

## UNIT 2 Medium Term Plans

### 2.1 The importance of nutrition

	Core Knowledge	Learning Activities
<p>2.1.1 Understanding the importance of nutrition</p>	<p>Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:</p> <p>Macro-nutrients:</p> <ul style="list-style-type: none"> <li>• carbohydrate</li> <li>• fat</li> <li>• protein.</li> </ul> <p>Micro-nutrients:</p> <p>Vitamins:</p> <ul style="list-style-type: none"> <li>• fat soluble vitamin A and vitamin D</li> <li>• water soluble: vitamin B group and vitamin C.</li> </ul> <p>Minerals:</p> <ul style="list-style-type: none"> <li>• calcium</li> <li>• iron</li> <li>• sodium</li> <li>• potassium</li> <li>• magnesium</li> </ul> <p>as well as:</p> <ul style="list-style-type: none"> <li>• dietary fibre (NSP)</li> <li>• water.</li> </ul> <p>Learners should be able to apply their knowledge of nutrition to:</p> <p>Different life-stages:</p> <ul style="list-style-type: none"> <li>• adults; early, middle, late (elderly)</li> <li>• children; babies, toddlers, teenagers.</li> </ul>	<p>Learners need to know the following information regarding macro-nutrients:</p> <p>Carbohydrate</p> <p>The main function of carbohydrates in the body and how much we should consume for a healthy, balanced diet. The differences between; Simple and Complex carbohydrates.</p> <p>Activity</p> <p>Learners could analyse the impact a diet on simple carbohydrates compared with a diet of complex carbohydrates.</p> <p>Learners could complete an analysis of case studies sports people and why carbohydrates place an important role for performance.</p> <p>Protein:</p> <ul style="list-style-type: none"> <li>• information on essential amino acids</li> <li>• High biological value (HBV)</li> <li>• Low Biological value (LBV)</li> <li>• Sources of protein: HBV and LVB sources</li> <li>• How much protein we should be consuming for a healthy, balanced diet. Dietary reference value (DRV)</li> </ul> <p>Activity</p> <p>Learners could investigate HBV and LVB foods of different dishes and give reasoning to which special dietary group they would best suit.</p>

Special dietary needs for individuals who:

- require different energy requirements based on lifestyle, occupation, age or activity level
- require special diets
- have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency
- have dietary requirements, such as religious beliefs are pescatarians, vegetarians, vegans.

Fats:

- types of fats and their sources:
  - saturated
  - unsaturated (monounsaturated/polyunsaturated)
  - essential fatty acids (omega 3/omega 6)
  - source of fats (good and bad)
  - how many fats should we consume for a healthy, balanced diet (DVR).

Micro-nutrients

Learners need to know the function of vitamins and minerals in the body and the sources in which they are found. Learners should understand and know the two main groups of vitamins: fat-soluble and water-soluble.

Dietary fibre non-starch polysaccharide (NSP)

Learners need to know the benefits of having a good intake of dietary fibre, they should understand the function and its source. They should know soluble fibre and insoluble fibre.

Water

Learners need to know the function of water in the body, how much water is recommended for different life stages/activity levels.

Activity

Learners could analyse the different DRV amounts for different life stages in the specification to gain a clear understanding of energy levels for each stage.

Special dietary requirements (medical)

Learners need to know the different dietary needs of a variety of individuals and know that the dietary reference value may change to meet the needs of these individuals. Learners should know and understand the different diets people have, they should

have an understanding of the foods which are best suited for those diets and foods that need to be avoided. e.g., Pregnancy diet should be high in nutrients for foetal growth and development. There are a number of foods pregnant woman should not consume including unpasteurised dairy, pâté, liver, limited amount of tuna and alcohol.

#### Activity

Learners could research the special dietary needs of at least 2 groups from the specification. Learners could work in groups and share different dietary needs with their peers. The research could be shared via a PowerPoint presentation, which could contribute to further class notes for this topic.

#### Special dietary requirements (religion)

Learners need to know the diets of different religions; they need to know that the: Orthodox Jewish diet would require meats that are 'Kosher', meat that has been prepared in accordance with Jewish law: 'Kashrut'. Foods that are strictly prohibited are called 'Treif': these are shellfish, pork, rabbit and derivatives. Meats and milk products are normally not eaten together in same meal.

Muslim diet is forbidden to eat meat from pig and consume alcohol. Meat is prepared to meet Islamic laws and is called Halal. During the period of Ramadan, a Muslim will fast between sunrise and sunset.

Hindu diet avoids beef, whilst most Hindus are vegetarian and also do not consume alcohol. During fasting Hindus will only eat pure foods such as fruits or yogurt.

Orthodox Sikh diet may be vegetarian or vegan. They are forbidden to eat "Halal" or "Kosher" food. Consumption of alcohol is against Sikh tenets.

Buddhist and Rastafarian diets are normally vegan or vegetarian.

#### Activity

Learners could research and create a training poster for the back of house of a restaurant to help staff know and identify religious diets.

		<p>Learners could create a meal for a religious diet, highlighting where they have met and covered the rules associated with the different religious diets.</p> <p>Different dietary requirements due to lifestyle:</p> <ul style="list-style-type: none"> <li>• high energy/physical active/training</li> <li>• low-level activity</li> <li>• basal metabolic rate (BMR)</li> <li>• physical activity level (PAL)</li> </ul> <p>Activities:</p> <p>Learners could use Estimate Average Requirement (EAR) calculations for different lifestyles and the adjustments made to cater for this using EAR calculations.</p> <p>Learners could be given a list of customers with special dietary requirements differing in life stages. Learners could create dishes suitable to meet the needs of the specific diets. They could state which nutrient is in each dish and how it benefits each customer on the list.</p>
<p>2.1.2 How cooking methods can impact on nutritional value</p>	<p>Learners should know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• grilling</li> <li>• poaching</li> <li>• roasting</li> <li>• steaming</li> <li>• baking</li> <li>• stir-frying.</li> </ul>	<p>Learners need to know and understand how different cooking methods impact the nutritional value of foods. They need to be able to compare the most suitable cooking method against the most destructive and give reasons as to why these methods differ. They need to know and understand how to select suitable cooking methods to protect the nutritive value and improve palatability.</p> <p>Activity</p> <p>Learners could have the opportunity to experiment with all cooking methods in the specification. They could use a range of cooking methods for a similar food e.g. vegetables, and could discuss their findings in relation to the organoleptic properties of each cooking method.</p>

## UNIT 2 MEDIUM TERM PLAN

### 2.2 Menu planning

Core Knowledge	Learning Activities
<p>2.2.1 Factors affecting menu planning</p> <p>Learners should be aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers.</li> </ul> <p>Learners should know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.</li> <li>• skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.</li> <li>• time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.</li> <li>• environmental issues – conservation of energy and water – how can the</li> </ul>	<p>Learners need to know the costs of dishes. They should be able to give a basic outline of the cost of dishes/menu and how they will use portion control to reduce waste and make a profit. Learners need to be able to give suggestions of how they will meet clients' needs concerning nutritional information, special dietary needs and what they will offer at different times of the day.</p> <p>Equipment available Learners need to know and understand the types of equipment required for different provisions and menus. The type and size of the provision will direct learners to what equipment would best suit the establishment within the brief. e.g., small coffee shop; limited equipment, small handheld equipment or equipment that is space-saving.</p> <p>Activity Learners could complete a quiz on the industry equipment used in hospitality and catering provisions. They could also investigate the equipment used in the centre's food area.</p> <p>Skills of the chef Learners will need to describe the skill levels of the chef to create certain dishes. Skills of the chef vary greatly depending on the setting/provision e.g. chef skills for fine dining would be high with a specialism area, whereas a chef in a coffee shop would only require a basic skill level.</p> <p>Time available Learners should know and understand the time implications dependent on the provision covered: For example, a Fast-food outlet has a different serving time compared with a restaurant. The type of menu will affect the timings within the provision: Fast-food means quick cooking time, restaurant food with accompaniments would take longer.</p>

production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms:

- reduce
- reuse
- recycle
- sustainability
- time of year – seasonality of commodities.
- organoleptic qualities.

#### Activity

Learners could discuss the skills of the chef in different hospitality and catering provisions; they could compare a chef in a small café, Fast-food and fine dining provision. They could have the opportunity to compare and justify their responses. An extension on this activity could link to the timings that they would expect dishes to be prepared and served within each setting.

#### Environmental issues

Learners need to know and understand environmental issues to demonstrate their understanding. Learners should be able to give examples and reasoning for where they can save energy, reduce, reuse and recycle. Learners should be able to justify how provision can be sustainable.

#### Activity

Learners could look at all of the main points of Reduce, Reuse and Recycle within hospitality and catering provision. They could look at the ever-growing trend for new sustainable hospitality and catering provisions and analyse why this is now becoming a conscious decision for customers. They could look at established hospitality and catering provisions who are changing to meet the demands for more sustainability from their customers.

A good example would be the Fast-food chain McDonalds who have been reviewing their carbon footprint and adjusting their farming and manufacturing to decrease their Environmental impact.

#### Organoleptic qualities

Learners need to be aware of the sensory perception of foods: taste, appearance, aroma and touch (feel). They should have a basic understanding of how taste receptors work and the five elements of taste. Learners need to be aware of the importance of appearance when seeing food - this is linked to the presentation, colours and shapes of food on a plate.

#### Activity

Taste testing session. Learners could have a lesson where they taste test a range of foods and discuss the organoleptic points for each.

Learners could have the opportunity to test quality points and organoleptic qualities of a range of supermarket products that are similar or the same in description. E.g., range of fairy cakes, chocolate, rice etc.

<p>2.2.2 How to plan production</p>	<p>Learners should be able to plan dishes for a menu and know and understand the following:</p> <ul style="list-style-type: none"><li>• commodity list with quantities</li><li>• contingencies</li><li>• equipment list</li><li>• health, safety and hygiene</li><li>• quality points</li><li>• sequencing/dove-tailing</li><li>• timing</li><li>• mise en place</li><li>• cooking</li><li>• cooling</li><li>• hot holding</li><li>• serving</li><li>• storage.</li></ul>	<p>Learners need to know and understand how to plan production for two or more dishes using sequencing/dove-tailing.</p> <p>Learners should be able to produce a plan with mise en place, sequencing with timings of each stage of preparation and cooking of the dishes (including accompaniments where applicable). They should cover the storage of ingredients and the dishes.</p> <p>Learners should be able to produce a contingencies plan if something was to go wrong during the stages, along with quality, health, safety and hygiene points. Where applicable they should include hot holding and serving.</p> <p>Equipment list and commodity list with quantities should be completed before practical elements.</p> <p>Activity</p> <p>Learners could be given 3 recipes printed on different coloured paper; learners will need to dove-tail or sequence these recipes to save time during the preparation and cooking to ensure that they can all be served at the same time. Learners could then include special points, contingencies, timings and health and safety points in the plan.</p> <p>Learners should be familiar with recipes that use simplified dove-tailing in the method.</p>
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## UNIT 2 MEDIUM TERM PLAN

### 2.3 The skills and techniques of preparation, cooking and presentation of dishes

Core Knowledge	Learning Activities
<p>2.3.1 How to prepare and make dishes</p> <p>Learners should be able to identify types of skills and skill levels when selecting dishes to produce.</p> <p>Learners should know and understand that some dishes require the use of more complex skills than other dishes.</p> <p>Learners should be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes<sup>1</sup>:</p> <p>The preparation and cooking techniques are categorised as follows:</p> <p>Basic* Medium** Complex***</p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</p> <p>Preparation techniques:</p> <ul style="list-style-type: none"> <li>● blending*</li> <li>● beating*</li> <li>● creaming**</li> <li>● crimping***</li> <li>● dehydrating**</li> <li>● folding**</li> </ul>	<p>Learners should be taught a range of preparation, knife and cooking techniques. They need to have a clear understanding of the categories: Basic, Medium and Complex. They should have the opportunity to prepare and cook a range of dishes that fit within these categories. This will enable them to make an informed choice when planning their dishes for the brief.</p> <p>Learners should be given a checklist of preparation, cooking techniques and knife skills for them to be able to tick these off once completed. This will inform them of the skill levels met and the category in which the dish best fits.</p> <p>Learners should have ample opportunities to build up skill and technique levels throughout the course. Advice should be given concerning the seasoning, taste, colour and texture of the dishes produced.</p> <p>Learners should be able to identify the strengths and weaknesses of their dishes and performance made throughout the course of the qualification.</p> <p>Activity</p> <p>Learners should have ample opportunity to prepare, cook, present and serve a range of dishes that cover one or more preparation, knife and cooking techniques. They could have a checklist/tick chart of all the techniques covered for the dish.</p> <p>Learners should complete a range of dishes that fit into the basic, medium and complex category.</p> <p>An example of this would be:</p> <ul style="list-style-type: none"> <li>● Basic: Making fishcakes with readymade produce: tinned fish, filleted fish, boiling</li> </ul>

<sup>1</sup> An example of dishes that cover a range of basic, medium and complex techniques is available in the Unit Guidance.



- grating\*
- hydrating\*
- juicing\*
- kneading\*\*
- laminating (pastry)\*\*\*
- marinating\*
- mashing\*
- measuring\*\*
- melting\*
- melting using bain-marie\*\*\*
- mixing\*\*
- piping\*\*\*
- proving\*
- puréeing\*\*
- rub-in\*\*
- rolling \*\*
- shaping\*\*\*
- shredding\*
- sieving\*
- skinning\*\*
- tenderising\*
- toasting(nuts/seeds) \*\*
- unmoulding\*\*\*
- weighing\*\*
- whisking(aeration)\*\*\*
- zesting\*

Knife techniques:

- chopping\*
  - bâton\*\*
  - chiffonade\*\*
  - brunoise\*\*\*
  - dicing\*\*
  - julienne\*\*\*
  - mincing\*\*\*

and mashing potato, purchased breadcrumbs and salad with homemade vinaigrette.

- Medium: Making fishcakes with homemade breadcrumbs, pre-filleted fish that needs skinning, boiling and mashing potato, shaping the fishcakes into different shapes and served with a homemade mayonnaise served with a salad demonstrating a range of knife skills.
- Complex: fish that requires filleting, homemade breadcrumbs, boiling and mashing potato, containing vegetables using a range of knife skills, hollandaise sauce or similar level served with stacked vegetables, demonstrating a range of knife and cooking techniques along with wedges/chips that are deep fat fried.

**Examples of dishes that demonstrate low level skills:**

- crumbles
- sandwiches
- pizza with ready-made bases
- simple salads.

**Examples of dishes that demonstrate low to medium level skills:**

- readymade pastry items assembly e.g. mille feuilles
- fruit and vegetable dishes that require even sizes
- simple cakes, cookies, scones, undecorated
- pre-cut meat products or simple meat dishes such as curry, bolognaise with homemade sauce.

**Examples of dishes that demonstrate medium level skills:**

- cheesecakes, homemade ice cream
- simple sauces— e.g., red wine sauce
- decorated cakes and genoise sponge
- homemade short crust pastry products
- piped potato dishes, e.g., duchess, croquette, shepherd's pie.

- slicing\*\*
- deboning\*\*\*
- deseeding\*\*
- filleting\*\*\*
- peeling\*
- segmenting\*\*\*
- spatchcock\*\*
- trimming\*

Cooking techniques:

- basting\*
- baking\*\*
- baking blind\*\*\*
- blanching\*\*
- boiling\*
- braising\*\*
- caramelising\*\*\*
- chilling\*
- cooling\*
- deep fat frying\*\*\*
- deglazing\*\*
- dehydrating\*
- emulsifying\*\*\*
- freezing\*
- frying\*\*
- griddling\*\*
- grilling\*
- pickling\*\*
- poaching\*\*\*
- reduction\*\*
- roasting\*\*
- sautéing\*\*
- setting\*\*
- skimming\*
- steaming\*\*

Examples of dishes that demonstrate medium to high level skills:

- cheesecakes—gelatine, baked panna cotta
- rich yeast doughs
- 1 or 2 complex accompaniments/garnishes
- choux buns, homemade puff pastry
- tiramisu with homemade sponge
- homemade pasta dishes
- roux based sauces
- lyonnaise, dauphinoise potatoes
- meat and fish dishes that require changing the shape of the meat e.g. chicken kiev.

Examples of dishes that demonstrate high level skills:

- de-boning/ portioning chicken
- filleting fish
- 3 to 4 complex accompaniments/ garnish
- 2 or more high skills to make one product e.g. gateau St. Honore
- exemplary presentation of dishes—clean neat presentation
- chocolate run outs, spun sugar for decorated cakes. accurate piping skills.

	<ul style="list-style-type: none"> <li>• stir-frying**</li> <li>• tempering***</li> <li>• toasting*</li> <li>• water-bath (sous-vide) **</li> </ul>	
<p>2.3.2 Presentation techniques</p>	<p>Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <p>Presentation techniques:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control accompaniments.</li> </ul>	<p>Learners need to know and understand the importance of appropriate presentation techniques during the production of dishes. They should have a number of opportunities to learn about a variety of presentation techniques using, garnish, decoration, accompaniments and creativity.</p> <p>This could be covered by playing with textures to enhance the dishes using:</p> <ul style="list-style-type: none"> <li>• foams/shards/contrasting colours/sauces to decorate/sear/crisp/puree/smearing sauces/swish/accent dots/smear accent dots/swirled sauces /seeds/crumble/piping/stacking/using saucier spoons/squeezy bottles etc.</li> </ul> <p>Edible garnishes and decorations:</p> <ul style="list-style-type: none"> <li>• edible flowers/chocolate moulds/runouts</li> <li>• plating using the rule of thirds/food plating trends: Nordic/vertical form/scaling/clock face/angles/landscape/free form/serving odd quantities</li> <li>• using contrasting/diversity of colours</li> <li>• cleaning the plate before serving</li> <li>• portion control; not having too much on a plate</li> <li>• showing a range of plate sizes that can enhance the aesthetics of a dish</li> <li>• colours of dishes to enhance the colour of the food (e.g., slate dish/chip basket/white square/oblong)</li> <li>• creating height and visual balance on the plate</li> <li>• different ways in which to cut the meat (horizontally cut/fanning/shingling).</li> </ul> <p>Activity</p> <p>Learners could have lessons on different presentation skills, they could build skill levels on tempering chocolate, creating moulds, runouts and piping shapes for decoration. They can use the oven or dehydrator to create garnishing from fruit and vegetables using this method. Learners could have a lesson on creating different decorations from fruit and vegetables, using knife skills to build up a portfolio of techniques.</p>

<p>2.3.3 Food safety practices</p>	<p>Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p>	<p>Learners need to know, understand and demonstrate how to work safely and hygienically in the kitchen setting, specifically:</p> <ul style="list-style-type: none"><li>• understand and demonstrate correct storage of food commodities</li><li>• how to handle food in a hygienic and safe way</li><li>• understand and demonstrate the correct way to handle and use all equipment safely</li><li>• understand food spoilage</li><li>• waste management</li><li>• temperature checks for: storage, prep, cooking, hot-holding and serving</li><li>• check dates and labelling</li><li>• understand optimum environment for bacteria to multiply.</li><li>• understand and demonstrate how to prevent cross-contamination: washing hands, correct equipment, colour coding, appropriate clothing and PPE</li><li>• keeping work areas clear and clean</li><li>• personal hygiene/good hygiene practices</li><li>• understand accident prevention and implement where applicable.</li></ul> <p>Activity</p> <p>Working safely: Learners should be encouraged to follow correct hygiene practices which should be underpinned by knowledge gained through practical lessons, along with theory of health and safety in the food provision.</p>
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## UNIT 2 MEDIUM TERM PLAN

### 2.4 Evaluating cooking skills

Core Knowledge		Learning Activities
2.4.1 Reviewing of dishes	<p>Learners should be able to provide a brief review of their planning, preparation and cooking, highlighting areas of success and of potential further development.</p> <p>Areas to consider:</p> <ul style="list-style-type: none"> <li>• dish production</li> <li>• dish selection</li> <li>• health and safety</li> <li>• hygiene</li> <li>• improvements</li> <li>• organoleptic</li> <li>• presentation</li> <li>• waste.</li> </ul>	<p>Dishes selected and produced</p> <p>Learners need to be able to produce a summary of the dishes produced and selected. They should link back to nutrition and how dishes meet customers' needs. Here they can suggest areas of strengths and weaknesses, making suggestions and areas to develop further.</p> <p>Learners can use a nutrient food calculator to aid with analysing the dishes selected and produced.</p> <p>Health safety and hygiene</p> <p>Learners should be able to provide a review of their performance in relation to health, safety and hygiene. They should be able to give points and reasoning in this segment of the evaluation, highlighting areas where they covered hygiene and safety successfully and areas of weaknesses in which the learner can discuss and draw a conclusion for areas of improvement.</p> <p>Organoleptic</p> <p>Learners should be able to provide a review of dishes produced in relation to taste, texture, aroma and appearance. They should be able to give reasons as to why dishes produced were successful regarding organoleptic qualities and make recommendations for areas to improve. They could use a star profile/star chart when evaluating sensory attributes.</p> <p>Presentation</p> <p>Learners could add images of the final dishes in this part of the evaluation to highlight areas of strength and weakness. They should discuss why they used certain colours, decoration, garnishing to enhance their dishes and areas where they could improve.</p>

		<p>Waste Learners need to be able to give a brief overview of waste, discussing recycling, reducing and reusing where applicable.</p> <p>Improvements Improvements can be suggested throughout evaluations or as a summary at the end. Learners should be able to analyse their own performance, choices and actions in order to make recommendations for improvements. This may be improvements on dish choices, preparation, cooking, hygiene, safety, organoleptic qualities or presentation.</p> <p>Activity These activities could be set as homework to aid with the practice of analysing own performance and highlighting areas for development. Learners could have the chance to develop each area by completing an evaluation after each practical session. Learners could have the opportunity to complete an evaluation and highlight areas for improvement on their peer's practical work or they could complete this on a shop purchased item.</p>
<p>2.4.2 Reviewing own performance</p>	<p>Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> <li>● decision making</li> <li>● organisation</li> <li>● planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>● time management.</li> </ul>	<p>Learners need to be able to identify strengths and weaknesses and make reasonable suggestions for improvement.</p> <p>Learners can analyse their decision making with regards to the choice of dishes, the production, preparation and cooking, timing, presentation and the overall result of their dishes. This can be concluded at the end of each reflection point in 2.4.1 or can be a summary at the end of the evaluation.</p> <p>Planning reviews should include advantages and disadvantages of the chosen dishes; learners may find that some parts of the planning were made difficult due to the complexity of the dishes or a simple clash of timings. Learners could conclude the suitability of the dishes to meet the needs of the customer or provision.</p> <p>Learners should discuss strengths and weaknesses regarding their organisation, including time management. They can discuss how they performed on the day and what they would amend if they completed the task again.</p>

Activity

Learners could start developing a list of their personal strengths and weaknesses by good Q&A during and after a practical session. Once they've built up their verbal feedback, they can then move on to written format. This could be a simple proforma with appropriate prompts, which learners could complete after each practical session. These can be adjusted and extended throughout the course.

