

College Hub: Skills for Further Learning and Employment

Catering & Hospitality

DEPARTMENT: Elms Bank College		YEAR: 1 or 2 Year Programme	
OVERVIEW: Elms Bank College Students to develop skills for employability and further learning within core placement areas.	INTENT / LEARNING OUTCOMES: All students will achieve an Open Award Level 1 Award in Skills for Further Learning and Employment . This can be extended to Level 1 Certificate or Level 1 Extended Certificate or Level 1 Diploma .		CORE AREAS OF WORK: Catering & Hospitality Gym & Sports Leadership Hair & Beauty Library & Community
		SUBSIDIARY AREAS OF WORK: ICT & Admin	
Catering & Hospitality	IMPACT - Placement Aims: Throughout this placement, students will develop an understanding of working in the Hospitality and Catering Industry. <ul style="list-style-type: none"> To play an active role in preparing meals for College and External bookings and build knowledge of a range of catering techniques. Explore the health and safety requirements of the industry, including COSHH and Food Hygiene, and be able to meet these within their daily role. Develop knowledge of a range of dietary requirements and understanding of how these can be catered for. Undertake customer service activities and develop your experience of catering for events. To become familiar with how to use Industry Standard kitchen equipment. 		
IMPLEMENTATION			
Module A	Module B	Module C	
Developing Own Interpersonal Skills (3)	Work Based Placement (3) Health & Safety Awareness in a Work Environment (1) Health, Safety & First Aid at Work (3) <i>Teamwork Skills (3)</i>	<i>Assisting at a Hospitality Event (4)</i> Food Preparation & Cooking (3) Kitchen Equipment (1) Food Safety & Storage (3) Meeting Special Dietary Needs (2) Health & Safety Awareness for Catering & Hospitality (3) Introduction to Barista Skills (2)	

COURSES	Module A	Module B	Module C
Award	3 Credits	3 Credits	3 Credits
Certificate	3 Credits	4 Credits	6 Credits
Extended Certificate	3 Credits	8 Credits	13 Credits
Diploma	3 Credits	14 Credits	20 Credits



Catering & Hospitality: Scheme of Work

Placement Stage	Objectives & Accreditation Links	Activities & Assessment Criteria to be Evidenced
Placement Induction	<p>B: Work Based Placement (First part)</p> <ol style="list-style-type: none"> 1. Understand the purpose of a work-based placement. 2. Understand the need for health and safety in the Workplace 	<p>Induction Overview</p> <ul style="list-style-type: none"> • Students will identify what the aim to achieve from the placement and with support, generate key targets to work on throughout their placement. • Students will explore the Health & Safety requirements of working in the Catering and Hospitality Industry and identify key hazards and risks both to staff and customers. • Students will be introduced to the equipment in the kitchen and begin to develop an initial understanding of what each appliance can be used for and the safety protocols around using these. • Students will <p>Work Based Placement (First Part)</p> <p>Targets & Action Planning</p> <ul style="list-style-type: none"> • Discussion and explanation of why student has selected particular option over another option. • Action Plan to inform student targets. Use guidance cards to prioritise key work areas (e.g. Maintaining equipment, Sports Leadership, Knowledge of Industry, Health & Safety). <p>Assessment Criteria</p> <p>1.1 Identify two possible choices for a work-based placement</p> <p>1.2 State which they would prefer and why</p> <p>1.3 Complete an Action Plan for own work-based placement</p> <ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work or video interview. Electronic evidence must be saved centrally, backed up and logged on the electronic data form. <p>Health & Safety Basics</p> <ul style="list-style-type: none"> • Differentiate between Health & Safety for Employees and Customers.

	<p>B: Health and Safety Awareness in a Working Environment (First Part)</p> <ol style="list-style-type: none"> 1. Understand Health and Safety Procedures and Equipment <p>Health & Safety Awareness for Catering & Hospitality</p> <p>C: 3 Credits</p> <ol style="list-style-type: none"> 1. Be able to demonstrate 	<ul style="list-style-type: none"> • List Health and Safety requirements to ensure staff (students in placement) safety throughout placement. <p>Assessment Criteria</p> <p>2.1 List Health and Safety requirements for a particular vocational/occupational area</p> <p>2.2 State why the identified Health and Safety requirements are important</p> <p>2.3 State why accident procedures must be followed</p> <ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work or video interview. Electronic evidence must be saved centrally, backed up and logged on the electronic data form. <p><u>Health and Safety Awareness in a Working Environment (First Part)</u></p> <ul style="list-style-type: none"> • Discussion and induction for what to do in an emergency • What to do if there is an accident. How would this be logged? Why is it important to keep a record? • Orienteering to locate emergency equipment <p>Assessment Criteria</p> <p>1.1 State the correct procedure for reporting accidents and potential hazards</p> <p>1.2 State the correct response in relation to at least two emergency situations</p> <p>1.3 Identify the location and use of emergency equipment, for example, fire/emergency alarm, first aid box</p> <ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form. <p><u>Health & Safety Awareness for Catering & Hospitality</u></p> <p>Induction/Throughout Placement</p> <ul style="list-style-type: none"> • Initial induction to confirm safe working conditions for the kitchen. • Students working in the kitchen will be supervised at all times. As confidence and understanding of the work area increases, students will be permitted to work more independently. <p>This Unit can be delivered in Three Parts</p> <p><u>Part One</u></p>
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	<p>awareness of health and safety practices in the catering and hospitality workplace.</p> <p>2. Be able to identify hazards in the workplace.</p> <p>3. Be able to follow health and safety procedures</p>	<p>Demonstrate awareness of health and safety practices in the hospitality and catering workplace. This learning outcome will cover the meaning of most commonly used terms, such as, 'health' and 'safety', the factors which affect health and safety in the workplace, the benefits/cost of good/poor health and safety standards, the responsibilities of employers and employees under the current legislation. The consequences of non-compliance will also be highlighted.</p> <p>Assessment Criteria</p> <p>1.1 Define health and safety</p> <p>1.2 State the factors which affect health and safety in the workplace</p> <p>1.3 Identify the benefits of health and safety procedures</p> <p>1.4 State the cost of poor health and safety standards</p> <p>1.5 Define the most commonly used terms in health and safety</p> <p>1.6 Identify the responsibilities of employers and employees under current legislation</p> <p>1.7 List the consequences of non-compliance</p> <p><i>Evidence through completion of module workbook.</i></p> <p>➤ <i>Evidence through written work, video interview, witness statement, video evidence or printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.</i></p>
<p>Main Placement Activities</p>	<p>B: Health and Safety Awareness in a Working Environment (Second Part)</p> <p>2. Be able to observe safe working Practices</p> <p>Kitchen Equipment</p> <p>C: 1 Credit</p> <p>1. Know about different kitchen equipment</p> <p>2. Be able to select and use kitchen equipment</p>	<p>Weekly Activity Overview</p> <p>The Hospitality team will offer a daily meal service at the College Hub and students will work in the professional standard kitchen to produce a daily menu, including catering for a wide range of bespoke dietary requirements. Refreshments for meetings will be provided by the Hospitality team and clients will be able to book in for specific catering requirements for meetings and events. The Hospitality team will also assist with any College events to be held at the Hub.</p> <p>Daily Structure</p> <p><u>P1 - 3</u></p> <ul style="list-style-type: none"> • Collect daily meal order requirements from Office • Prepare daily menu dishes <ul style="list-style-type: none"> ○ Including specific work areas for dietary requirements.

	<p>Food Preparation & Cooking C: 3 Credits</p> <ol style="list-style-type: none"> 1. Know the principal methods of cooking 2. Be able to prepare, cook and present simple dishes. <p>Meeting Special Dietary Needs C: 2 Credits</p> <ol style="list-style-type: none"> 1. Know the special dietary needs of different groups 2. Know how to meet the needs of people with special dietary needs. 	<ul style="list-style-type: none"> • P3 – set up dining room area with cutlery, water jugs, clean and sanitise all tables. <p><u>Lunchtime</u></p> <ul style="list-style-type: none"> • Serving meals and ensuring dietary requirements are met • Ensuring the café area is kept clean and tidy <p><u>P4-5</u></p> <ul style="list-style-type: none"> • Safe storage of leftover foods • Kitchen clean down with hygiene procedure followed • Menu and prep planning for next day. • Coursework for Open Awards <p><u>Other to slot in ad hoc</u></p> <ul style="list-style-type: none"> • Catering for bespoke bookings • Planning menus • Preparing for event bookings • Refreshments for meetings
Core Skills	<p>A: Developing Own Interpersonal Skills (3)</p> <ul style="list-style-type: none"> • Know own strengths and weaknesses • Know about time management • Know how to recognise stress • Know about types of criticism 	<p>Overview</p> <p>Students will complete an accredited first aid course and an initial induction period for each placement where criteria will be covered. However, all criteria below will be covered throughout the placement through developing skills for the professional work place. These are to be evidenced throughout. Work booklets are provided.</p> <p>Assessment Criteria</p> <p>1.1 Outline own strengths and weaknesses 2.1 Outline ways of improving own time management 3.1 Identify signs and symptoms of stress in self and others 4.1 Give examples of different types of criticism 5.1 Give examples of real situations which illustrate confident behaviour</p>

	<ul style="list-style-type: none"> • Understand confident behaviour • Understand what is meant by 'body language' • Understand the difference between aggressive, passive and assertive behaviour <p>B: Health, Safety & First Aid at Work (3)</p> <ul style="list-style-type: none"> • Know about the health and safety requirements of own workplace surroundings • Know about the main elements of Control of Substances Hazardous to Health (COSHH) • Know how to prevent common accidents at work • Be able to respond to first aid incidents • Be able to recognise respiratory and cardiac arrest • Be able to demonstrate resuscitation 	<p>6.1 Identify at least five examples of body language</p> <p>7.1 Give examples of each of the following behaviours:</p> <ul style="list-style-type: none"> a) aggressive b) passive c) assertive <ul style="list-style-type: none"> ➤ <i>Evidence through completion of module workbook.</i> ➤ <i>Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.</i> <p>HEALTH, SAFETY & FIRST AID AT WORK</p> <p>1.1 Identify major hazards in the workplace</p> <p>1.2 Outline safety procedures in the workplace</p> <p>1.3 Outline safe working practices in the workplace</p> <p>2.1 Identify the main COSHH regulations for the workplace</p> <p>2.2 Identify the consequences of not applying these regulations</p> <p>3.1 Identify causes for a range of common accidents at work</p> <p>3. Know how to prevent common accidents at work</p> <p>3.2 Outline ways of preventing a range of common accidents at work</p> <p>4.1 Demonstrate first aid treatments for use in dealing with simple accidents</p> <p>4.2 State when and how to call for emergency assistance</p> <p>5.1 State how to recognise situations of respiratory and cardiac arrest</p> <p>6.1 Demonstrate resuscitation techniques in accordance with national guidelines</p> <p>6.2 Demonstrate the recovery position in accordance with national guidelines</p> <p>7.1 Demonstrate safe practice in the following areas:</p> <ul style="list-style-type: none"> a) pushing and pulling b) supporting c) carrying a load <p>7.2 Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.</p> <ul style="list-style-type: none"> ➤ <i>Evidence through completion of module workbook.</i> ➤ <i>Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.</i>
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	<p>techniques and the recovery position Be able to safely handle and move inanimate loads</p>	
<p>Placement Conclusion</p>	<p>B: Work Based Placement (Second part)</p> <p>3. Understand what has been learnt from a work-based placement.</p> <p>4. Know about the value of a work-based placement in career planning.</p>	<p><u>Work Based Placement (Second part)</u></p> <ul style="list-style-type: none"> • Evaluation of targets • Review of Placement • In-Depth Tutor Report <p>3.1 State what has been learnt from a work-based placement</p> <p>3.2 State which Action Plan targets were met through the work-based placement</p> <p>3.3 State which Action Plan targets were not met through the work-based placement</p> <p>4.1 Give an example of how the work-based placement has contributed to own personal development</p> <p>4.2 State how the work-based placement has influenced own career plan</p> <ul style="list-style-type: none"> ➤ Evidence through completion of module workbook. ➤ Evidence through written work, video interview, printed and annotated photographs. Electronic evidence must be saved centrally, backed up and logged on the electronic data form.

Catering & Hospitality: Course Module Overview

Learning Objectives	Activities	Assessment Criteria
<p>Work Based Placement (B: 3 Credits)</p> <p>1. Understand the purpose of a work-based placement.</p> <p>2. Understand the need for health and safety in the Workplace</p> <p>3. Understand what has been learnt from a work-based placement.</p> <p>4. Know about the value of a work-based placement in career planning.</p>	<p>Induction</p> <ul style="list-style-type: none"> • Discussion and explanation of why student has selected particular option over another option – written or video interview evidence. • Action Plan to inform student targets. Use guidance cards to prioritise key work areas (e.g. health & safety, food storage, food prep, cooking methods, Kitchen porter, barista, customer service) 	<p>1.1 Identify two possible choices for a work-based placement</p> <p>1.2 State which they would prefer and why</p> <p>1.3 Complete an Action Plan for own work-based placement</p>
	<p>Induction</p> <ul style="list-style-type: none"> • Knowledge of using kitchen safety – appliances, knives, chemicals • Personal Hygiene • Allergies, safe food storage • Accident procedures – respond, report and log it. Discussion of why it is important to have a paper trail of evidence. 	<p>2.1 List Health and Safety requirements for a particular vocational/occupational area</p> <p>2.2 State why the identified Health and Safety requirements are important</p> <p>2.3 State why accident procedures must be followed</p>
	<p>Conclusion</p> <ul style="list-style-type: none"> • Video interview or written. • Review of targets. This should be completed periodically throughout placement. 	<p>3.1 State what has been learnt from a work-based placement</p> <p>3.2 State which Action Plan targets were met through the work-based placement</p> <p>3.3 State which Action Plan targets were not met through the work-based placement</p>
	<p>Conclusion</p> <ul style="list-style-type: none"> • Video interview or written. • Placement summary 	<p>4.1 Give an example of how the work-based placement has contributed to own personal development</p> <p>4.2 State how the work-based placement has influenced own career plan</p>

<p>Health and Safety Awareness in a Working Environment B: 1 Credit</p> <ol style="list-style-type: none"> Understand Health and Safety Procedures and Equipment Be able to observe safe working Practices 	<p>Induction</p> <ul style="list-style-type: none"> Discussion and induction for what to do in an emergency What to do if there is an accident. How would this be logged? Why is it important to keep a record? Orienteering to locate emergency equipment 	<ol style="list-style-type: none"> 1.1 State the correct procedure for reporting accidents and potential hazards 1.2 State the correct response in relation to at least two emergency situations 1.3 Identify the location and use of emergency equipment, for example, fire/emergency alarm, first aid box
	<p>Main Placement Activity Link: Maintaining, monitoring and cleaning the Gym equipment and facilities</p> <ul style="list-style-type: none"> Students to demonstrate correct clothing for sport activities, gloves for cleaning, wet floor sign. Evidence of correct and safe use of cleaning materials to clean Gym Equipment. Evidence of safe manual handling of equipment e.g. setting up equipment for sessions. 	<ol style="list-style-type: none"> 2.1 Select and use relevant safety equipment or clothing for particular tasks 2.2 Behave in a safe and acceptable manner, for example, maintaining a clean and tidy work area 2.3 Use safe manual handling techniques, as appropriate
<p>Health & Safety Awareness for Catering & Hospitality C: 3 Credits</p> <ol style="list-style-type: none"> Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace. Be able to identify hazards in the workplace. Be able to follow health and safety procedures 	<p>Induction/Throughout Placement</p> <p><i>This will be completed as a workbook throughout the placement.</i></p> <ul style="list-style-type: none"> Initial induction to confirm safe working conditions for the kitchen. Students working in the kitchen will be supervised at all times. As confidence and understanding of the work area increases, students will be permitted to work more independently. <p>This Unit can be delivered in Three Parts</p> <p><u>Part One</u> Demonstrate awareness of health and safety practices in the hospitality and catering workplace. This learning outcome will cover the meaning of most commonly used terms, such as, 'health' and 'safety', the factors which affect health and safety in the workplace, the benefits/cost of good/poor health and safety standards, the responsibilities of</p>	<ol style="list-style-type: none"> 1.1 Define health and safety 1.2 State the factors which affect health and safety in the workplace 1.3 Identify the benefits of health and safety procedures 1.4 State the cost of poor health and safety standards 1.5 Define the most commonly used terms in health and safety 1.6 Identify the responsibilities of employers and employees under current legislation 1.7 List the consequences of non-compliance <ol style="list-style-type: none"> 2.1 List causes of slips, trips and falls in the workplace 2.2 State the ways to minimise the risk of slips, trips and falls 2.3 Identify the main injuries from incorrect manual handling

	<p>employers and employees under the current legislation. The consequences of non-compliance will also be highlighted.</p> <p><u>Part Two</u> To identify hazards in the workplace, ways to minimise the risks and procedures to deal with them such as slips, trips and falls; manual handling; machinery/equipment; hazardous substances; fires and explosions and finally, electricity. Highlight the fact that slips and trips are the main single cause of accidents in hospitality and catering industry accounting for 50% of all major accidents. The key messages for preventing slips accidents are:</p> <ul style="list-style-type: none"> • See it Sort it – clean up all spills immediately • Slips and trips are not a laughing matter and can cause serious accidents. <p><u>Part Three</u> Focus on health and safety procedures, identifying the primary reasons for working safely and the functions of Personal Protective Equipment (PPE), including the employees and employers responsibilities towards the provision, use, care and maintenance of PPE. Students will be made aware of different types of safety signs and also the reporting procedures for various hazards and incidents</p> <p><u>Range of Content</u></p> <p>Primary reasons: Prevent accidents and injuries, maintain health, increase productivity. Functions of PPE: Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances). Responsibilities of employers and employees: <u>Employers:</u> (PPE (eg gloves when washing pots and pans, masks and goggles when cleaning stoves and ovens), staff changing and storage facilities). <u>Employees:</u> (comply with the policy of wearing PPE when necessary, report any defects of the PPE to the employer).</p> <p>Main types of safety signs - colour background: Prohibition signs – red (eg no mobile phones).</p>	<p>2.4 State ways to reduce the risk of injury from lifting, carrying and handling</p> <p>2.5 Identify the correct lifting procedures</p> <p>2.6 Identify ways machinery/equipment can cause injuries</p> <p>2.7 List control measures to avoid accidents from machinery/equipment.</p> <p>2.8 State types of hazardous substances</p> <p>2.9 List the control methods for hazardous substances to prevent exposure and protection of employees</p> <p>2.10 Indicate the main causes of fire and explosions</p> <p>2.11 State how elements of the fire triangle can be used to extinguish a fire</p> <p>2.12 Identify dangers associated with electricity</p> <p>2.13 Identify the measures to prevent electricity dangers</p> <p>2.14 State methods to deal with electrical dangers</p> <p>3.1 List the primary reasons for working safely</p> <p>3.2 State the functions of PPE</p> <p>3.3 State the employers’ and employees’ responsibilities regarding provision use, care and maintenance of PPE</p> <p>3.4 State how the main types of safety signs can be identified</p> <p>3.5 Identify hazards and incidents that require reporting</p>
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	<p>Fire fighting signs – red (eg fire hose reel). Mandatory signs – blue (eg protective gloves must be worn). Warning signs – yellow (eg caution – hot surface). Hazard warning signs - yellow (eg corrosive). Safety signs – green (eg First Aid).</p> <p>Require reporting: Building and equipment (eg damaged, misused), ill-health (eg dermatitis, infectious diseases), environmental (eg noise, heat), abuse (eg mental, physical).</p>	
<p>Kitchen Equipment C: 1 Credit</p> <p>3. Know about different kitchen equipment</p> <p>4. Be able to select and use kitchen equipment</p>	<p>Practical skills The learner can:</p> <ol style="list-style-type: none"> 1. Demonstrate the correct selection of equipment and utensils for use 2. Demonstrate the correct procedures when using, cleaning and maintaining equipment and utensils 3. Demonstrate safe and hygienic storage of equipment and utensils <p>Underpinning knowledge The learner can:</p> <ol style="list-style-type: none"> 1. State factors in selecting equipment and utensils for use 2. State how to use equipment and utensils correctly and safely 3. Identify hazards associated with using, cleaning and storing equipment and utensils 4. State how to carry out routine care and storage of equipment and utensils. <p>Range of Content</p> <p>Selecting/selection: Size, fitness for purpose, materials.</p> <p>Equipment and utensils: <u>Large equipment:</u> Ovens - conventional, fan assisted (convection), combination (steam/dry heat), microwave.</p>	<ol style="list-style-type: none"> 1.1 Give examples of large kitchen equipment 1.2 Give examples of small kitchen equipment 1.3 Give examples of kitchen hand tools 1.4 Describe how each item given as an example is used 1.5 State the safety requirements for using kitchen equipment 2.1 Select the correct equipment for routine tasks 2.2 Use different kitchen equipment for routine tasks safely and hygienically 2.3 Follow correct procedures when cleaning and storing kitchen equipment

	<p>Hobs - induction, solid top, open range. Grills, steamers, fryers. Cold holding (storage equipment), hot holding equipment (bain marie, hotplate, gas, electric).</p> <p><u>Small equipment and utensils:</u> Scales, measuring jugs, liquidisers, blenders, mixers, mortar and pestle, spoons, rolling pins, spatulas, spiders, slices, ladles, whisks, cutlet bats, saucepans, sauté pans, griddle pans, wok, bowls, trays, cooling racks, tins, moulds, sieves, strainers and colanders.</p> <p>Use equipment and utensils correctly and safely Compliance with hygiene and health and safety legislation, manual handling, workplace policies, following safe working practices.</p> <p>Associated hazards Poor hygiene, health and safety (spillage of liquids, incorrect lifting techniques, scalds, burns). Cleaning - hygiene (eg incomplete cleaning and drying), health and safety (eg incorrect use of chemicals and materials causing damage to equipment and risk of injury to the user, spillage of liquids, scalding). Storing - hygiene (eg air circulation, incorrect storage of chopping boards) health and safety.</p> <p>Carry out routine care and storage Correct wearing of personal protective equipment (PPE). Small items of equipment and utensils: report damaged items and remove from use, grease pans, follow special care requirements, store hygienically, safely and securely (eg use correct racking). Large items of equipment: test electrical equipment, report damaged items, follow special care requirements, monitor temperature of cold storage.</p>	
<p>Food Preparation & Cooking C: 3 Credits</p> <p>3. Know the principal methods of cooking</p>	<p><u>Know the Principal Methods of Cooking</u> Principal methods of cooking: Baking, grilling, frying (shallow, deep-fat), boiling, roasting, steaming, stewing, poaching, simmering, microwaving.</p>	<p>1.1 State the principal methods of cooking 1.2 State typical cooking methods for different commodities</p> <p>2.1 Prepare, cook and present 3 simple dishes safely</p>

<p>4. Be able to prepare, cook and present simple dishes.</p>	<p>Different commodities: Tinned goods, bottled goods, dry goods, fresh goods (meat, fish, fruit, vegetables, dairy products), chilled goods, frozen goods, pre-cooked products.</p> <p><u>Preparation, Cooking and Presentation</u></p> <p>Preparation: Weighing, measuring, beating, chopping, grating, mixing, peeling, stirring, folding.</p> <p>Cooking: Baking, grilling, frying (shallow, deep-fat), boiling, roasting, steaming, stewing, poaching, simmering, microwaving.</p> <p>Presentation: Garnishes, dishes, portion size, accompaniments.</p> <p>Safety and hygiene: Follow organisation's procedures, washing hands, correct uniform, use correct equipment.</p> <p>Clean work areas and equipment safely and hygienically, during and after preparing and cooking food: Cleaning (correct use and storage of cleaning materials), clearing as you work, sterilising, store food correctly, turn off electrical equipment when not in use, correct use, personal protective equipment (PPE), follow organisation's procedures.</p> <p>Safe working practices: Follow manufacturers' instructions, use of PPE, deal with spillages.</p> <p>Review own performance and make suggestions: Own working methods (timings, use of equipment, knife skills, safety and hygiene standards), finished dish (appearance, colour, taste, portion size, matched against expected dish), presentation of dish (use of garnishes, use of accompaniments, appearance of dish).</p>	<p>and hygienically, using wet and dry cooking methods</p> <p>2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food</p> <p>2.3 State safe working practices for different cooking methods</p> <p>2.4 Review own performance and make suggestions for future improvement</p>
<p>Meeting Special Dietary Needs C: 2 Credits</p>	<p>Underpinning knowledge The learner can:</p> <p>1. Identify groups of people who have special dietary needs</p>	<p>1.1 State why some people have special dietary needs</p> <p>1.2 Give examples of groups of people with special</p>

<p>3. Know the special dietary needs of different groups</p> <p>4. Know how to meet the needs of people with special dietary needs.</p>	<p>2. Identify the dietary/nutritional requirements of vulnerable groups</p> <p>3. Identify the dietary/nutritional requirements of those who need special diets</p> <p>Range of Content</p> <p>Groups Vulnerable groups – eg pre-school children, expectant mothers, older adults, people suffering from ill health (low immune system).</p> <p>Those who need special diets– eg vegetarian, vegan, cultural/religious, diabetic, allergies and intolerances.</p> <p>Dietary/nutritional requirements</p> <p><u>Vulnerable groups:</u></p> <p>pre-school children (foods that are nutrient dense, balanced, lower fibre);</p> <p>expectant mothers (high nutritional value, balanced, high in vitamins (in particular, folic acid) and minerals, an exception is vitamin A - must avoid liver, avoiding foods that have a high risk of food poisoning eg raw egg products, soft /unpasteurised cheeses);</p> <p>older adults (foods that are nutrient dense, balanced, high in vitamin D and avoiding foods that have a high risk of food poisoning); people suffering from ill health (easy to eat and digest, high nutritional value, appealing/tempting).</p> <p><u>Special diets:</u></p> <p>vegetarian – avoiding products that would cause an animal to be killed);</p> <p>vegan – avoiding all products of animal origin; cultural/religious; diabetic; allergies and intolerances (eg cows’ milk, wheat, barley, soya, nuts (in particular peanuts), crustacea (shrimp, lobster), fish, some fruits and spices).</p>	<p>dietary needs</p> <p>1.3 Identify the special dietary needs of specified groups of people</p> <p>2.1 Identify suitable foods for a given individual with special dietary needs</p> <p>2.2 Identify relevant dietary information on food labels for dietary information</p> <p>2.3 Outline how you could meet the dietary needs of the given individual by preparing a menu for one day</p>
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