demonstrate how to serve different variety of breakfast listed in 1.8.</p>	
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<p>2.1. Select and stock assorted alcoholic and non alcoholic drinks in a bar namely:</p> <ul style="list-style-type: none"> - Wines – red, white, rose, sweet or dry; - Champagne and sparking wine; - Appetizers (sherry and aperitifs); - Liqueurs (brandy, spirits); - Soft drinks (minerals, squashes, juices); - Cocktails – chapman, punches; - Mixes – gin and lime, bloody mary; - Etc. <p>2.2 Identify common bar equipment used in the service of drinks e.g.</p> <ul style="list-style-type: none"> - Glasses; - Ice buckets and stands; - Bar mixing spoons; - Wine baskets; - Tots; - Measuring optics; - Soda siphon; - Lemon squeezers; - Refrigerators; - Service salvers; - Etc. <p>2.3 Organize drinks services involving the use of the equipment identified in 2.2 above.</p> <p>2.4 Serve different types of drinks in the conventional way e.g.</p> <ul style="list-style-type: none"> - White and rose wine should be served from ice bucket; - Red wine should be served from wine buckets; - Etc. 	<p>Take students on excursions to standard bars to see stocking of various alcoholic and non-alcoholic drinks.</p> <p>Guide students in identifying common bar equipment listed in 2.2.</p> <p>Demonstrate the use of appropriate equipment in drinks services.</p> <p>Demonstrate the service of different types of drinks in the conventional way as listed in 2.4.</p>	<p>Samples of assorted beverages.</p> <p>Various bar equipment listed in 2.2.</p> <p>Pictures and slides of the demonstration of service of drinks.</p> <p>Excursion trip to standard bars.</p>
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GENERAL OBJECTIVES: 3.0 Know how to maintain tobacco and snack bar			
WEEK	Specific Learning Objectives:	Teachers Activities:	Resources:
	3.1 Select different types of snack and tobacco.	Guide students to identify different types of snacks and tobacco.	<p>Various types of tobacco and snack service equipment.</p> <p>Samples of various snacks and tobacco.</p> <p>Excursion visit to tobacco and snack bar.</p>
	3.2 Identify types of tobacco and snack bar and their equipment.	Take students on excursion to a standard tobacco and snack bar to identify its features and equipment.	
	3.2 Display snacks and tobacco in the bar.	Demonstrate the procedure for displaying, handling, storing and maintaining tobacco and snacks in the bar.	
	3.3 Handle, store and take care snacks and tobacco in a bar.	Guide students to prepare and clean crockery and equipment.	
	3.4 Prepare and clean crockery and equipment.	Demonstrate the arrangement, stacking and removal of service supplies, menus and orders.	
	3.5 Arrange, stack and remove service supplies, menus, orders.	Guide students to make up and serve drinks and sandwiches in a bar.	
	3.6 Make up and serve drinks and sandwiches in a bar.	Demonstrate how to serve beverages with ices in a bar.	
	3.7 Serve beverages with ices in a bar.	Demonstrate the operation of cash register and change.	
	3.8 Operate cash register and change.		

PROGRAMME:	NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE
MODULE:	FOOD SCIENCE AND HYGIENE
COURSE CODE:	CCP 302
PRE-REQUISITE:	BASIC CATERING – CCP 201
DURATION:	192 Hours:
Goal:	The module is designed to enable the trainee understand and apply the basic principles of food science and food hygiene.
GENERAL OBJECTIVES:	
On completion of this module, the trainee should be able to:	
Theoretical Contents: -	
<ol style="list-style-type: none"> 1. Understand basic food science. 2. Understand basic methods of food preservation. 3. Understand basic principles of food hygiene in the prevention of chemical and biological food poisoning and infection. 	
Practical Contents: -	
<ol style="list-style-type: none"> 1. Know the application of food science and hygiene. 2. Know basic methods of food preservation. 3. Know the application of food hygiene in the prevention of chemical and biological food poisoning and infection. 	

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: FOOD SCIENCE AND HYGIENE		COURSE CODE: CCP 302	DURATION: 192 HOURS
(THEORETICAL CONTENT)			

	GOAL: The module is designed to enable the trainee understand and apply the basic principles of food science and food hygiene.		
	GENERAL OBJECTIVES: 1.0 Understand basic food science.		
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>1.1 Define food and food science.</p> <p>1.2 Explain the chemical composition of food e.g. carbohydrates, protein, fat; their types, characteristics and relationship.</p> <p>1.3 Explain the uses of protein including their effectiveness as gelling, stretching and enmeshing agents.</p> <p>1.4 Explain the properties of gels, their uses, choice and conditions affecting the setting of gels as applied to gums, pectin, carbohydrates and protein.</p>	<p>Give the definition of food and food science.</p> <p>Discuss the chemical composition, types, characteristics and relationship of carbohydrates, protein and fat.</p> <p>Discuss the uses of protein as mentioned in 1.3.</p> <p>Discuss the properties and uses of gels as mentioned in 1.4.</p>	
	GENERAL OBJECTIVES: 2.0 Understand basic methods of food preservation.		
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>2.1 Define food preservation.</p> <p>2.2 List factors responsible for food spoilage and contamination.</p> <p>2.3 Identify ways of preventing food spoilage and contamination.</p> <p>2.4 Identify common methods of food preservation such as: - - Refrigeration - Drying - Smoking - Canning - ETC</p>	<p>Explain the concept of food preservation.</p> <p>Mention factors responsible for food spoilage and contamination.</p> <p>Explain methods of preventing food spoilage and contamination.</p> <p>Discuss common methods of food preservation listed in 2.4.</p>	

GENERAL OBJECTIVES: 3.0 Understand the basic principles of food hygiene in the prevention of chemical and biological food poisoning and infection.			
WEEK	Specific Learning Objectives:	Teachers Activities:	Resources:
	3.1 Define food hygiene, food poisoning and food infection.	Explain the meaning of food hygiene, food poisoning and food infection.	Textbooks Slides Charts Pictures Etc
	3.2 List food borne diseases e.g. dysentery, cholera etc.	Mention various food borne diseases.	
	3.3 Identify factors affecting growth of micro-organisms in general with respect to maintaining the quality of food.	Explain factors responsible for growth of micro-organisms in the maintenance of the quality of food.	
	3.4 Identify ways of preventing food poisoning and infection.	Explain ways of preventing food poisoning and infection.	
	3.5 Outline the effects of legislation on rooms used for food preservation.	Explain the effects of legislation on rooms used for food preservation.	

PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: FOOD SCIENCE AND HYGIENE (PRACTICAL CONTENT)		COURSE CODE: CCP 302	DURATION: 192 HOURS
GOAL: The module is designed to enable the trainee apply the basic principles of food science and food hygiene.			
General Objective 1.0: Know the application of food science and hygiene.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	1.1 Carry out tests for the presence of carbohydrates, protein and fat in food.	Demonstrate chemical tests for the presence of carbohydrates, protein and fat in food.	Recipe books. Laboratory. Ingredients for conducting tests for presence of carbohydrate,

	1.2 Carry out a test for pectin in fruits.	Demonstrate a test for presence of pectin in fruits.	protein and fat in food.
	1.3 Produce jam for home house.	Demonstrate the process of jam making.	Ingredients for testing pectin in fruits. Ingredients for making jam.
General Objective 2.0: Know basic methods of food preservation.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	2.1 Preserve various perishable and non-perishable foods items by different methods e.g. refrigeration, drying, smoking, canning etc.	Guide students to preserve various perishable and non-perishable foods items using different methods listed in 2.1	Refrigeratos Tins or Cans for canning process Open atmosphere for drying Fire for smoking Perishable and non-perishable food items.
General Objective 3.0: Know the application of food hygiene in the prevention of chemical and biological food poisoning and infection.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	3.1 Identify ways of preventing food poisoning and infection.	Describe ways of preventing food poisoning and infection.	Recipe books Pictures Slides Charts
	3.2 Outline the procedure for investing food poisoning and/or infection.	Demonstrate the procedure for investing food poisoning and/or infection.	
	3.3 Apply first aid measures to be given in case of food poisoning and/or infection.	Describe first aid measures necessary in case of food poisoning and/or infection.	First aid box
	3.4 Dispose waste products within and outside food rooms.	Guide students to carry out thorough cleaning of whole cooking area i.e. kitchen, food area, store, etc.	Various cleaning materials
	3.5 Prevent infestation of premises by insects and rodents with special reference to moths, weevils, cockroaches and rats.	Demonstrate ways of preventing and controlling infestation of food premises by insects, rodents etc	Various chemicals and medicines for controlling the infestation of food premises by
	3.6 Control the infestation of food premises by		

	insects, rodents particularly moths, weevils, cockroaches and rats.		insects and rodents
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PROGRAMME: NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE

MODULE: HOME MANAGEMENT

COURSE CODE: CCP 303

DURATION: 120 Hours:

GOAL: This module is designed to enable the students appreciate the basic activities carried out in managing home generally.

GENERAL OBJECTIVES:

On completion of this module, the trainee should be able to:

Theoretical Contents: -

1. Understand the importance of home management in the home and industry.
2. Understand various cleansing agents, equipment and their uses, care and maintenance.
3. Understand different methods of cleaning rooms and various surfaces.

Practical Contents: -

1. Know how to use, care and maintain for various agents and equipment in room cleaning.
2. Know methods of cleaning rooms and various surfaces.
3. Know how to budget for the family.

NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: HOME MANAGEMENT (THEORETICAL CONTENT)		COURSE CODE: CCP 303	DURATION: 120 HOURS
GOAL: This module is designed to enable the students appreciate the basic activities carried out in managing home generally.			
General Objective 1.0: Understand the importance of home management in the home and industry.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	1.1 Explain what home management means. 1.2 List various sections of the home. 1.3 List the equipment or materials that could be sound in each section.	Explain the concept of home management. Describe various sections of the home. Describe the equipment or materials that could be sound in each section.	Pictures Charts Slides
General Objective 2.0: Understand various cleansing agents, equipment and their uses, care and maintenance.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	2.1 List different types of cleansing agents commonly sound in taking care of equipment and materials e.g. detergent, polishes, abrasive, floor, seals, bleaches, disinfectants etc. 2.2 List different types of cleansing equipment used in home management e.g. brushes, clothes, small equipment, electrical and large equipment.	Explain different types of cleansing agents commonly sound in taking care of equipment and materials e.g. detergent, polishes, abrasive, floor, seals, bleaches, disinfectants etc. Explain different types of cleansing equipment in home management e.g. brushes, clothes, small equipment, electrical and large equipment	Cleansing agents. Cleansing equipment.
General Objective 3.0: Understand different methods of cleaning rooms and various surfaces.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	3.1 Outline the aims of cleaning rooms. 3.2 Identify different methods and types of cleaning rooms e.g. daily, weekly and special.	Explain the aims of cleaning rooms. Explain different methods and types of cleaning rooms mentioned in 1.2.	Pictures Charts Slides
NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: HOME MANAGEMENT (PRACTICAL CONTENT)		COURSE CODE: CCP 303	DURATION: 120 HOURS
GOAL: This module is designed to enable the students undertake basic activities in managing home generally.			

General Objective 1.0: Know how to use, care and maintain for various agents and equipment in room cleaning.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	<p>1.1 Identify different types of cleansing agents commonly sound in taking care of equipment and materials e.g. detergent, polishes, abrasive, floor, seals, bleaches, disinfectants etc.</p> <p>1.2 Identify different types of cleansing equipment in home management e.g. brushes, clothes, small equipment, electrical and large equipment.</p>	<p>Show students different types of cleansing agents in home management listed in 1.1. Demonstrate the use of cleansing agents listed in 1.1.</p> <p>Show students different types of cleansing equipment in home management listed in 1.2. Demonstrate the use of cleansing equipment lin home, management listed in 1.2.</p>	<p>Cleansing agents listed in 1.1.</p> <p>Cleansing equipment listed in 1.2.</p>
General Objective 2.0: Know methods of cleaning rooms and various surfaces.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	<p>2.1 Identify different methods and types of cleaning rooms and various surfaces e.g. daily, weekly and special.</p> <p>2.2 Clean various surfaces e.g. floors, furniture, carpets, metals, glass upholstery, baths, lavatories etc.</p> <p>2.3 Carry out bed-making.</p>	<p>Describe different methods and types of cleaning rooms and various surfaces listed in 2.1.</p> <p>Guide students the clean various surfaces listed in 2.2</p> <p>Demonstrate bed-making.</p>	<p>Cleansing agents listed in 1.1.</p> <p>Cleansing equipment listed in 1.2.</p> <p>Rooms Beds Various surfaces listed in 2.2.</p>
General Objective 3.0: Know how to budget for the family.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	<p>3.1 Prepare budget for the family e.g. furniture, clothing, food, cleaning materials etc.</p>	<p>Guide students to prepare budget for the family to cover the items listed in 3.1.</p>	<p>Pictures, Charts Slides Family models</p>

ADVANCED NATIONAL TECHNICAL CERTIFICATE

IN

CATERING CRAFT PRACTICE.

PROGRAMME:	ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE
MODULE:	FOOD PREPARATION II
COURSE CODE:	CCP 401
PRE-REQUISITE:	FOOD PREPARATION I – CCP 202
DURATION:	144 Hours:
GOAL:	The module is designed to equip the trainee with the advanced knowledge and skill needed in food preparation.
General Objectives: On completion of this module, the trainee should be able to:	
Theoretical Contents: -	
1. Understand the composition, classification, appropriate uses and presentation of different hors d'oeuvres, and salads.	
2. Understand the composition, classification, appropriate uses and presentation of different stocks, soups, sauces and gravies.	
Practical contents: -	
1. Know the methods of preparation and presentation of different hors d'oeuvres, and salads.	
2. Know the methods of preparation and presentation of different, stocks, soups, sauces and gravies.	

	MODULE: FOOD PREPARATION II (THEORETICAL CONTENT)	COURSE CODE : CCP 401	DURATIPON: 144 HOURS
GOAL: The module is designed to equip the trainee with the advanced knowledge and skill needed in food Preparation			
GENERAL OBJECTIVES: 1.0 Understand the composition, classification, appropriate uses and presentation of different types of stocks, soups, sauces and gravies.			
Week	Specific Learning Objectives:	Teachers Activities	Resources
	<p>1.1 Identify different types of basic stock e.g. white, brown and fish.</p> <p>1.2 Build up progressively all classification of soups from the basic variety.</p> <p>1.3 Describe the importance of the relationship of stocks, soups, sauces, gravies and compound butters in the composition of dishes.</p> <p>1.4 Compare and evaluate the uses of available traditional and convenience products in preparation of the following:</p> <ul style="list-style-type: none"> i) extension of basic soups incorporating butter, wine, garnishes, starch products; ii) extension of basic soups finishing with liaison, sabayon, butter or cream; iii) international soups; bisques, bortsch, chowdwers cullis. iv) Hot and cold consommés with various garnishes; v) Combination soups; vi) Extension of espagnole by the use of gelatine; seasonings and garnishes; vii) Extension of béchamel/veloute by – finishing with cream, the use of gelatin and garnishes, preparing combination sources. viii) Extension of cold and introduction to warm 	<p>Discuss the uses and place of stocks, soups, sauces and gravies in meals.</p> <p>Discuss the principles involved in the choice and use of ingredients in the classification of soups.</p> <p>Discuss the relationship of stocks, soups, sauces, gravies and compound butter in the composition of dishes.</p> <p>Explain the uses of available traditional and convenience products in the preparation of items listed in 1.4i-xi.</p>	<p>Recipe books Pictures Charts Slides</p> <p>Food items for the preparation of stocks, soups, sauces and gravies.</p>

	egg based sauces; ix) Independent sauces; x) Gravies: roast and jus-lie; xi) Sweet sauces – egg based (sabayon, liaison, custards) <ul style="list-style-type: none"> - fruit based; - starch based; - use of colourings; essences and propriety commodities; - inclusion of wines and liquers. 		
GENERAL OBJECTIVES: 2.0 Understand the composition, classification, appropriate uses and presentation of different hors d'oeuvre and salad.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources

	<p>2.1 Identify various simple and compound salads and hors d'oeuvres.</p> <p>2.2 Classify various simple and compound salads and hors d'oeuvres.</p> <p>2.3 State the source, season, quality and cost of the raw materials described in 2.1 above.</p> <p>2.4 Explain the principles of portion control as applied to hors d'oeuvre and salad dishes.</p> <p>2.5 Explain the principle of the advantageous use of convenience products and evaluate the quality and cost differences between them and those produced by traditional methods in the following: -</p> <ul style="list-style-type: none"> a) In the preparation, presentation and service of hors D'oeuvre: <ul style="list-style-type: none"> i) Raw and cooked vegetables; ii) Single and compound fruits; iii) fish pickled, smoked, marinated, pates and mouse; iv) meat: specialty sausages and pates; v) canned and bottled commodities; vi) Mayonnaise utilizing cooked eggs, fish, meat, poultry, potatoes and vegetables. b) In the preparation, presentation and service of salads: <ul style="list-style-type: none"> i) simple salads (vegetable or fruit type) ii) compound salads incorporating vegetable, nuts, meat fruits, pastas and dairy produce. c) In the preparation, presentation and 	<p>Give the differences of simple and compound salads and hors d'oeuvres.</p> <p>Explain the classification of simple and compound salads and hors d'oeuvres.</p> <p>Explain the source, season, quality and cost of raw materials used in making simple and compound salads and hors d'oeuvres.</p> <p>Discuss the economical use of raw materials and portion control in the preparation of salads and hors d'oeuvres.</p> <p>Discuss the advantages of using both commercial and traditionally prepared convenience products in relation to their quality and cost.</p>	<p>Recipe books Pictures Charts Slides</p> <p>Salad ingredients.</p>
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	<p>service of sauces and dressings;</p> <p>i) Extension of basic repertoire and introduction to more complex varieties, incorporating fruits, spices, herbs, vegetables and dairy produce.</p> <p>ii) Chaudfroids, white and brown, coating and glazing techniques;</p> <p>iii) Preparation and decoration of simple buffets pieces, fish meat joints and cuts poultry, galantines, raised pieces and terrines;</p> <p>iv) Garnishes and decorative pieces; fruit and vegetable baskets.</p>	Discuss suitable food items used in garnishing and dressing of meals.	
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PROGRAMME: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: FOOD PREPARATION II (PRACTICAL CONTENT)		COURSE CODE: CCP 401	DURATION: 144 HOURS
GOAL: The module is designed to equip the trainee with the advanced knowledge and skill needed in food preparation.			
1. General Objective 1.0: Know the methods of preparation and presentation of different stocks, soups, sauces and gravies.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources

1.1	Prepare and serve stocks, soups, sauces and gravies.	Demonstrate the preparation and service of stocks, soups, sauces and gravies.	Recipe books Pictures Charts Slides
1.2	Carry out the process of stock clarification, reductions and glazing.	Demonstrate the process of stock clarification, reductions and glazing.	
1.3	Make sauces progressively from basics with additions revealing the different techniques of sauce compilation.	Guide students to make sauces progressively from basics.	Food items for the preparation of stocks, soups, sauces and gravies.
1.4	Prepare and use compound butter.	Guide students to prepare and use compound butter.	

	GENERAL OBJECTIVE 2.0: Know the methods of preparation and presentation of different hors d'oeuvres, and salads.		
WEEK	Specific Learning Objectives:	Teachers Activities	Resources

	<p>1.1 Prepare hors d'oeuvre and salad dishes using raw and cooked food economically.</p> <p>1.2 Make various salads and dressings; examples of dressing are mayonnaise, vinaigrette, acidulated cream etc.</p> <p>1.3 Prepare cold buffet presentation of fish, meat, poultry, games and pies including basic decorated aspic and chaudfroids dishes.</p> <p>1.4 Present and portion items in 1.3.</p> <p>1.5 Carryout preparation, presentation and service of hors d'oeuvres.</p> <p>1.6 Carry out preparation, presentation and service of simple and compound salads.</p> <p>1.7 Carry out preparation, presentation and service of spices and dressings.</p>	<p>Demonstrate the preparation of hors d'oeuvres and salad dishes.</p> <p>Guide students to make salads and various dressings listed in 1.2.</p> <p>Guide students to prepare, present and portion cold buffet presentation of fish, meat, poultry, games and pies including basic decorated aspic and chaudfroids dishes.</p> <p>Demonstrate the preparation, presentation and services of – a) hors d'oeuvres b) simple and compound salads c) spices and dressings.</p>	<p>Recipe books Charts Pictures Slides</p> <p>Salad ingredients</p> <p>Salad Dressings</p> <p>Cold buffet items e.g. meat, fish, poultry, games and pies.</p>

PROGRAMME:	ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE
MODULE:	FOOD PREPARATION III
COURSE CODE:	CCP 402
PRE-REQUISITE:	CCP 401 FOOD PREPARATION II
DURATION:	144 HOURS
GOAL:	This module is designed to further enhance the knowledge and skill of the trainee in food preparation for special occasions.
General Objectives: On completion of this module the trainee should be able to:	
Theoretical Contents: -	
	<ol style="list-style-type: none"> 1. Understand detailed planning of menu for two or more courses 2. Understand the classification, degree of formality, cost involved in planning menus for various special occasions. 3. Understand skills for preparing specialty menu such as for hospitals, schools, airways, railways, tourists, social centres, public houses and clubs, ships, outdoor catering, factories.
Practical Contents: -	
	<ol style="list-style-type: none"> 1. Know how to plan menu for two or more courses. 2. Know the classification, degree of formality, cost involved in planning menus for various special occasions. 3. Know relevant skills for preparing specialty menu such as for hospitals, schools, airways, railways, tourists, social centres, public houses and clubs, ships, outdoor catering, factories.

	MODULE: FOOD PREPARATION III (THEORETICAL CONTENT)	COURSE CODE: CCP 402	DURATION: 144 HOURS
	GOAL: This module is designed to further enhance the knowledge of the trainee in food preparation for special occasions.		
	GENERAL OBJECTIVE: 1.0 Understand detailed planning of menu for two or more courses.		
WEEK	Specific Learning Objectives:	Teachers Activities	Resources

	<p>1.1 Identify dishes classified under eggs, farinaceous, fish, meat and poultry.</p>	<p>Explain dishes classified under eggs, farinaceous, fish, meat and poultry.</p>	<p>Recipe books Pictures Charts Slides</p>
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	<p>1.2 Explain the techniques of planning menu using the following: -</p> <ul style="list-style-type: none"> - Eggs - Farinaceous - Fish - Etc. <p>1.3 Explain the technique of planning 4 courses and above menus with appropriate vegetables e.g. 1st course, hors d'oeuvre or soups 2nd course, fish or eggs dishes Etc</p>	<p>Discuss techniques of planning menu using the following; eggs, farinaceous, fish etc.</p> <p>Discuss ways of preparing 4-course and above menus with appropriate vegetables e.g. in 1.3.</p>	
GENERAL OBJECTIVE: Understand the classification, degree of formality, cost involved in planning menus for various special occasions.			
WEEK	Specific Learning Objectives:	Teachers Activities	Resources
	<p>2.1 Identify various special occasions requiring special menus e.g dinner parties, brunch, cocktail and sherry parties, coffee/tea parties, shower parties, wedding receptions, barbecues, picnics, gala nites, banquets, conferences etc.</p> <p>2.2 Describe the technique for planning menu for various special occasions e.g. dinner parties, brunch, cocktail, sherry parties etc.</p> <p>2.3 List, cost and purchase all commodities necessary for the preparation of the selected or chosen menus.</p>	<p>Discuss various occasions in which meals are served e.g. in 2.1.</p> <p>Discuss suitable menu for each occasion in relation to food commodities, table appointment, cost and method of preparation.</p> <p>Discuss the principles of meal planning.</p>	<p>Recipe books Pictures Charts Slides</p>

	GENERAL OBJECTIVES: 3.0 Understand skills for preparing specialty menu such as for hospitals, schools, airways, railways, tourists, social centres, public houses and clubs, ships, outdoor, factories.		
Week	Specific Learning Objectives:	Teachers Activities	Resources
	<p>3.1 Identify special areas of the population that require specialty catering e.g. hospitals, airways, ships, tourists, schools, public houses and clubs etc.</p> <p>3.2 Identify the differences in the requirements of special areas in specialty catering.</p> <p>3.3 Plan menu using appropriate commodities for specialty catering.</p>	<p>Discuss the population that require specialty catering, the reasons for specialty catering, suitable commodities and equipment for the preparation and service of meals.</p>	<p>Recipe books Pictures Charts Slides</p>

ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: FOOD PREPARATION III (PRACTICAL CONTENT)		COURSE CODE: CCP 402	DURATION
GOAL: This module is designed to further enhance the skill of the trainee in food preparation for special occasions.			
General Objective 1.0: Know how to plan menu for two or more			
Week	Specific Objectives:	Teachers Activities:	Resources:
	<p>1.1 Plan menu using the following:-</p> <ul style="list-style-type: none"> - Eggs - Farinaceous - Fish - Fish types. <p>1.2 Plan 4 courses and above menus with appropriate vegetables e.g.</p> <ul style="list-style-type: none"> - 1st course, hors d'oeuvre or soup, - 2nd course, fish or eggs dishes. - Etc. <p>1.3 Plan menu using the following: Eggs: scrambled eggs, with filling, hard-boiled in curry and salads, scotch, eggs for salads and snacks, omelet (various), in sweet for custards pudding etc.</p> <p>Farinaceous: e.g. spaghetti, macaroni, noodles, ravioli, gnocchi, semolina, rice, dishes:- spaghetti bolongnaise, macaronic cheese, noodles with butter revoili pasts, Gnocchi, Romaine, braised rice, pillaff, risotto, jollof coconut.</p> <p>Fish:- shell, white, oily.</p> <p>Fish Types: - shell, prawns, lobster, shrimps, crayfish, crabs.</p> <p>Dishes: Prawn cocktail, potted shrimps, dressed crab</p>		

shellfish cocktails, Lobster salad, lobster thernidor, , lobster Americaine, scampi, provenlale scallop with cheese sauce.

White fish: sole, turbot, whiting, cod.

Dishes: Grilled fillet of sole, cod, plaice, fried whiting, cod, sole.

Cooled in sources: Fillet of sole duglere, fillet of sole with white wine saurce, fillet of sole Veronique.

Fillet of sole Bercy, Morney, Florentine, Bonne Femme.

Oily Fish: types, salmon herring, maccerl.

Dishes: Grilled salmon, boiled salmon, blue trout stewed catfish, salmon herrings mackerel.

Meat: Types: Nigerian fish stews. Lamb or mutton, beef, pork, veal offals.

Butchery: Leg breast, shoulder, loin, fillet, scrary end.

Dishes: roast and stuffed leg of lamb, beef, pork and veal. Grilled, cullets filets, mixed grill, kebabs, braised joints of meat.

Stews: Nigerian stews e.g. chicken, beef, efo, yam pottage. (pate) mixed offal stew, fried liver, suffed heart stew, curried beef, meat pies.

Poultry: Types: turkey, chickens, ducks, guinea fowl, duckling, pigeon – jointing – drum-sticks, wings, breast.

Dishes: Roast, stuffed grilled, fried stews – e.g roast chicken, roast chicken, roast stuffed turkey, sauce of chicken, chicken a la king, chicken volau-vents fricassee of chicken, curried chicken, Nigerian chicken stews, peppered chicken.

	General Objective 2.0: Know the classification, degree of formality, cost involved in planning menus for various special occasions.		
Week	Specific Objectives:	Teachers Activities:	Resources:
	2.1 Plan menu for various special occasions, using selected food commodities e.g. for dinner parties, brunch, cocktail, sherry parties. 2.2 Carry out line up. 2.3 Outline the procedure for banqueting.	Guide students to plan menu for various special occasions using selected food commodities. Arrange staff to demonstrate line up. Arrange staff for banqueting and other similar occasions.	Equipment suitable for various occasions. Pictures Charts Slides Documentaries Recipe books
	General Objective 3.0: Know relevant skills for preparing specialty menu such as for hospitals, schools, airways, railways, tourists, social centres, public houses and clubs, ships, outdoor catering, factories.		
Week	Specific Objectives:	Teachers Activities:	Resources:
	3.1 Plan menu using appropriate food commodities for specialty catering. 3.2 Prepare menu for any of the specialty occasions e.g. airways, schools, tourists, ships, railways etc.	Guide students to plan menu for specialty catering using appropriate food commodities Demonstrate the preparation of menu for any of the specialty area listed in 3.2.	Equipment suitable for various occasions, Slides, Pictures, Charts, Documentaries Recipe books

PROGRAMME:	ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE.
MODULE:	BAKERY AND CONFECTIONERIES II
COURSE CODE:	CCP 403
PRE-REQUISITE:	BAKERY AND CONFECTIONERIES I – CCP 203
DURATION:	216 HOURS
GOAL:	This module is designed to develop in the trainee the knowledge and skill to display originality and good quality work in pastry and confectioneries.
General Objectives: On completion of this module, the trainee should be able to:	
Theoretical contents: -	
<ol style="list-style-type: none"> 1. Understand the selection of specialized items in puff and choux pastries. 2. Understand the use of yeast goods for the extension of varieties (other than bread and rolls). 3. Understand the use of sponge mix as bases for specialized gateaux and tortents. 4. Understand the preparation of petit fours. 5. Understand the use of different ices in baking. 6. Understand the composition, classification, appropriate uses and presentation of different savouries, sweets, sandwiches and pastries. 	
Practical contents: -	
<ol style="list-style-type: none"> 1. Know specialized items used in puff and choux pastries. 2. Know the use of yeast goods for the extension of varieties (other than bread and rolls) 3. Know the use of sponge mix as bases for specialized gateaux and tortents. 4. Know to prepare petit fours. 5. Know the uses of different ices in baking. 6. Know the composition, classification, appropriate uses and presentation of different savouries, sweets, sandwiches and pastries. 	

	PROGRAMME: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE		
	MODULE: BAKERY AND CONFECTIONERIES II (THEORETICAL CONTENT)	COURSE CODE: CCP 403	DURATION: 216 HOURS

	GOAL: This module is designed to develop in the trainee the knowledge to display originality and good quality work in pastry and confectioneries.		
	GENERAL OBJECTIVES 1.0: Understand the selection of specialized items in puff and choux pastries.		
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	1.1 Identify specialized items in puff and choux pastries: e.g. puff including – jam, furaovers, cream, horns, Jalouise, pithiner Choux including – eclair, profiteroles.	Discuss specialized items used in the preparation of puff and choux pastries.	Recipe books Food items for making puff and choux pastries. Pictures, Charts, Slides.
	GENERAL OBJECTIVES 2.0: Understand the use of yeast goods for the extension of varieties (other than bread and rolls).		
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	2.1 Identify the differences between the basic yeast dough for bread and rolls and that of extension varieties in relation to the following: - - Consistency - Ingredients - Shapes - Baking.	Discuss the differences between basic yeast dough in terms of ingredients, consistency, shapes and baking temperature and time.	Recipe books Yeast dough items Pictures Charts Slides

GENERAL OBJECTIVES: 3.0 Understand the use of sponge mix as bases for specialized gateaux and tortens.			
Week	Specific Learning Objectives:	Teachers Activities	Resources
	3.1 Identify the differences between special gateaux and tortens, e.g. Fillings – jam, cream, fruits, Finishes – icing, syrup, nuts, glazes.	Explain the differences between special gateaux and tortens examples in 3.1.	Recipe books Items for sponge mix as bases for gateaux and tortens. Pictures Charts Slides
GENERAL OBJECTIVES: 4.0 Understand the preparation of petit fours.			
Week	Specific Learning Objective:	Teachers Activities:	Resources:
	4.1 Identify the differences in the preparation of variety of petit fours such as cutting, shapes, coating, icing, pastes and glazes.	Discuss the differences in the preparation of variety of petit fours, and the ingredients used in the preparation.	Recipe books Petit fours items Pictures Charts Slides
GENERAL OBJECTIVES: 5.0 Understand the uses of different ices in baking.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	5.1 Name different types of sugars used in baking such as Barbados, castor, demarara, glucose, granulated sugar, honey, icing sugar, log sugar, treacle, syrup and jam. 5.2 Describe the use of different icing such as glace, water, butter, royal, fudge.	Explain different types of sugars used in baking listed in 5.1. Discuss the uses of different icing listed in 5.2.	Recipe books Items listed in 5.1 & 5.2
General Objective 6.0: Understand the composition, classification, appropriate uses and presentation of different savouries, sweets, sandwiches and pastries.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:

	<p>6.1 Identify hot and cold savouries using fillings, aspic etc</p> <p>6.2 State the specific fats, flours and other relevant commodities for production of quality sweets.</p> <p>6.3 Describe the storage of fats, flours and other commodities for production of sweets.</p> <p>6.4 State the traditional raw materials available for the production of soufflés, bavarois and baked egg custard.</p> <p>6.5 Describe the selection of traditional raw materials in the production of soufflés, bavarois and baked egg custard.</p> <p>6.6 Identify the types of bread and bakery products suitable for making sandwiches, filled bread and rolls.</p> <p>6.7 Explain the principles and processes necessary for making of all pastes, doughs, batters by manual and mechanized means.</p> <p>6.8 Name paste, dough, bakery products e.g. choux, flan and puff paste, fermented goods, sponges, hot and cold sweets, iced confection, fresh and processed fruits etc.</p>	<p>Explain the criteria for identifying hot and cold savouries using fillings, aspic etc.</p> <p>Discuss the value of sweets, puddings and pastries and steps involved in their preparation..</p> <p>Discuss the means and importance of storage of fats, flours and other commodities used in the production of sweets.</p> <p>Discuss various traditional raw materials available in different localities and their selection in the production of soufflés, bavarois and baked egg custard.</p> <p>Explain types of bread and bakery products suitable for making sandwiches, filled bread and rolls.</p> <p>Discuss the principle and processes of making pastes, doughs, batters by manual and mechanized means.</p> <p>Explain with examples types of paste, dough, bakery products, examples in 6.8.</p>	<p>Recipe books</p> <p>Pictures</p> <p>Charts</p> <p>Slides</p> <p>Items for making savouries, sweets, sandwiches and pastries</p>
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ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
MODULE: BAKERY AND CONFECTIONERIES II (PRACTICAL CONTENT)		COURSE CODE: CCP 403	DURATION: 216 HOURS
GOAL: This module is designed to develop in the trainee the skill to display originality and good quality work in pastry and confectioneries.			
General Objective 1.0: Know specialized items in puff and choux pastries.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	1.1 Prepare puff and choux pastry items. 1.2 Display the prepared puff and choux pastry items.	Guide students to prepare and display puff and choux pastry items.	Recipe books Food items for making puff and choux pastries. Pictures, Charts, Slides.
General Objective 2.0: Know the use of yeast goods for the extension of varieties (other than bread and rolls).			
Week	Specific Objectives:	Teachers Activities:	Resources:
	2.1 Prepare yeast dough varieties for baking fondant, savarin, run, baba, crème, chantrolly, marignans, etc. 2.2 Display the prepared yeas dough varieties in 2.1 above.	Demonstrate the use of yeast in baking fondant, savarin, run' baba, crème etc Guide students to prepare and display yeast dough varieties for baking fondant, savarin, run, baba, crème, chantrolly, marignans, etc.	Recipe books Food items for making yeast dough varieties listed in 2.1. Pictures, Charts, Slides
General Objective 3.0: Know the use of sponge mix as bases for specialized gateaux and tortens.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	3.1 Prepare different special gateaux, tortens eg. Gateaux: - chocolate gateaux, mille-feuillesslices, St Honore, etc. Totens : -frangipane flan, chocolate peppermint, crips flan, etc. 3.2 Display the prepared special gateaux and tortens in 3.1 above.	Demonstrate the use of sponge mix as bases for specialized gateaux and tortens. Guide students to prepare and display different special gateaux and tortens listed in 3.1.	Recipe books Food items for making sponge mix as bases for special gateaux and tortens. Pictures, Charts, Slides

Week	General Objective 4.0: Know how to prepare petit fours.		
	Specific Objectives:	Teachers Activities:	Resources:
	<p>4.1 Make petit fours using boiled sugar, nougating marzipan, ganache and fondant.</p> <p>4.2 Prepare variety of petit fours such as: - Almond petit fours, brandy snaps, flap jacks, date crunchies, etc.\</p> <p>4.3 Display the varieties of petit fours prepared in 4.2 above.</p>	<p>Demonstrate how to make petit fours using boiled sugar, nougating marzipan, ganache and fondant.</p> <p>Guide students to prepare and display .variety of petit fours listed in 4.2.</p>	<p>Recipe books</p> <p>Food items for making petit fours in 4.1.</p> <p>Food items for making petit fours varieties in 4.2.</p> <p>Pictures, Charts, Slides</p>
	General Objective 5.0: Know the use of different ices in baking.		
Week	Specific Objectives:	Teachers Activities:	Resources:
	<p>5.1 Make sweets and icing under appropriate temperatures.</p> <p>5.2 Glaze baked goods with sugar.</p> <p>5.3 Prepare marzipan using coloured sugar.</p> <p>5.4 Prepare different icing such as glace, water, butter, royal, fudge, etc.</p> <p>5.5 Apply the use of different icing listed in 5.4 above.</p>	<p>Demonstrate how to make sweets and icing under appropriate temperatures.</p> <p>Demonstrate glazing of baked goods with sugar</p> <p>Demonstrate how to prepare marzipan using coloured sugar.</p> <p>Guide students to prepare and use different icing such as: glace, water, butter, royal, fudge, etc.</p>	<p>Recipe books.</p> <p>Food items for making sweets.</p> <p>Food items for making different icing listed in 5.4.</p> <p>Sugar.</p> <p>Coloured sugar for marzipan.</p> <p>Pictures, Charts, Slides.</p>
	General Objective 6.0: Know the composition, classification, appropriate uses and presentation of different savouries, sweets, sandwiches and pastries.		
Week	Specific Objectives:	Teachers Activities:	Resources:

PROGRAMME: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE

MODULE: FOOD AND BEVERAGES SERVICES II.

COURSE CODE: CCP 404

PRE-REQUISITE: FOOD AND BEVERAGE SERVICES I – CCP 301

DURATION: 72 HOURS.

GOAL: This module is designed to provide the trainee with advanced knowledge and skills food and beverage services.

GENERAL OBJECTIVES: On completion of this module the trainee will be able to: -

Theoretical Contents: -

1. Acquire advanced knowledge in food and beverage service.
2. Acquire advanced knowledge in wine use and service.

Practical Contents: -

1. Know the techniques of food and beverage service.
2. Know the techniques of wine use and service.

	PROGRAMME: ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE		
	MODULE: FOOD AND BEVERAGES SERVICES II. (THEORETICAL CONTENT)	COURSE CODE: CCP 404	DURATION: 144 HOURS.
	GOAL: This module is designed to provide the trainee with advanced knowledge in food and beverage services.		

GENERAL OBJECTIVES: 1.0 Acquire advance knowledge in food and beverage service.			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:
	1.1 List various equipment used in food service such as; flare-lamp, carrying trolley, shafing pans, suzette pans.	Discuss the use of various equipment listed in 1.1 in food service.	Pictures Charts Slide
	1.2 List suitable dishes that are prepared using lamp cookery.	Name suitable dishes prepared using lamp cookery.	Actual equipment used in food and beverage service listed in 1.1.
	1.3 Identify different spirits and liqueurs in flambee work e.g. brandy – control, drambue cherry, whisky, rum-rum, liqueur, e.g. curoa.	Explain different spirits and liqueurs in flambee work listed in 1.3.	
	1.4 Explain the relationship between different restaurant personnel during different preparations. e.g. Restaurant manager, Head waiters, Station head waiter, Chief De Range, Demi Chief De Range. Etc.	Discuss the relationship that should exist between restaurant personnel listed in 1.4 during preparation and service of food and beverages.	
	1.5 Identify parts of a bird.	Name parts of a bird.	Live and Roasted bird.
	1.6 Identify sweets and beverages e.g. <ul style="list-style-type: none"> - Pine-apple or banable - Crepe suzette - Omelette au rhum - Irish coffee royale - Turkish coffee - Chinese coffee, Etc. 	Discuss names of sweet and beverages and their preparation.	Samples of sweets and beverages listed in 1.6.

GENERAL OBJECTIVES: 2.0 Acquire advanced knowledge in wine use and service			
Week	Specific Learning Objectives:	Teachers Activities:	Resources:

	<p>2.1 List different types of alcoholic and non alcoholic drinks.</p> <p>2.2 Outline methods of processing the drinks listed in 2.1 above and state their countries of origin.</p> <p>2.3 Identify various equipment used in the dispensation of the drinks listed in 2.1 above e.g. assorted glasses, siphoning tools, shakers, soda siphons, tort measures carafes (decanter), ice making machines, cork extractors (openers) etc.</p> <p>2.4 Write wine list in order of consumption e.g. Cocktails (mixers); Aperitif; Cups; Wines; Liquor; Beer; Minerals and squashes.</p> <p>2.5 Choose suitable wines for different meal courses.</p> <p>2.6 List different types of beer and wine.</p>	<p>Discuss the value of alcoholic and non-alcoholic drinks in food and beverage service.</p> <p>Discuss the methods of processing drinks listed in 2.1, their countries of origin and the equipment used in their dispensation.</p> <p>Explain selection of wine in order of consumption, examples in 2.4.</p> <p>Discuss suitable wines for different meal courses and how they are served in terms of temperature.</p> <p>Mention various types of beer and wine.</p>	<p>Pictures Charts Slides</p> <p>Assorted equipment used in the dispensation of drinks listed in 2.1.</p> <p>Samples of assorted wine listed in 2.1.</p> <p>Samples of beer.</p>
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ADVANCED NATIONAL TECHNICAL CERTIFICATE IN CATERING CRAFT PRACTICE			
	MODULE: FOOD PREPARATION III (PRACTICAL CONTENT)	COURSE CODE: CCP 404	DURATION: 144 HOURS
GOAL: This module is designed to provide the trainees with advanced skill in food and beverage services.			
General Objective 1.0: Know the techniques of food and beverage service.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	<p>1.1 Roast and carve a bird.</p> <p>1.2 Prepare and serve in front of the guests the following flameble dishes:</p> <ul style="list-style-type: none"> - Fruit-florida cocktail; - Half grape fruits; orange salad; - Egg-jam omelette; omelette au rhum; - Fish-shell; fish cocktail; sole Victoria; fried sole; omelette scampi; - Meat-stack Diane, steak tartare. <p>1.3 Prepare and serve sweets e.g. banana or pineapple or pear flambee, crepe suzette, omelette au rhum.</p> <p>1.4 Prepare and serve beverages e.g. Irish coffee royale, Turkish, Egyptian, Chinese coffee etc.</p> <p>1.5 Prepare salad dressing e.g. vinaigrette, lemon, mayonnaise, acidulated cream, mustard, etc.</p> <p>1.6 Arrange and serve parties e.g. banqueting, out-door catering (ODC), wedding reception, buffet using products of 1.1-1.5.</p>	<p>Demonstrate roasting and carving of a bird.</p> <p>Guide students to prepare and serve in front of guests different flameble dishes listed in 1.2.</p> <p>Demonstrate the preparation and service of sweets, beverages, and salad dressings listed in 1.3, 1.4 and 1.5 respectively.</p> <p>Guide students to arrange and serve parties e.g. banqueting, out-door catering, wedding reception, buffet using roasted bird, prepared flameble dishes, sweets, beverages, salad dressings etc.</p> <p>Take students out to participate in the preparation and service of items mentioned above in appropriate parties.</p>	<p>Pictures Charts Slides</p> <p>Roasted and live birds.</p> <p>Equipments used in the preparation and service of sweets, beverages and salad dressings.</p>

General Objective 2.0: Know the techniques of wine use and service.			
Week	Specific Objectives:	Teachers Activities:	Resources:
	<p>2.1 Serve different types of drinks in their right forms, temperatures, equipment e.g. room temperatures for red wines and for white wines e.g. champagne, Chablis and rose wines e.g. matteus rose, rose tavel, vin rose serve in chilled forms.</p> <p>For non-alcoholic drinks like: Aerated water Natural spring or minerals. Squashes Juices Syrups.</p> <p>Note: Serve with correct glass in right proportion.</p> <p>2.2 Identify different types of beer and wine, places and occasions they are found and used and also, the purpose of their use.</p> <p>2.3 Mix and serve beer in their different mixes e.g. i) shandy; ii) black velvet or guinness and champagne; iii) mild and bitter; iv) stout and mild; v) brown and mild vi) light and mild; vii) black and tan.</p> <p>2.4 Use local wines like plam wine, cocoa wine, kola wine, pito, burukutu, kai-kai or ogogoro or ikpetesi, to produce good mixes and serving effects.</p>	<p>Demonstrate the service of suitable wines for different meal courses and occasions using correct glasses and at right proportion.</p> <p>Determine suitable temperature for service of different wine at different meal courses and occasions.</p> <p>Show students different types of beer and wine available in the bar and for home and party uses.</p> <p>Demonstrate the mixing and serving of different kinds of beer and wine to get good mixes and serving effects, examples in 2.3.</p> <p>Explain the sources and uses of local wines listed in 2.4. Demonstrate how to produce good mixes and serving effects from local wines listed in 2.4.</p>	<p>Assorted equipment used in the dispensation of wine listed in 2.1.</p> <p>Samples of assorted wines listed in 2.1.</p> <p>Wine glasses Thermometer.</p> <p>Samples of different types of beer and wines for private and public uses.</p> <p>Samples of local wines listed in 2.4.</p>

Tables `	-	Squeegees
Chairs	-	Replacement Blades
Cutting Equipment	-	Cloths
Potato Portioners	-	Butter Muslin for covering food
Pot Mats (asbestos)	-	Tea Towels
Rinsing Baskets	-	Apple corers
Rolling Pins	-	Apple Peeling Machine and Blades
Scales and Weights	-	Baths
Kitchen Scissors	-	Dust Bins
Scoops”	-	Chopping Boards
Flour Sieves	-	Deep Aluminium Bowls
Skewers	-	Polythene Buckets
Skimmers	-	Canisters
Conical Strainers	-	Case Openers
Thermometers and Refrigerators	-	Colanders
Can Openers	-	Corkscrew
Tongs	-	Door Mats
Knives –	-	Dust Pans
Bread	-	Fish Slices
Butchers	-	Flour or Sugar Dredgers
Carving	-	Round Graters
Cooks	-	Plain Pastry Cutters
Ham slicer	-	Lemon Squeezers
Palette	-	Graduated measures
Vegetable		
Kitchen		
Perforated		
Mincining Machines	-	Vegetable Storage Area
Paddles	-	Dry Food Storage Area
Pan Scourers	-	Cold Storage
Piping Bags	-	Daily Equipment Stores
Pipping Nozzles	-	Cooks Store
Plate Scrapers	-	Reserve Equipment Store
Potato Mashers	-	Daily Cleaners Cupboard
Clocks	-	Drying Cupboard

First Aid Boxes
Mirrors
Cloakroom
Pot and Pan Racks
Towels and Towl Airers
Wingers (sinks and sand fitting)
Callapsible Stands for Wringers
Boiling Pots
Frying Pans
Friers (deep fat with basket)
Kettles
Saucepans
Saucepans double
Steamers (aluminium)
Lids for Steamers
Bases for Steamers
Tins, (multi-purpose for baking,
Steaming and serving)
Tin (tart)
Roasting Tins, (without lid)
Jugs Aluminium
Mixing Bowls (stainless steel)
Mixing Bowls (glass)
Tea Pots (aluminium)
Forks (cook's)
Spoons
Steels
Broom (without handles)
Cobwed brush handles
Brushes
Deck Scrubbers (head only)

- Incidental Storage Space.

LIST OF PARTICIPANTS FOR CURRICULUM REVIEW WORKSHOP FOR NTC & ANTC CATERING CRAFT PRACTICE AT KATSINA FROM 2nd -5th APRIL 2007.

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