This year

Non Exam Assessment worth _____% of final grade

Finish theory and revise for online exam _____% of final grade

What % are they each worth?

Name and candidate number:

Keswick School 42217

EDUQAS
Level 1/2 Hospitality and Catering

Brief: Traditional British dishes made using local ingredients have become popular with chefs and customers due to the popularity of television shows such as the Great British Bake Off, Great British Menus and MasterChef. People also want to be more environmentally friendly by reducing food miles and food waste.

"Waste Not, Want Not" is a new bistro due to open on the edge of a city centre. The bistro is located on the roof of a canal-side warehouse, which also holds a number of other businesses including a local food market and an arts and craft centre, which runs workshops for adults and children. The owners will also act as the catering manager and head chef. They have hired three catering assistants to work in the kitchen and they have plans to employ an apprentice.

The owners are now finalising the menu. They want to showcase the food of their country and hope to serve nutritious, interesting dishes, which contain locally sourced, seasonal ingredients. At the same time, they want to promote the idea of sustainable living to families with young children. The owners plan to grow herbs and salad ingredients on the roof and have 6 outdoor tables for service. There will be another 8 tables inside the bistro.

The owners want to make sure that the dishes they serve are not only healthy, but that the establishment meets all legal and environmental requirements.

You have been appointed as one of the catering assistants and your first responsibility is to plan some of the dishes for the bistro menu. The dishes can be starters, main courses or desserts, but must include local ingredients. The apprentice must be able to prepare and cook at least two of the dishes that will be included on the new menu. You therefore need to ensure the dishes you choose allow the apprentice to demonstrate three skills in preparation and three in cooking. To help the apprentice you also need to produce a plan that he/she can follow to cook the dishes. To make sure your plan works; you should cook the dishes using the plan.

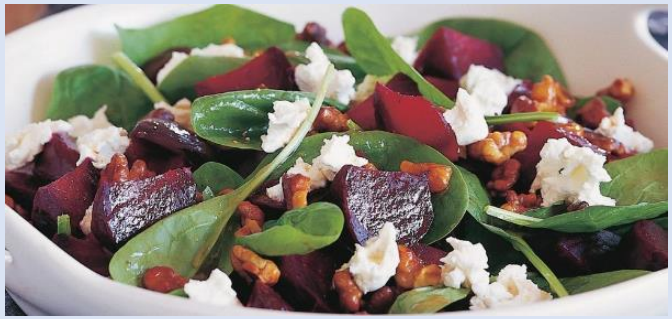
Remember: YOUR WORK MUST BE YOUR OWN AND CANNOT BE DONE IN GROUPS OR COPIED FROM OTHERS. YOU CAN USE THE BLANK WORKBOOK ON YOUR EXAM USER AREA OR DESIGN YOUR OWN LAYOUT.

Learning Objectives for task

LO1: Understand the importance of nutrition when menu planning (3 hours)

LO2: Understand menu planning (3 hours IT time). Propose 4 dishes that would be suitable for your menu. Plan for the production of two dishes that could be included on the menu. (3 hours)

LO3: Be able to cook. Prepare, cook and present two dishes with all the sides that the apprentice will prepare and cook. (3 hour exam)



Others????... Post it

Task 1
Starter: Preparation and cooking skills

	Knife skills – filleting meat, & fish and fine vegetable cuts	Combine and shape doughs… pastry, pasta bread	Whisking	Rubbing in	Segmenting	Blending	Piping	Boiling	Poaching	Grilling	Baking	Roasting	Proving	Dry frying	Stir-frying	Chilling	Sauce making	Garnishing and finishing
Soup & scone																		
Pate and toast																		
Eggs benedict																		
Fish cake and salad																		
Sausage, mash and gravy																		
Pie, wedges and veg																		
Grilled fish, piped potatoes and veg																		
Fruit fool																		
Tartlets																		
Strawberry cake																		
Meringue																		
Sponge pudding																		

Practical Friday 7th Sept

Fruit pavlova
Ingredients for 2
For the pavlovas

- 2 free-range egg white
- 1 large pinch cream of tartar
- 100g caster sugar

Skills:
Weigh and measure, separating eggs, whisking, piping, baking, fine garnishing.

Nutrition and healthy eating:
Meringues are very high in sugar and should only be eaten occasionally as a treat. They are better if eaten with fresh fruit for fibre and vitamin C

Method

1. Preheat the oven to 180°C/Gas 4. Line a baking sheet with baking paper.
2. Use an edible marker to draw 2 pavlova circles on your baking sheet 10cm in diameter.
3. Separate the egg yolks from the egg whites.
4. Whisk the egg whites in a very clean large bowl with a pinch of cream of tartar using an electric whisk until soft peaks form when the whisk is removed.
5. Continue to whisk the egg whites, gradually adding the sugar a couple of dessertspoons at a time, until all of the sugar is incorporated and the egg whites form stiff peaks when the whisk is removed.
6. Pipe or spoon large swirls of the mixture onto the prepared baking tray and mould into nests.
7. Place into the oven, then immediately turn the temperature down to 120°C/Gas ½ and cook for one hour.

CLEAN AS YOU GO

To serve

- 100ml double cream
- 4 strawberries
- 2 plates

Cream of tartar will be in school.
You can buy eggs and sugar from Mrs M for 75p. Leave cream and fruit at home as meringues won't be ready to decorate until you get them home

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Performance bands					
Learning Outcome	**Assessment criteria**	**Level 1 pass**	**Level 2 pass**	**Level 2 merit**	**Level 2 distinction**
LO1 Understand the importance of nutrition in planning menus	**AC1.1** Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	
	AC1.2 Compare nutritional needs of specific groups	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving some reasons for similarities and differences.	Compares nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compares nutritional needs of two specific groups giving clear and in depth reasons for similarity and differences.
	AC1.3 Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.	
	AC1.4 Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of food production methods impact on nutritional value. Reasoned statements are presented.		

Performance bands					
Learning Outcome	**Assessment criteria**	**Level 1 pass**	**Level 2 pass**	**Level 2 merit**	**Level 2 distinction**
LO2 Understand menu planning	**AC2.1** Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.	
	AC2.2 Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explains how dishes on a menu address environmental issues. Explanation includes reasoning.		
	AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.	
	AC2.4 Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.

Performance bands					
Learning Outcome	**Assessment criteria**	**Level 1 pass**	**Level 2 pass**	**Level 2 merit**	**Level 2 distinction**
LO3 Be able to cook dishes	**AC3.1** Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.
	AC3.2 Assure quality of commodities to be used in food preparation	A limited range of materials are checked for quality throughout preparation and issues identified and resolved with guidance.	A range of materials are independently checked for quality and issues identified throughout preparation. Some issues resolved with guidance.	All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance.	
	AC3.3 Use techniques in cooking of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.
	AC3.4 Complete dishes using presentation techniques	Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.	Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds minimum standards for appearance, smell and taste. Consideration to food safety given throughout.
	AC3.5 Use food safety practices	Uses food safety practices in preparation, cooking and completion but may require intervention.	Uses food safety practices in preparation, cooking and completion with limited intervention.	Effectively uses food safety practices in preparation, cooking and completion. No intervention required.	

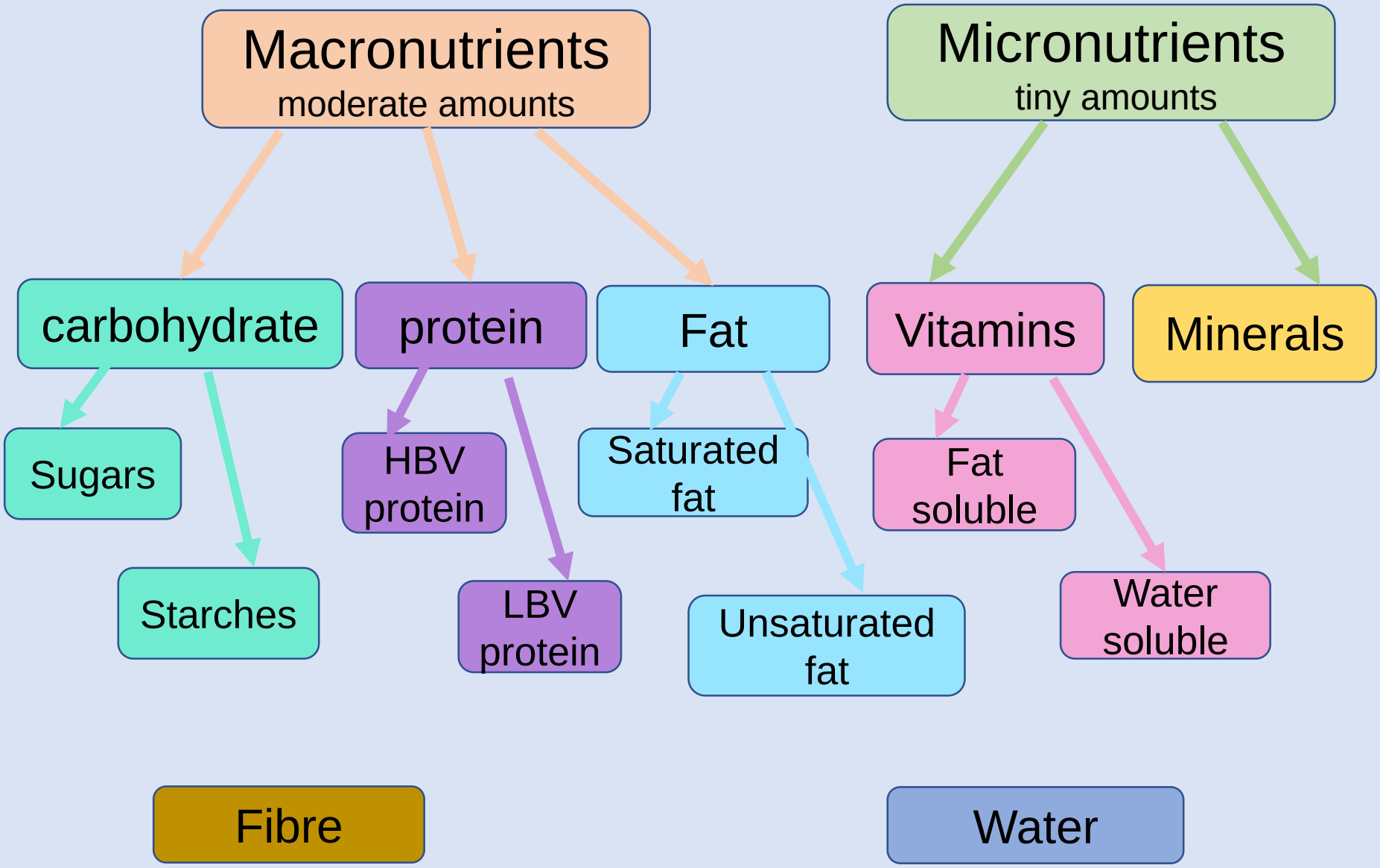
AC 1.1 Describe the functions of nutrients in the human body
Refer to AC1.1 to see what the criteria for marking is

Protein
Fat
Carbohydrates
Water
Fibre
Vitamin A
Vitamin B group

Performance bands			
Assessment criteria	**Level 1 pass**	**Level 2 pass**	**Level 2 merit**	**Level 2 distinction**
AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	

AC 1.1
Function of nutrients in the body

Nutrients


Macronutrients
moderate amounts
Micronutrients
tiny amounts
carbohydrate
protein
Fat
Vitamins
Minerals
Sugars
Starches
HBV protein
LBV protein
Saturated fat
Unsaturated fat
Fat soluble
Water soluble
Fibre
Water

What do you already know about protein?..... Post it here.....

What is the function of protein?

- Protein provides the amino acids for the body to grow especially in children and pregnancy
- Protein is used to repair body tissues after illness, injury or surgery
- Produces enzymes for digesting foods
- A secondary source of energy for the body
- Protein contains a variety of amino acids with different forms of protein containing all or some of the amino acids needed by the body

Proteins : HBV

Proteins that contain all the amino acids needed by the body are called High Biological value HBV – all animal sources except soya

Proteins : LBV

Plant proteins that contain some of the amino acids needed are called Low Biological value LBV – all plant sources. By eating a variety of LBV you can get all the amino acids needed

Protein supplements

The only people who might need to use protein supplements are serious athletes who push their body very hard. Eating a balanced diet can provide all the protein needed by the body. GDA protein = 50g

Soya Beans

Whole soybeans are an excellent source of protein and dietary fibre. Soy protein is the only vegetable with a complete protein. Raw soybeans are toxic to humans so must be cooked! Soya beans can be made into many products including soy flour and soymilk!

Textured soya is a protein made from wheat and soya beans. It can be made into different shapes and sizes and even made into products which look like ham, beef and poultry.

Quorn is the name of the brand! Mycoprotein is the main ingredient in all Quorn products. It's made from a member of the fungi family. It is low in fat and can be made into many shapes and sizes. (HBV source of protein)

Tofu is soya bean curd and can be used in stir fries and other dishes. It is high in protein and also calcium!

What is the function of fat?

- Fat provides the body with essential fatty acids and energy.
- One gram of fat provides 37 kJ.
- Fat provides a store of energy for the body.
- Fat also provides a layer of protection for the major organs in the body.
- Fat carries important fat soluble vitamins (A, D, E and K) and is important for their absorption.
- Contains essential fatty acids such as omega3
- Eating food with fat in helps you feel full.

Saturated fats

Saturated fat can be found in meat, cakes, biscuits, and lard. Mostly animal sources except coconut oil











Unsaturated fats

Monounsaturated and polyunsaturated fat can be found in rapeseed oil, olive oil, oily fish, avocado






Fats and oils

Fats
(solid at room temperature)

Saturated fat

Examples of fats; butter, margarine, lard and dripping.

Oils
(liquid at room Temperature)

Unsaturated fat

Examples of oils; corn oil, sunflower oil, peanut oil, sesame seed oil

What is the function of carbohydrate?

- Carbohydrate provides an important source of energy for the body.
- Carbohydrate provides 16kJ per gram which is used both for energy to move and be active as well as energy for body processes such as breathing, heart beating
- Vitamin B (thiamine and riboflavin) help release the energy to the body
- All carbohydrates are converted to **glucose** when digested and this is converted to energy

- If the energy is not used up then it is stored as body fat

Carbohydrates: Starches

Starchy foods provide a slow release of energy and help our blood sugar levels stay the same so we don't feel tired. (Also known as complex carbohydrates)







Carbohydrates: Sugars

- Sugar gives a fast release of energy that means your blood sugar levels go up
- Some foods contain natural sugars such as milk, fruit & honey.




Many foods such as fizzy drinks, cakes, biscuits & jam contain added table sugars. This is the sugar that can be bad for our health and our teeth!



Watch out for hidden Sugars

- Food manufacturers add sugar to many foods and drinks to improve the taste & flavour.

- It is sometimes called hidden sugar because we may not realise it is there.

- Foods such as pasta sauce, soups, cereals, baked beans contain added sugar.

- Manufactures often try to disguise sugar by referring to it as glucose, dextrose, fructose.

Fibre

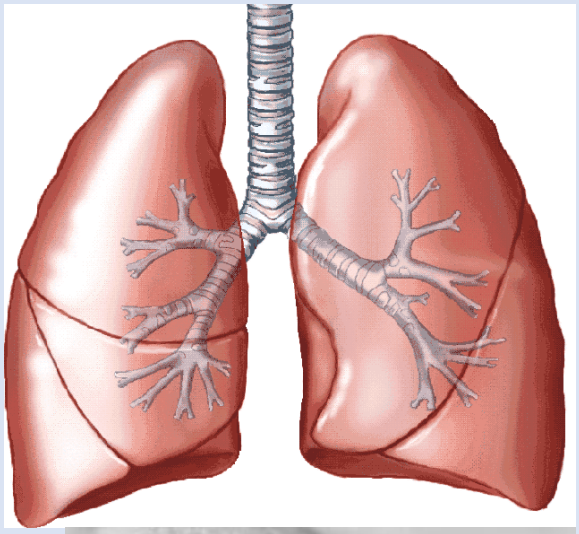
- Fibre is sometimes classified as a carbohydrate although it is not actually a nutrient. This is because it is not absorbed by the body.
- As fibre passes through the body it absorbs water and adds bulk to the waste making it soft..
- Fibre is also thought to slow down digestion which helps to control blood sugar levels.
- Soluble fibre dissolves in the body's water and acts to reduce cholesterol.
- Fibre can make you feel fuller for longer so helps in weight loss and apetite

Where is fibre found?

- oats, barley rye and bran
- fruit, such as bananas and apples
- root vegetables, such as carrots and potatoes
- wholemeal bread
- cereals
- nuts and seeds

Vitamin A

- needed for structure and functioning of the skin and mucous membranes,
- Cell differentiation
- helps with vision in dim light and colour vision
- keeping the immune system healthy.
- fat soluble.



Where is vitamin A found?

- liver, whole milk, cheese, butter, margarine,
- carrots, dark green leafy vegetables
- orange coloured fruits, e.g. mangoes and apricots.








B Vitamins

- B vitamins are water soluble vitamins needed for the release of energy from food.

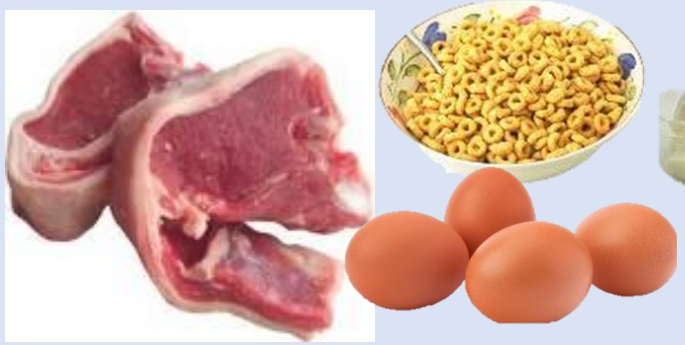
- .B1 Thiamin for the transfer of energy from carbohydrates
- B2 Riboflavin for the transfer of energy from carbohydrates, fats and protein

- B3 Niacin for energy release, skin and membranes,
- B9 Folate for red blood cells and nervous system
- B12 Colbalbumin for red blood cells

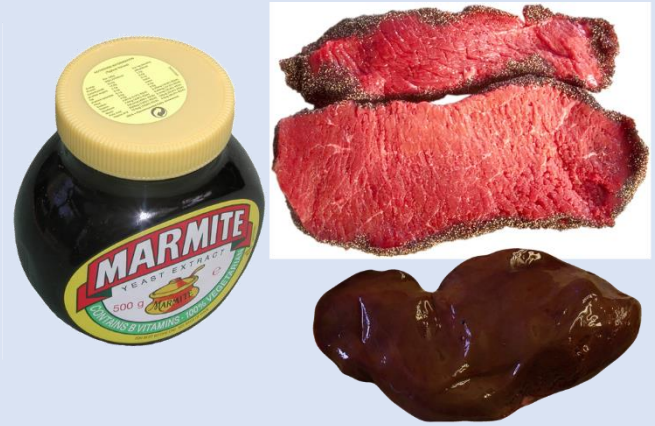
Where are B vitamins found?

B1 B2

B9



B3

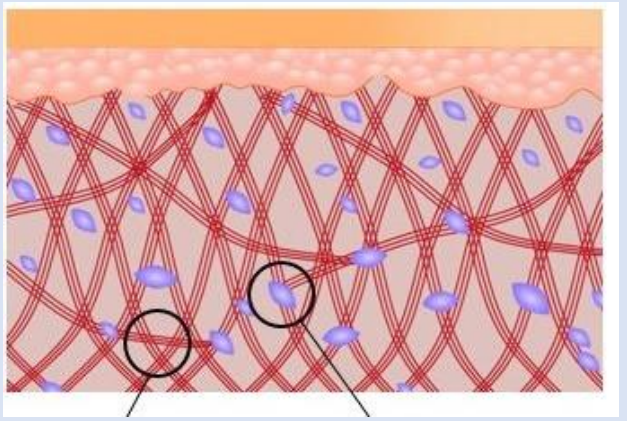


B12

Vitamin C

- Vitamin C is a water soluble vitamin needed for the structure and function of body tissues, e.g. collagen.
- Assists the healing process
- Vitamin C helps the body to absorb iron from vegetables
- .
- Anti oxidant protects cells
- Immune system

.



Where is vitamin C found?

- Fresh fruits, especially citrus fruits and berries
- Green vegetables, peppers and tomatoes.
- Vitamin C is also found in potatoes

Vitamin D

- Vitamin D is needed for the absorption of calcium and phosphorus from foods, to keep bones healthy.
- Vitamin D is also a fat soluble vitamin.
- Vitamin D is often added to cereals and margarine

Where is vitamin D found?

The sources of vitamin D include oily fish, eggs, fortified cereals and margarine.

The body can make vitamin D when the skin is exposed to sunlight, i.e. in summer in the UK.

Vitamin E

- Vitamin E helps maintain healthy skin and eyes, and strengthen the body's natural defence against illness and infection

Vitamin K

- Vitamin K is needed for clotting of blood and is also required for normal bone structure.
- Infants are given vitamin K at birth.
- Vitamin K is found in green leafy veg e.g. broccoli, lettuce, cabbage, spinach and meat and dairy products

Calcium

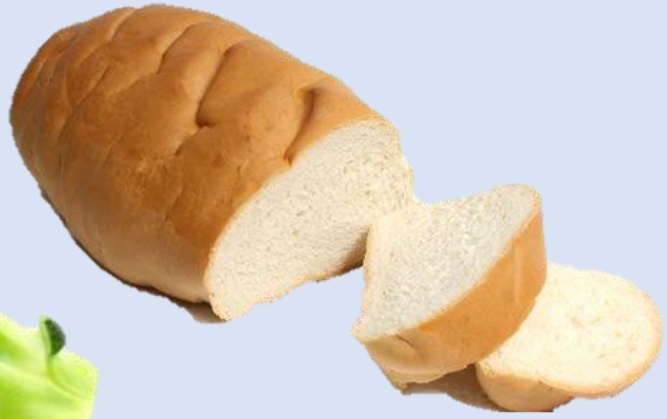
- Calcium is very important when the bones are growing.

- Calcium is an important mineral needed by the body to form, strengthen and maintain bones and teeth;
- for normal functioning of muscles;
- for blood clotting and control of blood pressure
- The skeleton contains about 99% of the body's calcium

Where is calcium found?

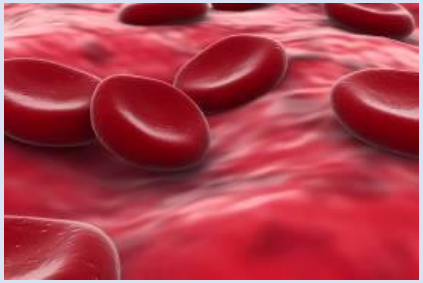
The sources of calcium are milk, cheese and other dairy products, some leafy green vegetables such as broccoli, fortified soya bean products and bread.

Vitamin D helps the body to absorb calcium.



Iron

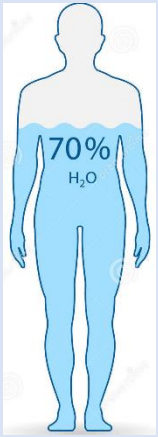
- Iron is used by the body to form haemoglobin in red blood cells. These transport oxygen around the body.
- Iron is also required for normal metabolism and removing waste substances from the body.
- required for energy metabolism and has an important role in the immune system.
- There are two types of iron; one from animals sources and the other from plant sources



Where is iron found?

- Animal and plant sources.
- Liver , red meat, eggs, poultry, fish,
- Pulses, nuts, dried fruits, whole grains and dark green leafy vegetables.
- Iron from meat sources is easier for the body to absorb. Plant source iron needs vitamin C to be absorbed

Sodium



- Sodium is found in all cells and body fluids.
- It helps to regulate body water content and balance electrolytes.
- Sodium is also involved in the use of energy, as well as the functioning of the central nervous system.
- Sodium is also needed for the absorption of some nutrients and water from the gut
- Sodium is a component of table salt, known as sodium chloride (NaCl).

Where is sodium found?

- found in very small amounts in raw foods.
- added during processing, preparation, preservation and serving.
- Adding salt is the biggest source of sodium

Potassium

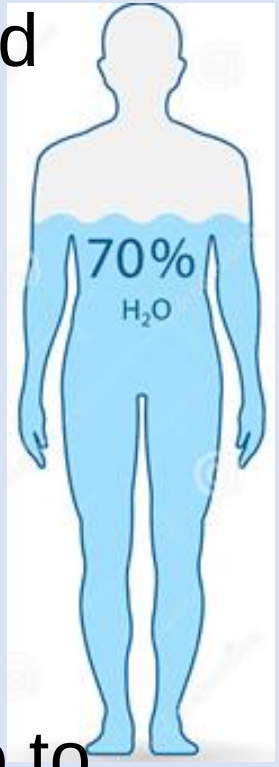
- Potassium is essential for water and electrolyte balance and normal functioning of cells, including nerves.
- Potassium is present in all foods, but found richly in fruit (dried fruits, bananas, berry fruits), leafy green vegetables (e.g. broccoli and spinach) meat, nuts, seeds and pulses.

Fluoride

- Fluoride is needed for the formation of strong teeth and protects against dental decay,only a small amount is required for good health
- Fluoride can be found in drinking water and in small amounts in tea and saltwater fish.Fluoride toothpastes are another important source

Water in the diet

Water is the major component of body fluid and has many functions in the body:



- it acts as a lubricant for joints and eyes;
- it is the main component of saliva;
- it helps get rid of waste;
- it helps regulate body temperature.

The body loses water all the time, when we go to the toilet, from sweat and also evaporation from skin. If we do not consume enough water, we become dehydrated.

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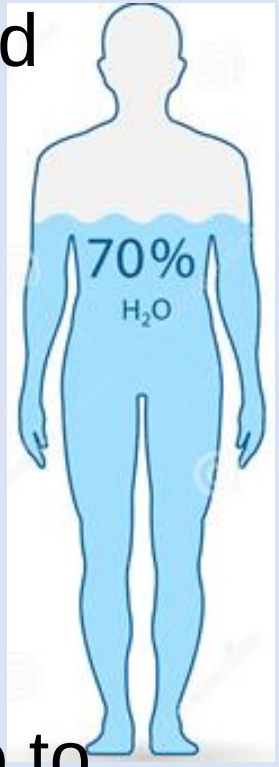

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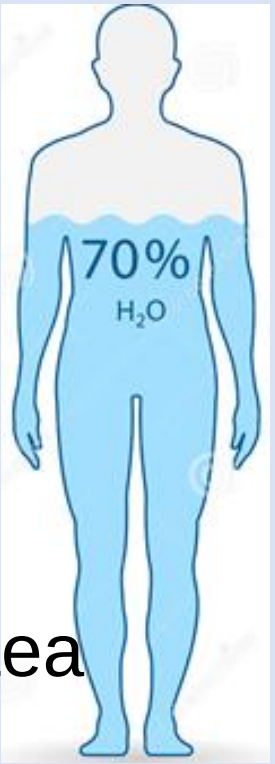

- Water is provided by food and drinks.

- 20% of water consumed is from food
- 80% is from drinks
- Some fluids are less beneficial, coffee and tea can increase water loss, sweetened drinks contain a lot of sugar and fizzy drinks are acidic on the teeth

How are you doing?

Performance bands				
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AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	

AC1.2 Compare the nutritional needs of specific groups

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Specific groups include…….

- Age related
- Special diets
- Medical conditions
- Activity levels

See if you can spot some differences and similarities

Specific groups- Children

- As children grow they can consume larger meal but must balance the amount eaten with physical activity or they will put on too much weight.
- base their diet around the eatwell guide to ensure they get all the nutrients they need
- Children tend not to like spicy foods or unusual tastes so adult foods may not be appropriate
- Highly processed foods should be avoided as they contain too much salt and sugar for children

Age	Sugar	salt
4-6	19g	3g
7-10	24g	5g
11 +	30g	6g

Specific groups- Children

- Energy requirements increase because they grow quickly and become active.
- Good supply of protein, calcium, iron, vitamin A and D, as part of a healthy, balanced diet
- Calcium and vit D for healthy tooth development, and strong bones.
- Limit sugary carbohydrates such as sweets -tooth decay.
- Fat: small amounts for energy and insulation.
- Young children small stomachs, small and frequent meals. No room for junk food
- Children cannot cut food and chew as easily so need easy to eat foods
- Avoid nuts- choking and allergy risks,

Specific groups- teenagers

- Adolescence is a period of rapid growth and development and is when puberty occurs
- Boys need more protein and energy than girls due to their later growth spurt
- After menstruation begins, girls need more iron than boys to replace losses.
- Boys need extra iron initially for growth and muscles but this need decreases after age 19
- Increase in need for calcium for bone development with growth
- Must maintain good vitamin and mineral intake despite junk food

Specific groups- Adults

- Requirements do not change much between the ages of 19 to 50, except during pregnancy and lactation.
- On average, UK adults are having too much saturated fat and salt from food, and not enough fruit and vegetables.
- A balanced diet should ensure that the correct amounts of Protein fat and carbohydrate are consumed
- All the vitamins and minerals required should be present in a balanced diet without the need for supplements

Specific groups- Adults

- Men need to have a good intake of selenium and lycopene which protects against prostrate cancer in later life
- Women need additional calcium and iron to protect against anaemia and osteoporosis. Folate in the form of folic acid is needed in pregnancy for the developing foetus.

- Sports and high activity work may give in increased need for energy rich foods and protein. An excess of energy in the diet will lead to weight gain so it has to be balanced against activity levels

Specific groups- Older adults

- Older adults need protein to repair worn out body cells. They need a good supply of calcium and Vitamin D in order to maintain healthy bones and teeth and iron to keep body healthy.
- In winter time, they may need a little more fat in their diet to provide body warmth. Fresh fruit and Vegetables are important for a good supply of vitamins and minerals.
- Old people may have digestive problems or may have difficulty cutting food (because of arthritis) or chewing food (because of false teeth).
- Examples of food suitable for the elderly = Soft foods – boiled potatoes, stew, soup, casseroles, one pot meals.
- A good supply of fibre is needed to prevent constipation in the elderly who may be less active

Specific groups- Older adults

- Older adults should have plenty of calcium intake from milk and dairy products, green leafy vegetables, beans, pulses, and products made from white and brown flour, which are fortified with calcium in the UK.
- As people age, osteoporosis may occur when bones become weak, brittle and break easily. This may lead to fractures in the wrist, back and hip.
- They should also remain active and have adequate vitamin D from foods such as oily fish, cod liver oil and margarine, or through the action of sunlight on the skin.
- Everyone over 65 years of age is recommended to take supplements of vitamin D.

Which groups may be at risk of dehydration?

• Older adults may have a weaker sense of thirst. If necessary they should be helped and encouraged to drink regularly.

• Children need plenty of fluid and they should be encouraged to drink regularly, especially if they are very active.

• People who are very physically active should drink enough fluid to replace the water loss through sweating.

Vegetarians

Lacto vegetarians - do not eat meat or eggs but will eat dairy products such as milk.

Lacto ovo vegetarians do not eat meat but will eat dairy products and eggs

- There may be a lack of High biological value HBV proteins in the diet so vegetarian need to make sure that they combine different sorts of proteins to ensure they get all the essential amino acids
- Most of the iron needs to come from leafy green vegetables as there is no meat source.
- Vitamin C is needed to help convert iron from plants so it can be used by the body

Vegans

Vegans - DO NOT eat any animal products which include meat, poultry, fish eggs and dairy products and honey.

- Protein and calcium are the main nutrients that need extra care to make sure enough is consumed.
- Protein from nuts and beans (pulses) and soya needs to be eaten in a variety to make sure all the essential aminl acids are consumed
- Calcium from nuts, seeds and dark green vegetables is in low amounts so extra is needed along with vitamin D to help absorbtion
- Iron from leafy green vegetables, chickpeas, lentils need to have a good intake of vitamin C to endure the body can process the iron
- Vitamin B from marmite and tofu

Diabetes

- Diabetes develops when the body cannot use glucose properly due to lack of the hormone insulin.
- Diabetics have to limit the amount of starchy and sugary carbohydrates in the diet
- Following healthy eating guidelines will provide diabetics with all the nutrients they need
- Type 1 diabetes often develops in childhood so children may need to have their carbohydrate intake calculated for them as they are too young to do it . Insulin needs to be calculated according to the blood sugar readings and kept within certain values
- Type 2 diabetes develops in later life and is controlled by low sugar and low carbohydrate diets without the need for insulin

Lactose intolerance

- Avoid milk and milk products
- Experience nausea, bloating, pain in the abdomen and diarrhoea
- Eat goats cheese, soya milk, feta cheese, rice milk all good sources of calcium
- Make sure enough vitamin D is consumed to allow calcium to be fixed in the body
- Soya and vegetable products replace milk in a number of foods, milk, cream, cheese, yoghurt can all be made from soya

Coeliac/gluten intolerance

- Intolerant to the protein gluten
- Causes diarrhoea, anaemia, weight loss
- Gluten is found in many cereals plants primarily wheat, rye, barley and some oats
- Rice, maize and potatoes are gluten free sources of starchy carbohydrates.
- All other nutrients are available from gluten free sources but need to check labels for gluten as an ingredient

Food allergies

- A food allergy is one particular type of food intolerance that involves the body's immune system. only true allergies involve the immune system.

- In the UK, the most common food allergies are to eggs, milk, fish, peanuts and tree nuts (such as walnuts, Brazil nuts and almonds). * In the UK, kiwi fruit allergy among children is becoming more common.*

- Not really any nutrient deficiencies associated with food allergies as the macro and micro nutrients can be obtained from other sources

- Need to check labels carefully and cateres have to label any of the 14 most common allergens on their menus

AC1.2 Compare the nutritional needs of specific groups
Refer to AC1.2 for marking criteria- different needs and similarities

Group 1	Group 2
Protein	
Carbohydrates-sugars and starches	
Fats	
Vitamins and minerals	

AC1.2 Compare the nutritional needs of specific groups

Group 1	Group 2
Different needs and similarities	

AC1.2 Compare the nutritional needs of specific groups

Mr Baillie to the rescue!

What does an English teacher know about LO1.2 ? Well, he knows how to use the language of comparison for a start.

- In some ways……and…..are alike. For instance, they both ……..
- Another feature they have in common is that……
- Moreover, they are both……
- However, they also differ in some ways. For example…….. whilst……
- Another difference is that…….. whereas…
- Finally……but……
- The similarities/differences seem more significant that the similarities/differences because…….

Age related needs	Dietary needs	Dietary choices
Young children	Lactose intolerance	Vegans
……	……	……

Rescue for AC1.2

- In some ways,……and…..are alike. For instance, they both……..
- Another feature they have in common is that……
- Moreover, they are both……
- However, they also differ in some ways. For example,……., whilst…….
- Another difference is that……., whereas…
- Finally……but…….
- The similarities/differences seem more significant that the similarities/differences because…….

AC 1.3 Explain the characteristics of unsatisfactory nutritional intake

AC1.3 Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.	

Under nutrition- Deficiency

- Under nutrition occurs when is there is a deficiency of one or more nutrients. It may be mild or severe. Mild forms of under nutrition exists in the UK, e.g. micronutrient deficiency.
- Severe under nutrition is rare in countries like the UK, but can be common in some developing countries.
- The body may adapt to a short period of under nutrition. Some nutrients, such as fat-soluble vitamins, are stored in the body and can be used if the diet does not provide enough.

Over nutrition- Excess

- Over nutrition is a problem usually associated with developed countries, such as the UK.
- The most common form of over nutrition is having an energy intake in excess of needs, resulting in overweight and obesity.
- Very high intakes of minerals and fat soluble vitamins (more can usually be obtained from food sources alone) can be toxic. This is because they are stored in the body, e.g. vitamin A is stored in the liver.

Energy

- All food and drinks contain energy (except water)
- Energy balance is important in maintaining a healthy weight.
- Too little energy results in weight loss, this could be from a restricted diet or from eating disorders, or deliberate in weight loss diets.
- Too much energy leads to weight gain, overweight and obsess people have higher risk of developing type 2 diabetes, high blood pressure, heart disease and some cancers.

Protein

Deficiency

- Vegetarians and vegans need to make sure they eat avariety of foods to get all the essential amino acids

- Protein deficiency is rare, PEM – protein energy malnutrition,in infants with stunted growth or thin arms and legs, and large distended abdomens.

Excess

- Most excess protein is broken down and used as energy supply
- Could cause damage to kidneys if very extreme
- Acids accumulate in joints- Gout

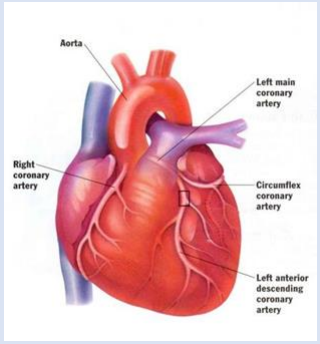
Fat

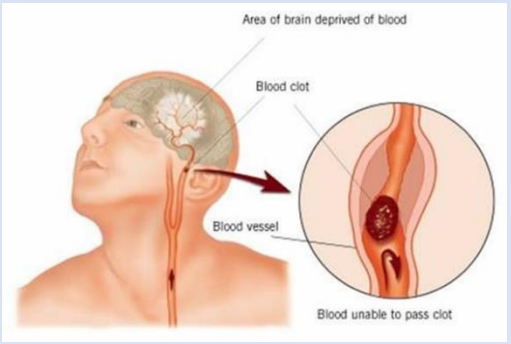
Deficiency

- hard to consume insufficient fat in a modern diet, extremes eg body builders, eating disorders
- Hair falling out, brittle nails and dry skin
- Brittle nails
- Vitamin deficiencies ADEK

Excess

- coronary heart disease,
- obesity
- strokes.
- High cholesterol blocks arteries





Carbohydrates

Deficiency

- The short term effects of a lack of carbohydrates are weight loss and lethargy.

- carbohydrate deficiency is rare, PEM – protein energy malnutrition,in infants with stunted growth or thin arms and legs, and large distended abdomens.

Excess

- When too much carbohydrate is consumed and not used for energy over an extended period of time, it is stored as fat.
- Too much sugar can lead to tooth decay
- Excess carbohydrate could lead to type 2 diabetes

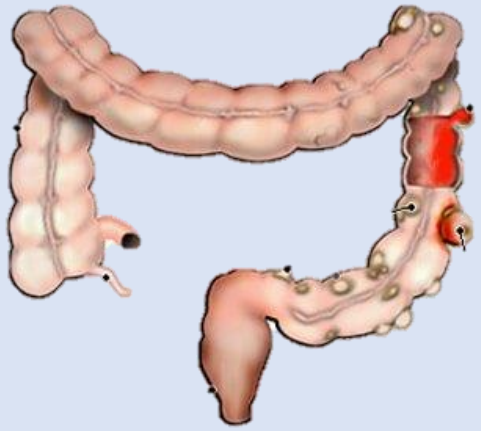
Fibre

Deficiency

- Constipation leading to long term impaction in the bowel, diverticulitis needs surgery
- Increased risk of bowel cancer

Excess

- Short term effects such as discomfort in the stomach
- Excess flatulence
- Some people with IBS cant tolerate too much fibre



Vitamin A

Deficiency

- Effects on the retina and low light vision
- Dry skin and hair
- Getting lots of infections

Excess

- Vitamin A is stored in the liver and too much vitamin A can be toxic.

Vitamin C

Deficiency

- Slow wound healing
- Scurvy if extreme
- Anaemia because iron is fixed by vitamin C
- Getting infections

Excess

- Excess vitamin C is eliminated from the body within 24 hours so not a problem

Vitamin D

Deficiency

- Rickets and soft bones. bones in the legs bend.
- Adults osteoporosis because calcium is fixed by vitamin D

Excess

- Build up of calcium, poor appetite, vomiting

- Some religions where the body is covered may not get enough sun to the skin and are defficent in vitamin D

Vitamin E

Deficiency

- Rare because it is so widely available in the diet.
- Neurological disabilities such as lost reflexes have developed.

Excess

- In very large doses may interfere with absorption of vitamin A

Vitamin K

Deficiency

- Lack of blood clotting, especially in newborns

Excess

- Effects are not known

Vitamin B

Deficiency

- Of B_{12} can lead to anaemia.It can also lead to some neurological problems.Deficiency is rare, but may be a problem for people following strict vegan or vegetarian diets.
- Of folate can lead to anaemia. Symptoms can include insomnia, depression and forgetfulness.It is recommended that all women who are planning a pregnancy take a daily supplement of folic acid deficiency of thiamine can lead to Beri Beri(developing countries) weakness of the legs and fatigue
- Of niacin can result in the disease pellagra. Symptoms can include: dermatitis, dementia and diarrhoea

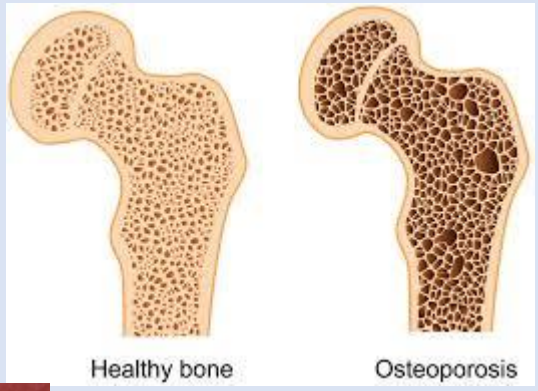
Excess

- The body excretes most of the excess of B vitamins so illness caused by excess is very rare

Calcium

Deficiency

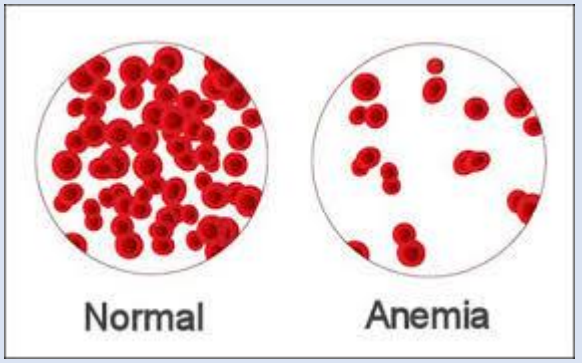
- Poor bone health rickets and osteoporosis
- Lack of calcium causes brittle teeth
- Vitamin D deficiency causes calcium deficiency as it is used to fix calcium in the body



Excess

- Taking high doses of calcium supplements can cause stomach pains and diarrhoea.

Iron



Deficiency

- Anaemia
- feeling of tiredness;lack of energy
- general weakness; poor concentration
- Palpitations and shortness of breath
- Vegetarians, pregnant women and loss from the menstrual cycle prone to anaemia

Excess

- Too much iron in the diet can result in constipation, nausea and vomiting

- Anaemia is the most common nutritional deficiency

Sodium

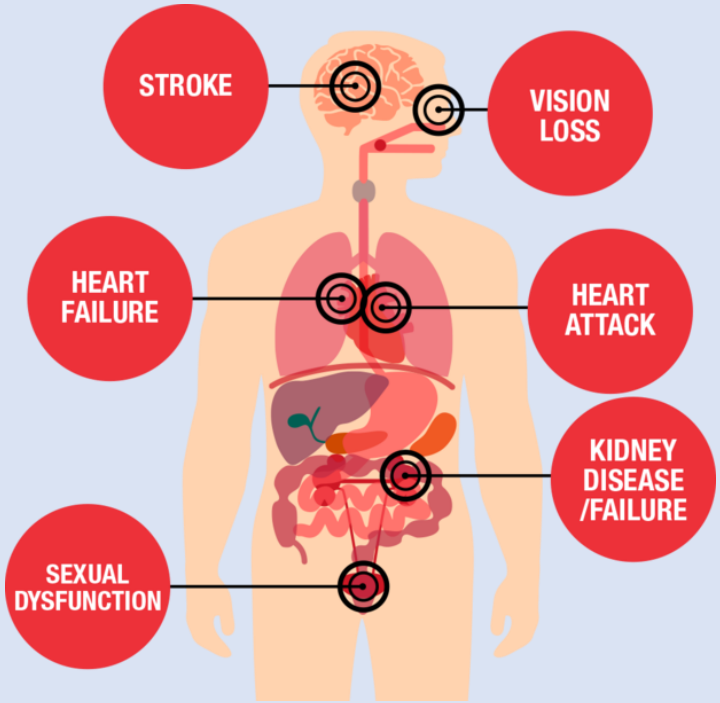
Deficiency

- unlikely, but can be caused by excessive sweating or vomiting and diarrhoea
- Muscle cramps, weakness

Excess

- Water retention and swelling
- High blood pressure
- Heart problems
- Headaches

- Guideline is 6g for adults
- 4g for teenagers



AC 1.3 Explain the characteristics of unsatisfactory nutritional intake		
	Deficiency	Excess
Protein		
Fat		
Carbohyrates		
Water		
Fibre		
Vitamin A		
Vitamin B group		

AC 1.3 Explain the characteristics of unsatisfactory nutritional intake		
	Deficiency	Excess
Vitamin C		
Vitamin D		
Vitamin E		
Iron		
Calcium		
Sodium		

AC 1.4 Effect of cooking on the nutrients

- Cooking methods
- Boiling
- Steaming
- Baking
- Grilling
- Stir-fry
- Roasting
- Poaching

AC1.4 Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of food production methods impact on nutritional value. Reasoned statements are presented.	

Are nutrients destroyed by cooking ?

Nutrient	How easily it is destroyed
Protein	Not destroyed by heat . Chemical changes causes denaturation
Fat	Not destroyed by heat Fat content can be reduced by grilling
Carbohydrate	Not destroyed by heat, dextrinization of starch, caramelisation of sugars Chemical changes, degradation
Fat soluble vitamins A D E K	Vitamins lost if foods are cooked in fat
Water soluble vitamins B C	Damaged by heat. Dissolve into cooking liquids especially water
Minerals	Not destroyed by heat

What are the consequences?

- The main nutrients affected are vitamins B and C which are damaged by heat and leech into cooking liquid
- Cooking at lower temperatures can reduce damage to nutrients
- Cooking in minimum water and using the water for sauces or gravy reduces overall vitamin loss
    - Poaching – Less than 82C
    - Simmering – 85-93C
    - Boiling -100C

Boiling, simmering and poaching



- Vitamin C is the main nutrient lost by up to 50% when foods are cooked in water, the lower temperature of simmering and poaching may reduce this loss a little.
- Vitamin C dissolves out of the food into the cooking liquid
- Vitamin B particularly Thiamin and niacin are unstable at high temperatures and water soluble so can leech out of the food into the water.
- Folate, B6 and B12 dissolve into the cooking water but are resistant to heat except very high temperatures.

Boiling, simmering and poaching

- Vitamins ADEK are not water soluble and are heat tolerant so survive cooking in water.
- To reduce vitamin loss the food should be cooked for the minimum time and in as little water as possible.
- Using the water to make gravy or including it (stews, soups, casseroles) makes sure that the vitamins can still be consumed

Effect of steaming

- Steaming cooks foods quickly with less contact with water so less nutrients are lost than with boiling foods.
- Vitamin losses with vitamin C and B still occur but less is lost
- Foods keep more of their antioxidant properties with steaming

Effect of microwave

- microwaving cooks foods quickly with less contact with water so less nutrients are lost than with boiling foods.
- Vitamin losses with vitamin C and B still occur but less is lost
- Foods keep more of their antioxidant properties with microwaving

When cooking vegetables this is very similar to steaming

Baking and roasting

- Baking and roasting are both methods using the oven. Baking uses dry heat and the food is usually transformed by baking eg cake mixture to cake bread dough to bread
- Roasting cooks the food but does not change it fundamentally. Roasting may also use fat to give the food a better appearance and flavour
- Vitamin and mineral losses with either method are minimal and nutrients are preserved.

Baking and roasting

- Roasting may increase the fat content of a food eg roast potatoes.
- Some roasting may decrease the fat content if it is allowed to drain off the food eg roast chicken
- Roasting meat for along time can reduce vitamin B content by up to 40%

Effect of grilling

- Grilling and other infra red radiation cooking such as barbequeing cooks the food without much loss of nutrients.
- If the fat on food melts and drips off then the fat content will be lowered in the food.
- Juices running off can reduce the vitamin B and A content of the food
- Grilled vegetables keep their vitamins and minerals
- Heterocyclic amines HCA can be formed on charred food which can damage health

Effect of stir fry

- Stir frying is a very quick method of cooking where food is rapidly cooked over a high heat with a little oil. Can aid absorption of beta carotene
- The fast cooking times and the lack of water mean that the water soluble vitamins are not decreased
- All of the food and juices produced are eaten which means that all the nutrients are also eaten
- The very small amount of fat added means that the fat content will increase slightly but it is still a very healthy method of cooking
- Vitamin C is broccoli and red cabbage is still lost

Vulnerable nutrients

- Vitamin C Is destroyed by heat, exposure to light, air and dissolves into water
- Vitamin B6 and B12 are destroyed by exposure to light and dissolve in water
- Vitamin E is destroyed by exposure to air and light
- Calcium, iron small amounts can be lost by boiling
- Fats can be oxidised at very high temperatures

Tips to Maximize Nutrient Retention During Cooking

1. Use as little water as possible for poaching or boiling.

2. Consume the liquid left in the pan after cooking vegetables.

3. Add back juices from meat that drip into the pan.

4. Don't peel vegetables until after cooking them. Better yet, don't peel at all to maximize fibre and nutrient density.

5. Cook vegetables in smaller amounts of water to reduce loss of vitamin C and B vitamins.

Tips to Maximize Nutrient Retention During Cooking

6. Try to finish cooked vegetables within a day or two, as vitamin C content may continue to decline when the cooked food is exposed to air.

7. Cut food after rather than before cooking, if possible. When food is cooked whole, less of it is exposed to heat and water.

8. Cook vegetables for only a few minutes whenever possible.

9. When cooking meat, poultry and fish, use the shortest cooking time needed for safe

AC 1.4 Explain how cooking methods impact on nutritional value	
Boiling,	
Steaming	
Poaching	
Baking	
Grilling	
Stir frying	
Roasting	

Self assessment

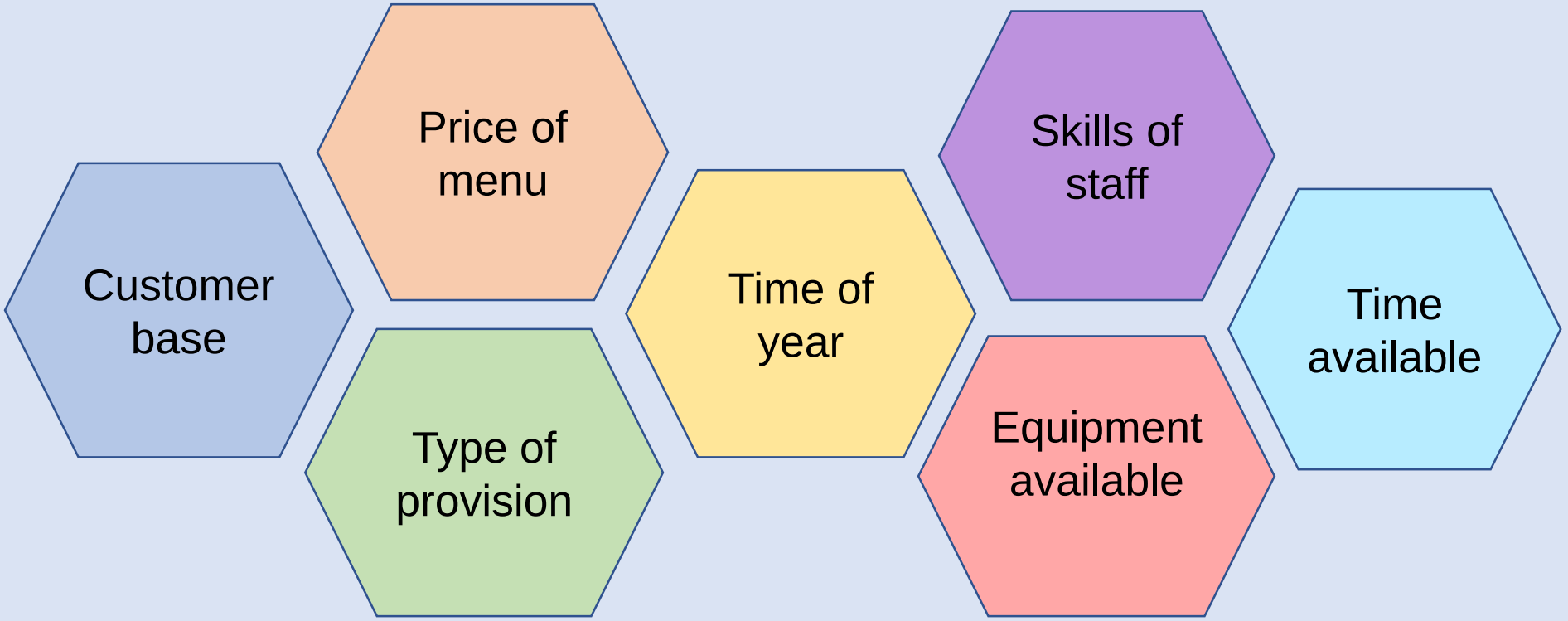
Performance bands					
Learning Outcome	**Assessment criteria**	**Level 1 pass**	**Level 2 pass**	**Level 2 merit**	**Level 2 distinction**
LO1 Understand the importance of nutrition in planning menus	**AC1.1** Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	
	AC1.2 Compare nutritional needs of specific groups	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving some reasons for similarities and differences.	Compares nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compares nutritional needs of two specific groups giving clear and in depth reasons for similarity and differences.
	AC1.3 Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.	
	AC1.4 Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of food production methods impact on nutritional value. Reasoned statements are presented.		

LO2: Understand menu planning AC2.1: Factors to consider when proposing dishes for menus

Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO2 Understand menu planning	**AC2.1** Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.	

1. Customer base
2. Finance, costs, customer needs
3. Type of provision service, location, size, standards
4. Time of year eg seasonality of commodities, seasonal events
5. Skills of staff
6. Equipment available
7. Time available

Factors to consider when planning a menu



Customer base

Eat out for different reasons

- Special occasions
- Business
- Family meal
- Intimate meal
- Meals on holiday
- Regular
- Tourists
- Meal while travelling

All of these have different needs for food and service dependent on who the customer is and their needs

Customer base

Regular diners want
- Variety of choices
- Specials on menu
- Special offers
- Reasonable prices

Families with children want
- Reasonable prices
- Child size meals that appeal to children
- Nutritional meals

Couples dining want
- Attractive menu
- Quiet environment
- Variety of prices

Special occasions
- Maybe large party
- Set menu
- Reasonable price
- Their own area

- Tourist and visitors want
- Local specialities
- Variety of dishes
- Ease of ordering

Type of provision

- The style of service, ie Plate service, counter service, table service, silver service, gueridon service.
- Affects the level of service that the staff provide and the skills needed by the kitchen and front of house staff
- What type of food is going to be served, ie café, fine dining, fast food, family restaurant
- venue and environment ie plastic tables and chairs would be ok in a fast food establishment but customers for fine dining would expect tables and tablecloths, napkins, cutlery condiments

Price of menu

- The price for a meal in McDonalds would be less than in a 2 star restaurant. You are paying for the food, the service and the surroundings.
- Customers with lower disposable income are looking for good value meals at a reasonable price
- Customers with a higher disposable income may be less concerned about the price and want to try more expensive dishes

Price of menu

- Table D’Hote menu-

Fixed price for 2 or 3 courses with limited choices

- A la carte menu-

Dishes are individually priced and cooked to order

- Childrens menu-

Familiar foods in child size portions lower price

- Function menu-

Fixed price menu for parties and groups

- All costs must be taken into account when planning to make a profit including ingredient costs,portion sizes, staffing, heating and lighting, laundry . The establishment needs to make a profit

Time of year and weather

- Food in season is readily available and peak of quality and taste, lower prices, less environmental impact in transport and storage

- Eg strawberries are in season May- September
- Eg spring lamb February- June
- New potatoes April-July
- Bramley apples August-December
- Runner beans July – September

- Foods not in season have to be imported or frozen, lower quality and taste different
- Customers prefer hot food in cold weather, cold food in hot weather.

Caterer link

BBC link

Seasonal events

- Valentines day
- Mothers day
- Easter
- Christmas

- Establishments might typically see an increase in customers around seasonal events.
- For some areas eg tourist areas the summer season and school holidays are busy times –more children

Some seasonal events have traditional foods that are served

Skills of kitchen and serving staff

Eg pub food, needs a competent cook to prepare food and bar or waiting staff to serve the plates of food

A 2 star restaurant needs a team of skilled chefs to prepare food from scratch and skilled waiting staff to do silver service

Equipment available

Some items on a menu may need specialist equipment

- Pizza ovens
- Deep fat fish fryers
- Wok burners
- Tandoor ovens

You cant offer food on a menu if you don’t have a way of cooking it

If you sell a lot of a dish, you may need to buy something to speed up preparation eg electric pasta maker

Time available

Short time for cooking and serving …..limited menu
Long time for cooking and serving……extensive menu

- Self service is faster that table service,
- Paying with food or order is faster than waiting for a bill
- Some customers want to eat and leave quickly eg lunch breaks
- Some have more time to relax and eat eg evening meals

AC 2.1 Explain factors to consider when proposing dishes for menus	
Customer base	
Type of provision	
Price of menu	
Time of year	
Skills of kitchen and serving staff	
Equipment available	
Time available	

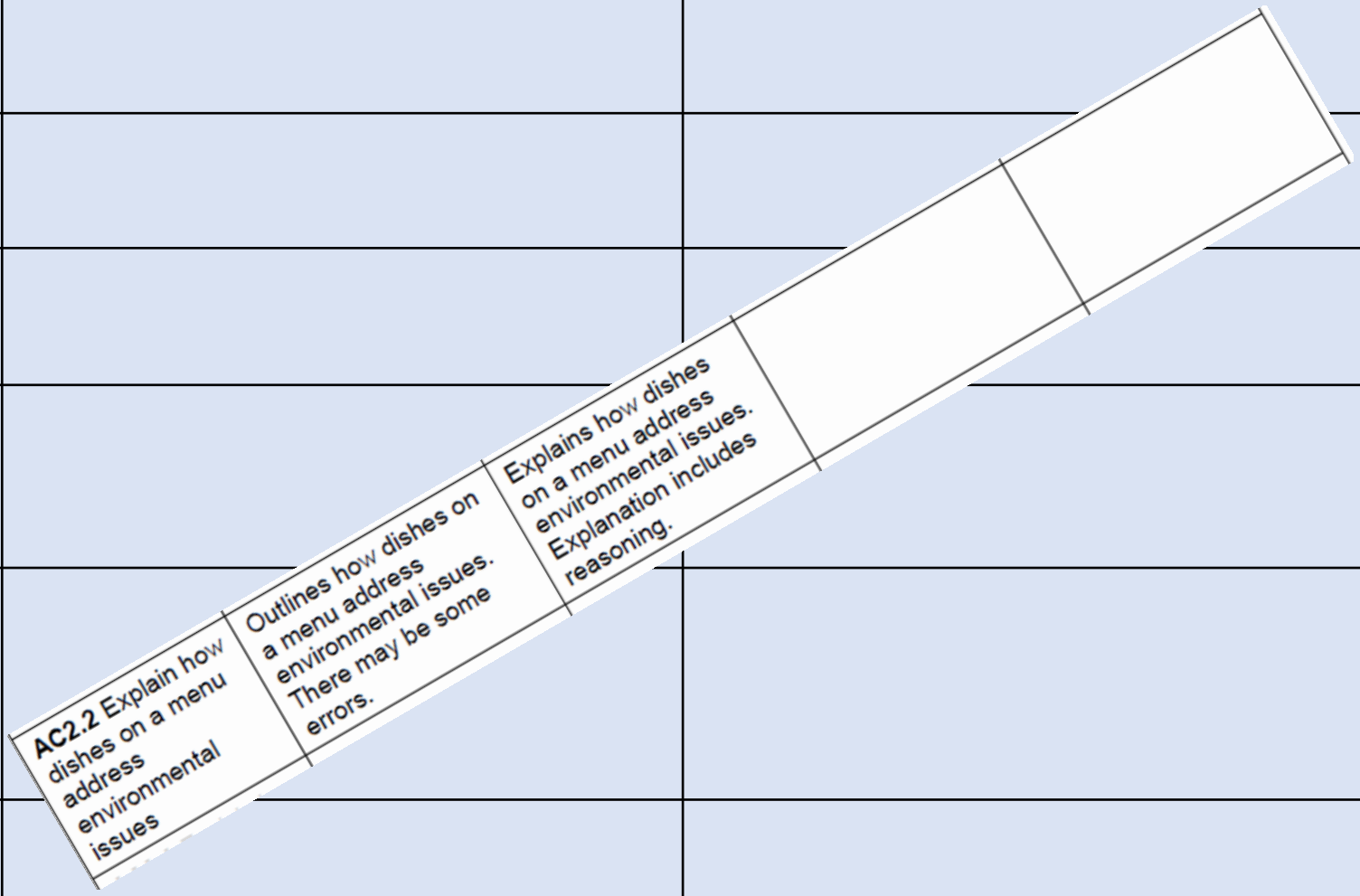
Proposal of 4 possible dishes to cook – Analysis

Name of dish				
Side dishes to be served with it				
Describe the appearance of the dish (include garnishes)				
Describe the flavours of the dish				
Describe the textures of the dish				

Proposal of dishes to cook – reasons for choice

Name of dish				
Side dishes to be served with it				
Reasons I chose this dish				
Tick the dishes you will actually make in the practical exam				

AC 2.2 Explain how dishes on a menu address environmental issues		
	Name of dish 1 here	Name of dish 2 here
Preparation and cooking methods		
Using ingredients		
Packaging of food		
Conservation of energy and water		
3Rs Reduce Reuse Recycle		
Food sustainability and provenance		



AC2.2
How dishes on a menu address environmental issues

Conservation of energy and water

Conservation of energy

- Keep equipment clean and maintained so it uses less energy including filters on ventilation and refridgeration
- Descale equipment used for boiling
- Keep lids on saucepans
- Energy efficient lighting, auto switch off
- Turn off equipment and lights when not in use
- Don’t put hot food in fridges, uses more energy to cool down
- Energy efficient boilers etc for hot water, don’t have water too hot (above 55 for legionella)
- Replace old equipment with more energy efficient models
- Gas heats up and cools down more rapidly but needs ventilation

Conservation of water

- Only use minimum water to cook food
- Use a steamer instead of boiling in water
- Reduce flow of taps, use a spray head for washing
- Have taps which turn themselves off
- Use a bowl, keep the plug in when washing up
- Full loads for washing machines and dishwashers
- serve water on tables at customers request
- Reduce flow rate to equipment such as potato peelers
- Low flow toilets and showers
- Water metering

AC2.2
How dishes on a menu address environmental issues

3 R's – Reduce, Reuse Recycle

Reduce

- Only buy what is needed for preparation,
- Storage- check temperatures, use air tight containers label food with dates, use first in first out for ingredients
- Preparation- do not over trim, use carcasses and trimmings to make soups, stocks and sauces
- Portion sizes- do not offer excessive portion sizes people will leave lots of food, wastes energy in preparing food that is not going to be eaten
- Write menus that consider using offcuts such as chicken trimmings used to make a pie
- Turn dry fruit and veg into powders and seasonings
- Turn excess fruit and veg into chutneys, sauces, jams, pickles
- Freeze leftover food until it is used as ingredient- label

Reuse

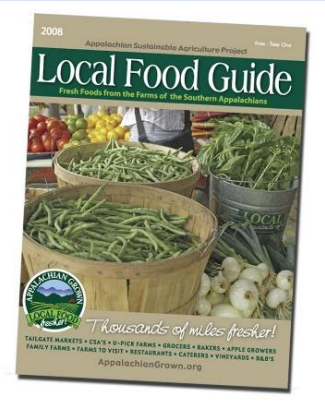
- Keep food in reusable containers
- Serve water in glass bottles or carafes
- Use refillable containers for condiments, salt and pepper, sauces etc instead of single serve
- Reuseable table linens and serviettes that need washing instead of disposable ones
- Use food not served to make new meals eg
- colcannon with left over potato and green veg,
- stir fries with small pieces of veg,
- trifle with left over cake,
- meringue with left over egg white,
- soup with veg and meat left overs
- Bread and butter pudding or croutons with bread

Recycle

- Recycle sturdy containers for food storage
- Send food waste to be used for compost or animal feed instead of throwing It away
- Recycle used cooking oil. Some companies collect it for free and then turn it into bio diesel
- Recyle paper, cardboard, cans, glass bottles and jars , - councils collect for recycling
- Buy recycled glass, food grade plastic containers, recycled paper
- Use the recycling bins

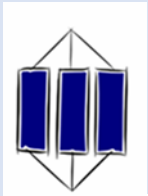
AC2.2
How dishes on a menu address environmental issues

Food provenance

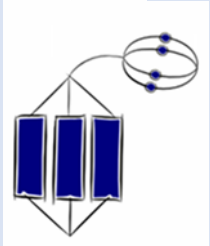


What is the provenance of food ?

State what the provenance of food means
And explain the various issues.



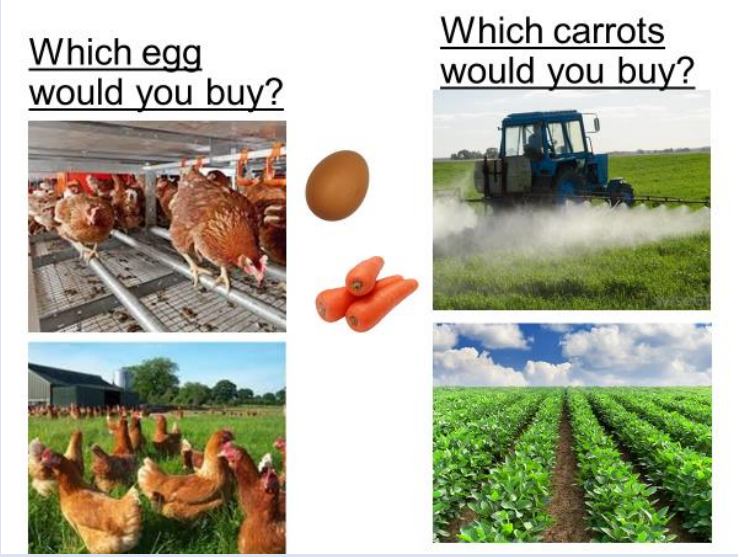
Apply what you have learned by choosing which ingredients you would buy

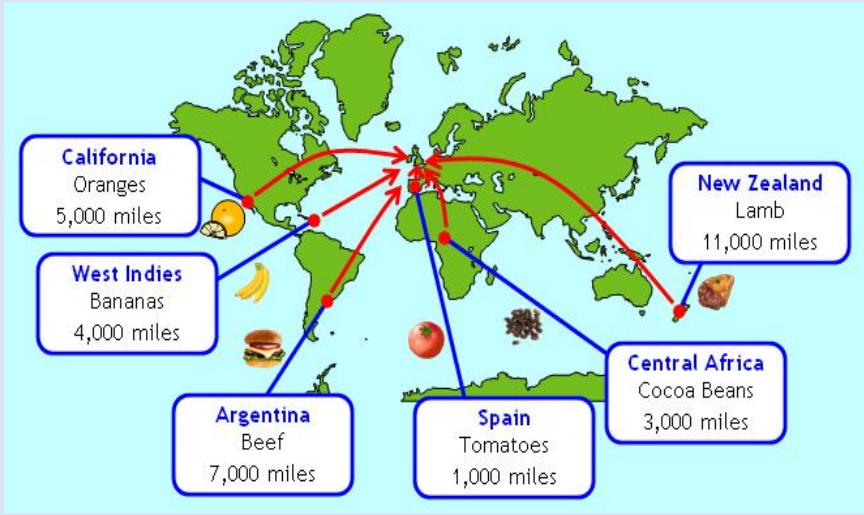


Explain the reasons for your choices

What does the provenance of food mean?

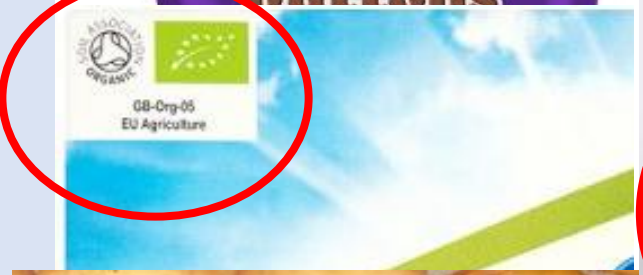
- Where our food comes from
- How it is grown
- Who grows or makes it
- What is in it





Food eco footprint video

How do we tell the provenance of our food ?



Fair Trade foods

are bought directly from the farmer, cutting out the middle men. Farmers receive a fair and stable price for their products

Farmers get a bit extra to invest in communities and businesses

Small farmers have a stronger position in the world market

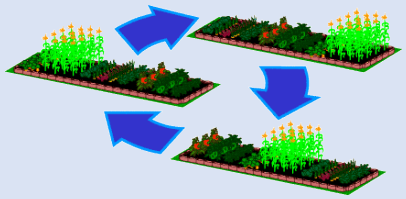
The RSPCA Assured label

makes it easy to recognise products from animals that have had a better life,

- RSPCA inspect indoor as well as outdoor farms, including free range and organic.
- They require good water quality and careful handling which ensure the health and welfare of farmed fish.

Soil association organic

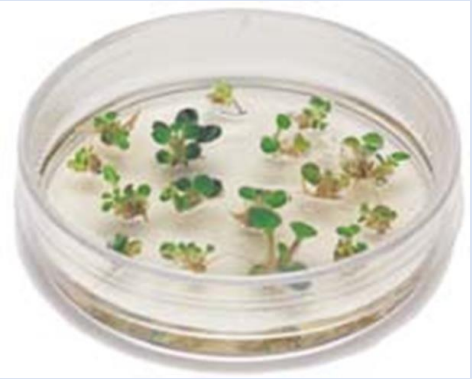
Less use of artificial fertilisers or pesticides



Crops are grown in rotation so less fertilizer is added to the soil

Animals are not overcrowded and not given drugs to make them grow faster

Less additives are used in the food

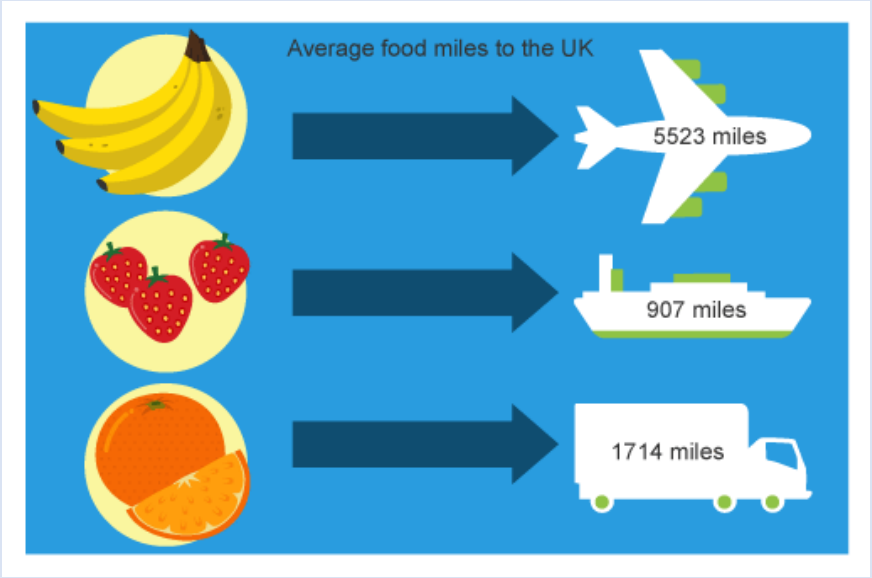


No Genetically modified ingredients

Food miles

The distance the food or ingredients travel from production/growing to where it is consumed or sold

Transporting food long distances is harmful to the environment CO_2 – so why do we do it?



- Some foods don't grow in our climate
- We can buy foods not in season in the UK
- It can be cheaper
- Supermarkets can buy in large amounts

Packaging

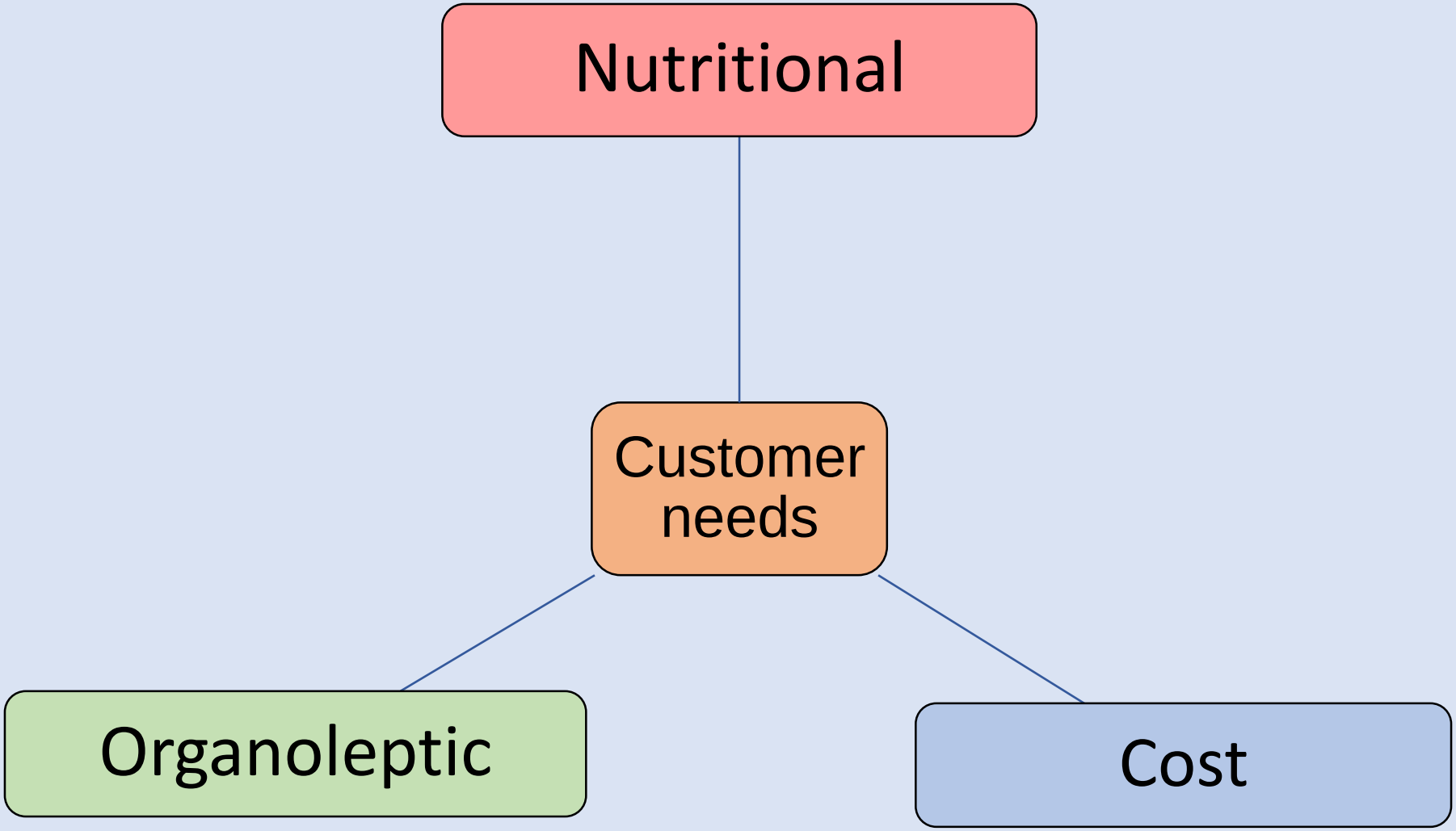
- When buying the ingredients, Look for ingredients that have minimum packaging
- Look for ingredients that have packaging that can be recycled
- Use reusable carrier bags to transport the ingredients after buying
- We can recycle the plastic food packaging materials – if the label says so
- We can also recycle glass from bottles and jars, paper and cardboard from packaging (recycled paper cannot be used for food products)
- Plastic and polystyrene does not biodegrade – so recycling is the best way to dispose of it
- Metal – aluminium and steel and foil from cans and foil used in food preparation can be recycled
- Use the recycling bins for packaging

AC 2.3 Explain how dishes on a menu meet customer needs

	Name of dish 1 here	Name of dish 2 here
Give the sources of the nutrients in the dish and compare to a balanced diet		
Organoleptic Describe the taste, texture appearance aroma of the dishes and how they will appeal		
Explain how you will keep costs reasonable Portion control		

AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.

What are the customer needs?



AC 2.3 Explain how dishes on a menu meet customer needs		
	Name of dish 1 here	Name of dish 2 here
Give the sources of the nutrients in the dish and comapare to a balanced diet	My dishes xxx and xxx meet nutritional guidelines for both adults and children, they have protein, carbohydrate and not too much fat so meet the targets of the eatwell guide My dish xxx is higher in fat and sugar but in the context of a balanced diet and eaten as a special treat it would be suitable . Buying foods locally would mean that they do not lose nutrients being transported long distances.	
Organoleptic Describe the taste, texture appearance aroma of the dishes and how they will appeal	My dish xxx contains a variety of attractive colours, the taste and variety of textures of the Peppers and the chicken will be pleasing to the senses, the flavour is spicy but not too hot so it would be suitable for children. Locally produced foods in season are at the peak of their ripeness	
Explain how you will keep costs reasonable Portion control	I will use a whole chicken and cut portions to save on cost and buying local food which is in season means that the price of the ingredients would be lower since they are plentiful in season I will control the portion size of the chicken by serving one breast, for the beans I will use one scoop of approximately 120g and the sauce by using a ladle	

Nutritional

Key points to explain

That you are making the dishes intended for adults to eat at the resort

Which of your dishes meet healthy eating guidelines or the eatwell guide

Mention the specific needs of adults that you looked at in AC1.2

- Meet the needs of different dietary needs?
- Meet the needs of the very young to the very old?
- Be adapted for allergy sufferers of different allergens?
- Be adapted to suit a customer preference or intolerance?
- Be portioned to suit the needs of children, adults and the elderly?

If you have dishes that aren't healthy, explain that they would be ok as a special treat or as part of holiday meals and that if you are eating a balanced diet the rest of the time then you don't need to worry too much about the occasional treat as long as you don't eat them all the time

Mention the vitamins, minerals and macronutrients that the dishes provide but you don't need to give much detail

Explain that local foods aren't transported as far so don't loose nutrients in transport, explain how the method of cooking will preserve nutrient content

Organoleptic

This means how the dishes appeal to the customers senses .

Sight- how will the dish be attractive , a variety of colours, shapes, textures and good quality of finish, plated up neatly using the space and height on the plate

Smell- will the dishes have an appetising smell, will the customers want to eat it?

Taste- what will be the main flavours customers will taste? Will the dish be spicy, fresh, meaty, savoury, cheesy, fruity

Touch- How will the food feel in the mouth, will it be creamy, crunchy, smooth, chewy, crumbly,

Cost

For this part you need to explain how you will keep the costs of the dishes reasonably low . Your reasons could be

Buy food in season so it is not imported and expensive

Buy food locally so that you don’t have to travel too far to buy it

Minimise the waste produced

Control the portion size so that you do not waste food that people are not going to eat and everyone gets the same size portion

Not buying ready prepared ingredients because it is cheaper to prepare them from scratch

Store the ingredients at the correct temperature so they don’t go off

AC 2.4
Plan production of dishes

AC2.4 Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.

- Sequencing
- Timing
- Mise en place
- Cooking
- Cooling
- Hot holding
- Completion
- Serving – presenting as to be served

Writing a time plan

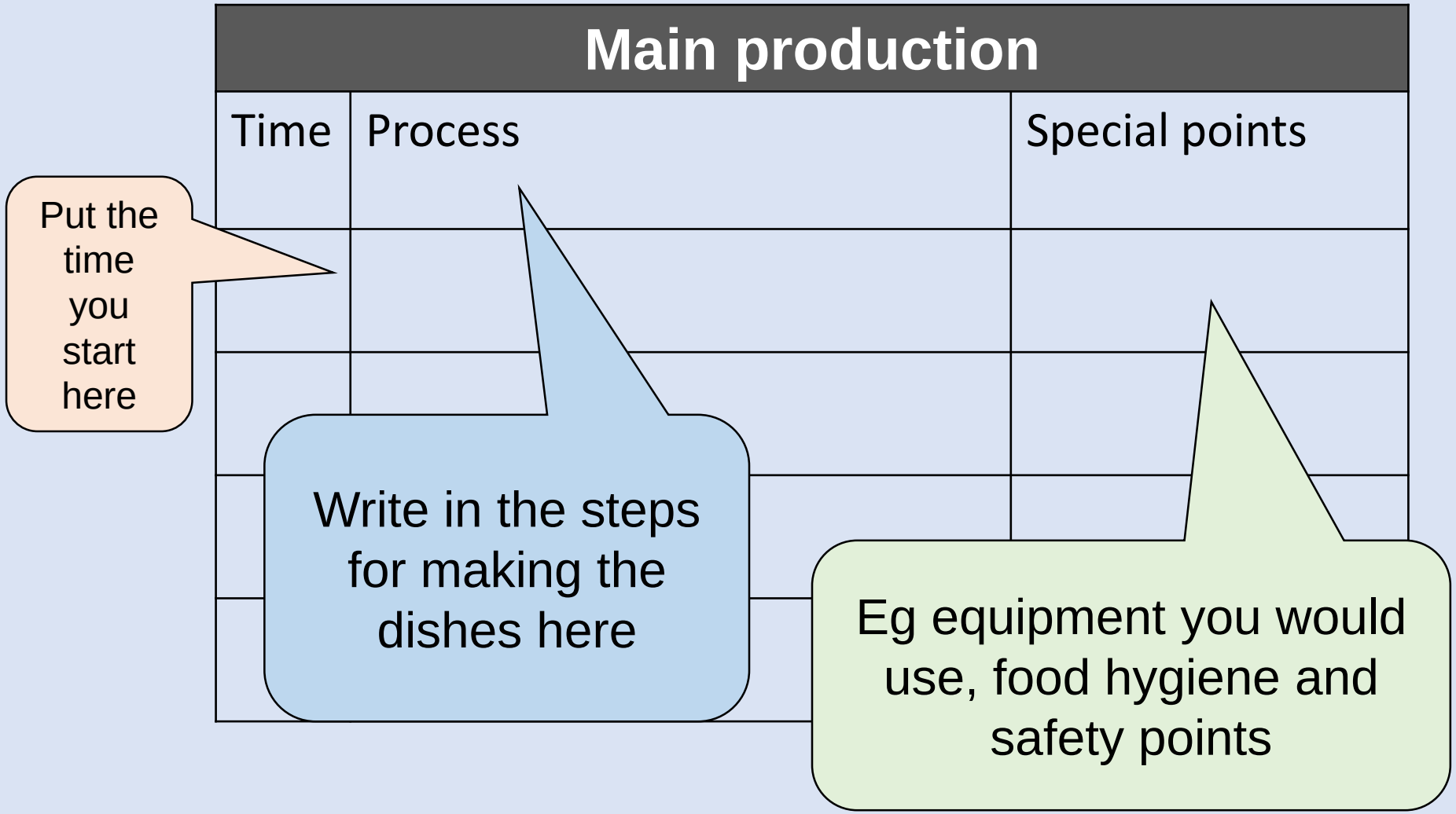
Mise en place		
Time	Process	Special points

Put the time you start here

Write in the steps for the mise en place here –not everything in one step

eg the temperature you pre heat the oven to , use antibacterial hand soap

Writing a time plan



9.40	Collect a mixing bowl and begin to combine the cream cheese, tomato puree and chopped tomatoes for the chicken breast filling. Once mixed place in the centre of the chicken breast and gently fold in the sides and slowly roll it up ensuring the filling does not leak out. Place three rashers of bacon on a clean board and roll the bacon around the breast. Place on a baking tray. Remove the sponge from the oven once it is golden brown and ensure it is baked thoroughly, allow to cool. Wash and slice vegetables and place into boiling water for seven minutes, drain and refresh.	Wash hands after handling raw meat. Use oven gloves, place on cooling rack. Put peelings in the bin.
10.00	Put the chicken to the oven and cook for 25-35 minutes 200 deg from the tray, get a sponge. and clear area and wl and whisk until meringues. Place in	Set the timer Ensure work area and cutter are clean. Ensure bowl is clean and dry or meringue won't work. Make sure no yolk in mix.

Colour code each dish on the timeplan so you know which you are working on

AC2.4 Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations

- The plan should be detailed enough that someone else could work from your plan and make the dishes as you intended
- Dovetailing – make sure that the sequence is logical and that it shows you are dovetailing ie while something is cooking, you are working on something else
- Contingencies- in the special points note any contingencies ie what you will do if it doesn't go quite right eg " if the cake is not cooked, leave it in the oven and check again in 5-10 mins"

Writing a time plan

Finishing and serving		
Time	Process	Special points

Put the time you start here

Write in the steps for finishing off the dishes and how you will serve them, decorating, garnishing

Give the plates, bowls etc that you will use and how you controlled portion size

Mise en place		
Time	Process	Special points and contingencies

Production of dishes 1		
Time	Process	Special points and contingencies

Production of dishes 2		
Time	Process	Special points and contingencies

Finishing and serving		
Time	Process	Special points and contingencies

Things to consider when presenting food

- Consistency (thick or thin)
- Texture (crunchy, soft, crisp)
- Flavour (salty, sweet, sour, bitter)
- Colour
- Accompaniments (vegetables and sauces)
- Decoration (on sweet dishes)
- Garnish (on savoury dishes)