

LO 2.1: Understand the importance of nutrition			
	Red	Amber	Green
AC 2.1.1- Understanding the importance of nutrition			
<p>I know and understand the function of the following nutrients and can explain the need for a balance/varied diet:</p> <p>Macro-nutrients:</p> <ul style="list-style-type: none"> • Carbohydrate • Fats • Protein 			
<p>I know and understand the function of the following nutrients and can explain the need for a balance/varied diet:</p> <p>Micro-nutrients: Vitamins</p> <ul style="list-style-type: none"> • Vitamin A (fat soluble) • Vitamin B group (water soluble) • Vitamin C (Water soluble) • Vitamin D (Fat soluble) 			
<p>I know and understand the function of the following nutrients and can explain the need for a balance/varied diet:</p> <p>Micro-nutrients: Minerals</p> <ul style="list-style-type: none"> • Calcium • Iron • Sodium • Potassium • Magnesium 			
<p>I know and understand the function of the following nutrients and can explain the need for a balance/varied diet:</p> <ul style="list-style-type: none"> • Dietary fibre • Water 			
<p>I can apply my knowledge of nutrition to the different life stages;</p> <ul style="list-style-type: none"> • Babies • Toddlers • Children • Teenagers • Early adulthood • Adults • Elderly 			
<p>I can apply my knowledge of nutrition to special dietary needs for individuals who:</p> <ul style="list-style-type: none"> • Require different energy requirements based on lifestyle, occupation, age or activity levels • Require special diets • Have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • Have dietary requirements eg. Religious beliefs • Are pescatarian, vegetarian, vegan 			

AC 2.1.2: How cooking methods can impact nutritional value	Red	Amber	Green
<p>I can describe and understand how the following cooking methods impact on nutritional value;</p> <ul style="list-style-type: none"> • Boiling • Frying • Grilling • Poaching • Roasting • Steaming • Baking • Stir frying 			
LO 2.2: Menu planning			
AC2.2.1: Factors affecting menu planning	Red	Amber	Green
<p>I know and can explain the following factors when planning menus;</p> <ul style="list-style-type: none"> • Cost • Portion control • Balanced diets/ current nutritional advice • Time of day • Clients/customers 			
<p>I know and can explain why equipment available can affect menu planning. This includes;</p> <ul style="list-style-type: none"> • The type of equipment required to produce the menu • special equipment, • hand-held equipment • electrical equipment 			
<p>I know and can explain why skills of the chef can affect menu planning. This includes;</p> <ul style="list-style-type: none"> • preparation, cooking and presentation relating to the dish, menu, customer 			
<p>I know and can explain why time available can affect menu planning. This includes;</p> <ul style="list-style-type: none"> • type of provision (service, location, size) • how to prepare and cook more than one dish at a time 			
<p>I know and can explain why environmental issues can affect menu planning. This includes;</p> <ul style="list-style-type: none"> • conservation of water • conservation of energy • reduce • reuse • recycle • sustainability 			

I know and can explain why time of year can affect menu planning. This includes; <ul style="list-style-type: none"> seasonality 			
I know and can explain why organoleptic qualities can affect menu planning. This includes; <ul style="list-style-type: none"> appearance taste texture aroma 			
AC2.2.2: How to plan production	Red	Amber	Green
I can plan production of a range of dishes for a menu, including; <ul style="list-style-type: none"> commodity list with quantities contingencies equipment health, safety and hygiene quality points sequencing/dovetailing timing mis en place cooking cooling hot holding serving storage 			
LO 2.3: The skills and techniques of preparation, cooking and presentation of dishes			
AC2.3.1: How to prepare and make dishes	Red	Amber	Green
I know and can identify a range of skills when selecting dishes to produce.			
I know and understand that some dishes require more complex skills than other dishes.			
I can demonstrate a range of preparation and cooking techniques; basic*, medium** and complex*** Preparation techniques: <ul style="list-style-type: none"> blending* beating* creaming* crimping*** dehydration** folding** grating* hydrating* juicing* kneading** 			

<ul style="list-style-type: none"> • laminating (pastry)*** • marinating* • mashing* • measuring** • melting* • melting using a bain marie*** • mixing** • piping*** • proving* • pureeing** • rubbing in** • rolling** • shaping*** • shredding* • skinning** • tenderising* • toasting (nuts/seeds)** • unmoulding*** • weighing** • whisking (aeration)*** • zesting* 			
<p>I can demonstrate a range of knife skills:</p> <ul style="list-style-type: none"> • chopping* • baton** • chiffonade** • brunoise*** • dicing** • julienne*** • mincing*** • slicing** • deboning*** • deseeding** • filleting*** • peeling* • segmenting*** • spatchcock** • trimming* 			
<p>I can demonstrate a range of cooking techniques:</p> <ul style="list-style-type: none"> • basting* • baking** • baking blind*** • blanching** • boiling* • braising** • caramelising*** • chilling* • cooling* • deep fat frying*** 			

<ul style="list-style-type: none"> • deglazing** • dehydrating** • emulsifying*** • freezing** • frying** • griddling** • grilling** • picklung** • poaching*** • reduction** • sauteing** • setting** • skimming* • steaming** • stir-frying** • tempering*** • toasting* • water-bath (sous vide) 			
AC 2.3.2 Presentation Techniques	Red	Amber	Green
<p>I know and can demonstrate appropriate presentation techniques for the production of dishes:</p> <ul style="list-style-type: none"> • creativity • garnish and decoration • portion control • accompaniments 			
AC 2.3.3 Food Safety Practices			
<p>I know and can demonstrate the following safe practice in relation to preparation, cooking, and use of equipment and facilities:</p> <ul style="list-style-type: none"> • working safely • correct personal and food safety and hygiene 			
LO 2.4: Evaluating Cooking Skills			
AC2.4.1: Reviewing of dishes	Red	Amber	Green
<p>I can demonstrate that I can reflect and review my planning, preparation and cooking. Areas to consider:</p> <ul style="list-style-type: none"> • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste 			
I can explain areas of success			

I can discuss potential areas of development.			
AC2.4.2: Reviewing own performance	Red	Amber	Green
I can identify and explain personal strengths and weaknesses relating to: <ul style="list-style-type: none"> • decision making • organisation • planning- including advantages and disadvantages of chosen options and how they meet specific needs • time management 			

LO 2: How hospitality and catering provisions operates			
	Red	Amber	Green
AC 1.2.1: The operation of the front and back of house			
I know and can explain about work flow of the front of house (reception, seating area, counter service and bar)			
I know and can explain about work flow of the catering kitchen (delivery, staffing area, wash area, storage area, preparation and cooking area, serving area and cleaning area)			
I know and can explain about equipment and materials: Large equipment			

I know and can explain about equipment and materials: Materials for cleaning, first aid kits and safety materials			
I know and can explain about equipment and materials: Small equipment and utensils			
I know the dress code requirements of front and back of house staff			
AC 1.2.2: Customer requirements in hospitality and catering			
I know and can explain about how hospitality and catering provision meets: Customer needs (catering, equipment, accommodation)			
Customer rights and Inclusion			
Equality			
AC 1.2.3: Hospitality and catering provision to meet specific requirements			
I know and understand how h&c provision adapts to satisfy the ever changing customer climate :			
<ul style="list-style-type: none"> • Customer requirements/ needs; lifestyle, nutritional needs, dietary needs, time available 			
<ul style="list-style-type: none"> • Customer expectations; service, value for money, trends, awareness of competition, media influence/interest, environmental concerns, seasonality • Customer demographic; age, location, accessibility, money available, access to establishment 			

LO 1.3: Health and safety in hospitality and catering			
	Red	Amber	Green
AC 1.3.1: Health and safety in hospitality and catering provision			
I understand the responsibilities for personal safety in the workplace of employers and employees in relation to;			
Health and Safety at Work Act 1974			
Reporting of injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013			
Control of Substances Hazardous to Health Regulations (COSHH) 2002			
Manual Handling Operations Regulations (PPER) 1992			
Personal Protective Equipment at Work Regulations (PPER)			
Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers			
I understand and can complete the following documentation; <ul style="list-style-type: none"> • Accident forms • Risk Assessments 			
I know that employers are responsible for the health and safety training needs of all staff			
AC 1.3.2 Food Safety			
I know and can explain about the principles of Hazard Analysis Critical Control Point (HACCP)			
I can identify any critical control points and ensure risks are removed or reduced to safe levels			
I can decide on what actions to take if something goes wrong			
I can complete a HACCP document			
I can explain what records are used and show that procedures are working			

LO 1.4: Food Safety in Hospitality and Catering			
	Red	Amber	Green
AC 1.4.1: Food related causes of ill health			
I know and can explain about the different causes including:			
Allergies			
Bacteria			
Chemicals			
Intolerances			
I know and can describe the common food poisoning causes of; <ul style="list-style-type: none"> • bacillus cereus, • campylobacter, • clostridium perfringens, • e-coli, • listeria, • salmonella, • staphylococcus aureus 			
I know and understand the main food allergens; <ul style="list-style-type: none"> • cereals (gluten) • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat 			
I know and understand the main food intolerance. <ul style="list-style-type: none"> • Gluten • Lactose • Aspartame • MSG (monosodium glutamate) 			
I know and can describe food labelling laws and regulations			
I know and can explain about the Food Safety (General Food hygiene Regulations)			
I understand and can explain about food hygiene			
AC 1.4.2: Symptoms and signs of food-induced ill health			
I know and can describe the visible symptoms of food induced ill health including; anaphylactic shock, bloating, breathing difficulties, chills, diarrhoea, facial swelling, pale or sweating skin, rash, vomiting, weight loss			
I know and can describe the non-visible symptoms of food induced ill health including; constipation, feeling sick, painful joints, stomach-ache, weakness, wind/flatulence			
AC 1.4.3: Preventative control measures of food-induced ill health			

I know and understand the control measures to prevent food-induced ill health; <ul style="list-style-type: none"> • Cross contamination • Correct temperature in delivery, storage, preparation and service • Physical contamination 			
AC 1.4.4: The environmental Health Officer (EHO)			
I know and can explain about the role the EHO has in enforcing environmental health laws			
I know and can explain about the responsibilities the EHO has in:			
Collecting evidence including samples for testing, photographs, interviews			
Enforcing environmental health laws and following up complaints			
Following up outbreaks of food poisoning			
Inspecting businesses for food safety standards			
Giving evidence in prosecutions			
Maintaining evidence			
Submitting reports			