

The Eatwell Guide

•When choosing food and drinks, current healthy eating guidelines should be followed.



The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

8 tips for healthier eating

- These eight practical tips cover the basics of healthy eating and can help you make healthier choices.
- Base your meals on starchy carbohydrates.
 - Eat lots of fruit and veg.
 - Eat more fish – including a portion of oily fish.
 - Cut down on saturated fat and sugar.
 - Eat less salt (max. 6g a day for adults).
 - Get active and be a healthy weight.
 - Don't get thirsty.
 - Don't skip breakfast.

Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.



Key terms

- The Eatwell Guide:** A healthy eating model showing the types and proportions of foods needed in the diet.
- Hydration:** The process of replacing water in the body.
- Dietary fibre:** A type of carbohydrate found in plant foods.
- Composite/combination food:** Food made with ingredients from more than one food group.

Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Oil and spreads

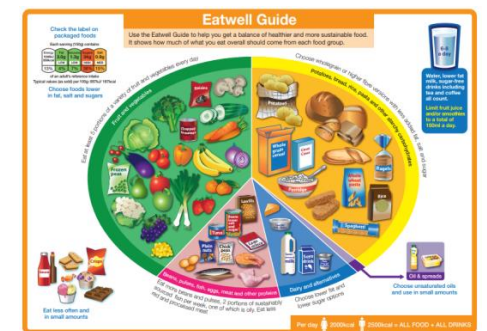
- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g., olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food – Lasagne



Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre wholegrain varieties.

Beans, pulses, fish, eggs, meat and other protein

- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and; people who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

Dairy and alternatives

- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

- Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**
- Onions, garlic and chopped tomatoes: **Fruit and vegetables**
- Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**
- Cheese sauce made with milk and cheese: **Dairy and alternatives**
- Olive/vegetable oil used to cook onions and mince: **Oil and spreads**

Energy, nutrients and digestion

- Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life.
- Digestion involves different parts of the body, each having an important role.

Energy

Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:

- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

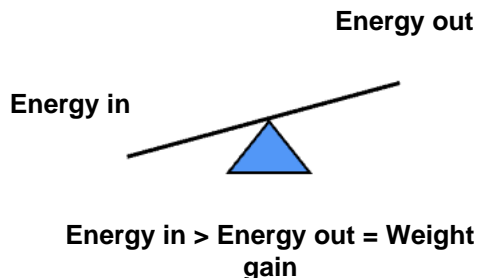
Different people need different amounts of dietary energy depending on their:

- age;
- gender;
- body size;
- level of activity;
- genes.



Energy balance

To maintain body weight, it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).



Energy from food

• Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).
 • Different macronutrients provide different amounts of energy.

	Energy per 100g
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)

Energy requirements vary from person to person, depending on the Basal Metabolic Rate (BMR) and Physical Activity Level (PAL).

Total energy expenditure = BMR x PAL

Body Mass Index (BMI) can be used to identify if an adult is a correct weight for height.

$$\text{BMI} = \frac{\text{weight (kg)}}{(\text{height in m})^2}$$

Recommended BMI range (adults)

Less than 18.5	Underweight
18.5 to 25	Desirable
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

Nutrients

There are two different types of nutrients:

- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.

Carbohydrate

Free sugars include all sugars added to foods, plus sugars naturally present in honey, syrups and unsweetened fruit juice.

Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine.

Sugars include a variety of different sugar molecules such as sucrose
Starchy foods are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.

Protein

Protein is made up of building blocks called amino acids. There are 20 amino acids found in protein. For adults, eight of these have to be provided by the diet (this is higher in children). These are called essential amino acids, which cannot be made by the human body.

Fat

Sources of fat include:

- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

A high saturated fat intake is linked with high blood cholesterol levels.

Micronutrients

Vitamins

There are two groups of vitamins:

- fat-soluble vitamins, e.g., vitamins A and D.
- water-soluble vitamins, e.g., B vitamins (thiamin, riboflavin, niacin, folate, vitamin B12) and vitamin C.

Minerals

Minerals are inorganic substances required by the body in small amounts for a variety of different functions. Examples include: calcium, sodium and iron. Most micronutrients are mostly provided by the diet. An exception is vitamin D which can be synthesised by the action of sunlight on the skin.

Calcium is essential for a number of important functions such as the maintenance of bones and teeth, blood clotting and normal muscle function.

Sodium is needed for regulating the amount of water and other substances in the body.

Iron is essential for the formation of haemoglobin in red blood cells. Red blood cells carry oxygen and transport it around the body. Iron is also required for normal metabolism and removing waste substances from the body.

Stages of digestion

Ingestion - the intake of food into the gastrointestinal (GI) tract.

Digestion - a series of physical and chemical processes which begin in the mouth but take place mainly in the stomach and small intestine.

Absorption - the passage of digested food substances across the gastrointestinal lining into the bloodstream and lymphatic system.

Elimination - the excretion of undigested food substances (such as cellulose) or waste in faeces.

Key terms

Energy: The power the body requires to stay alive and function.

Digestion: The process by which food is broken down in the digestive tract to release nutrients for absorption.

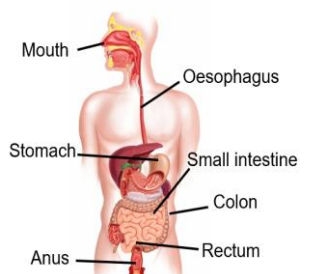
Macronutrients: Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.

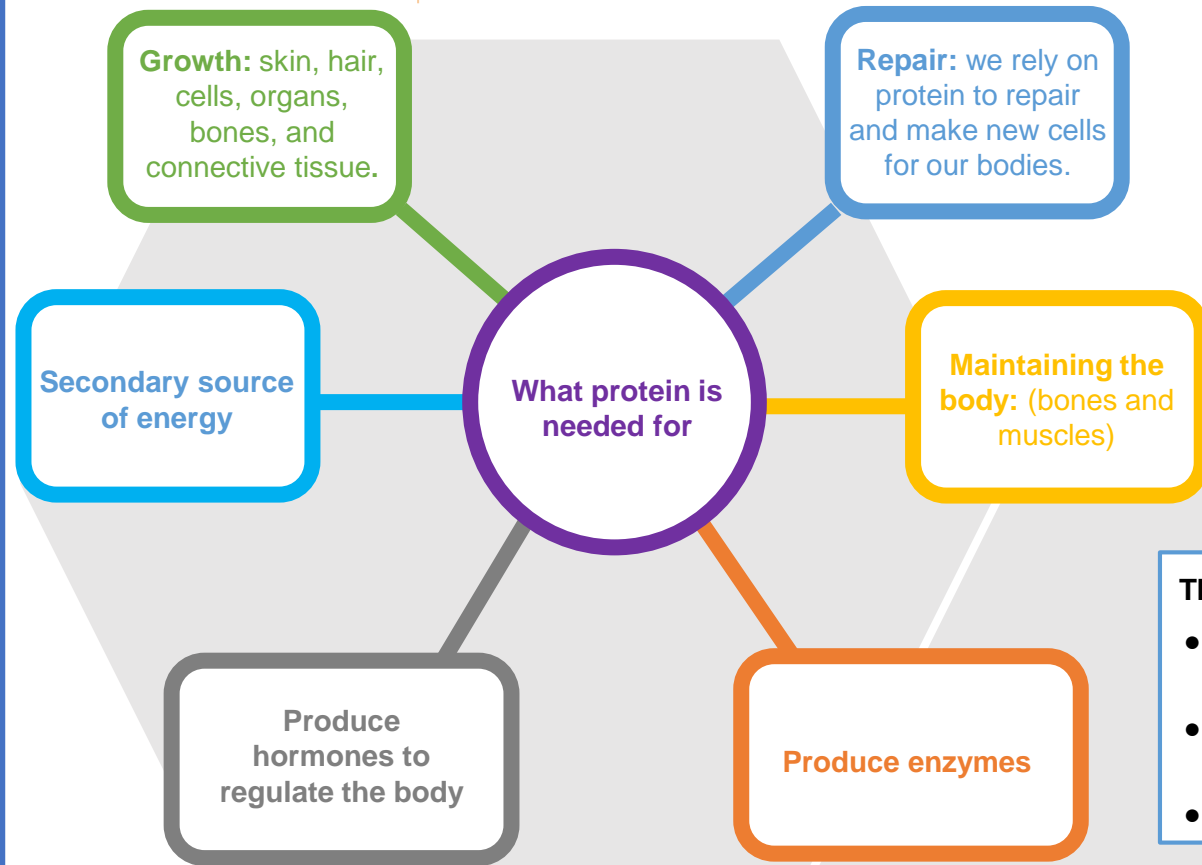
Micronutrients: Nutrients which are needed in the diet in very small amounts.

Digestion

The body requires energy from food and drink. Our bodies release the energy and nutrients from food.

The food passes down the Gastrointestinal tract (GI) tract as shown below.



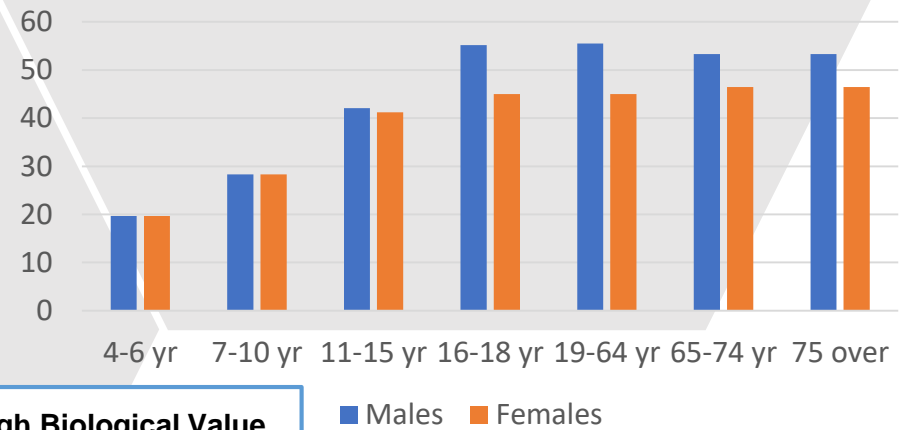


EARLY CHILDHOOD & ADOLESCENCE	ADULTHOOD
<ul style="list-style-type: none"> Children and teenagers require more protein than adults. As children grow into teenagers, they require more protein especially during puberty when increasing muscle mass. 	<p>Protein intake decreases in adults except:</p> <ul style="list-style-type: none"> Athletes or building body mass Muscle mass: more required in males Pregnant or breastfeeding women Healing from sickness or surgery

The 3 Sources of Protein

- Animals:** meat, fish, dairy, and eggs.
- Plants:** pulses, tofu, soya, lentils, nuts, and grains.
- Mycoprotein:** Quorn.

Grams of Protein per day EAR – Estimated Average Requirements



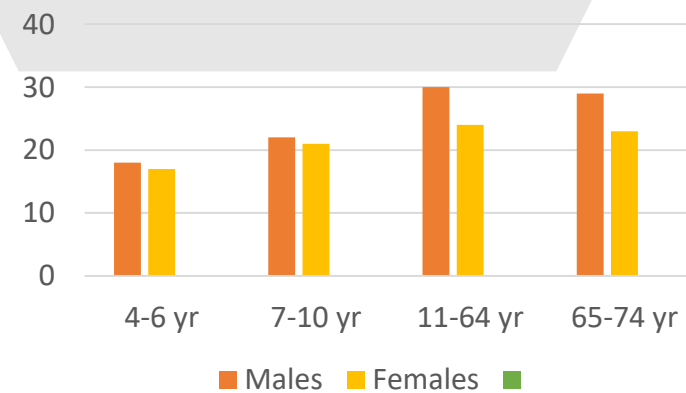
HBV – High Biological Value

- Milk
- Meat
- Fish
- Cheese
- Eggs
- Soya Beans

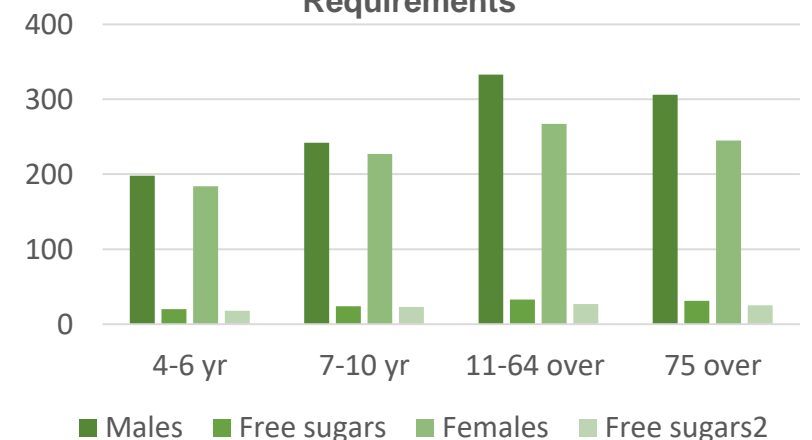
LBV – High Biological Value

- Cereals
- Beans
- Nuts

Grams of Fat per day EAR – Estimated Average Requirements



Grams of carbohydrates and free sugars per day – EAR – Estimated Average Requirements



NONESSENTIAL (DISPENSABLE) amino acids

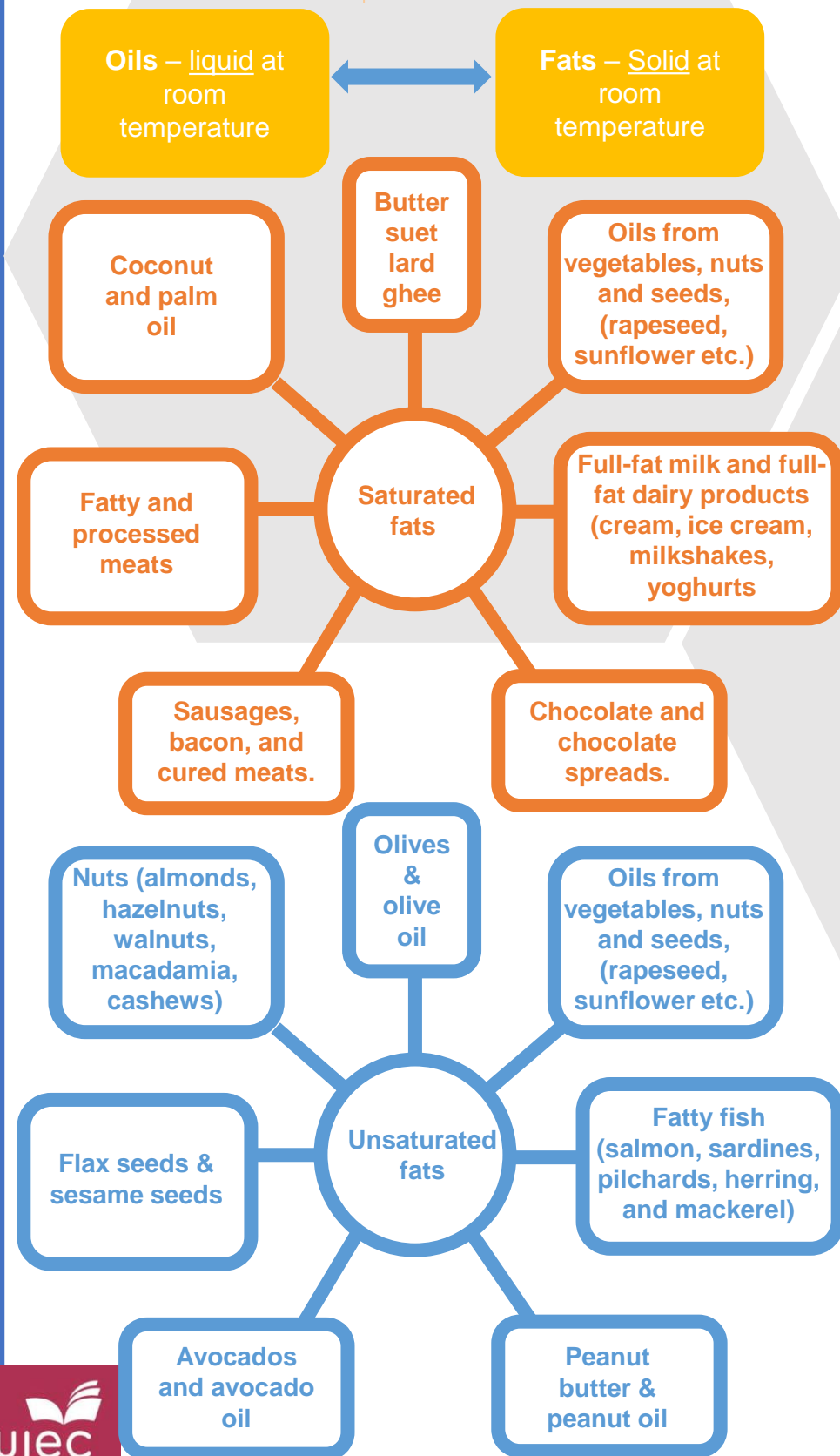
- The body needs them for growth and repair; but the body can synthesise (make) them.

CONDITIONAL amino acids

- These are not essential, except when the body is ill or stressed

ESSENTIAL (INDISPENSABLE) amino acids

- These amino acids cannot be produced by the body; therefore we must have them in our diet.
- Protein foods that contain all of the essential amino acids are known as high biological value (HBV) foods.
- Foods that are missing one or more of the essential amino acids are called low biological value (LBV) foods.

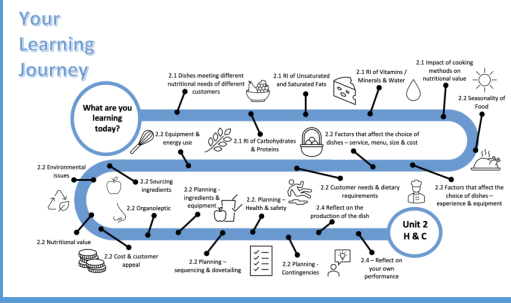


FATS

- Vitamins A, D, E, and K, are fat soluble & are stored in the body.
- Fats maintain body temperature.
- Fats ensure a healthy immune system.
- Fats maintain healthy skin and hair.
- Fats help protect vital organs.
- Fats are high energy.
- Fats are most calorie dense
- Fats are made up of fatty acids and glycerol.
- Fats are stored in the skin, insulating the and protecting.

LDL – low density lipoprotein

HDL – High density lipoprotein



SIMPLE CARBOHYDRATES

- **MONOSACCHARIDES** (single sugar molecule): glucose, fructose, and galactose.
- **DISACCHARIDES** (double sugar molecule: lactose, maltose, and sucrose).

COMPLEX CARBOHYDRATES

- **POLYSACCHARIDES** (three or more sugar molecules): starch, glycogen, dextrin, cellulose, pectin.
- **NON-STARCH POLYSACCHARIDES**: dietary fibre NSP.

Source of simple carbohydrates

Sucrose	<ul style="list-style-type: none"> • Sugar beet/cane • Golden syrup 	<ul style="list-style-type: none"> • Treacle
Lactose	<ul style="list-style-type: none"> • Milk (this does contain important micronutrients) 	
Maltose	<ul style="list-style-type: none"> • Malt sugar • Fermented grain 	<ul style="list-style-type: none"> • Germinated grain
Glucose	<ul style="list-style-type: none"> • Fresh/dried/juiced fruits • Sweetcorn 	<ul style="list-style-type: none"> • Honey • Agave
Fructose	<ul style="list-style-type: none"> • Some fresh/juiced fruits • Honey 	<ul style="list-style-type: none"> • Some vegetables
Galactose	<ul style="list-style-type: none"> • Avocado • Sugar beets • Celery 	<ul style="list-style-type: none"> • Kiwi • Plums • Dairy products

Source of complex carbohydrates

<ul style="list-style-type: none"> • Wholemeal, granary or wholegrain wraps 	<ul style="list-style-type: none"> • Porridge
<ul style="list-style-type: none"> • Wholemeal pitta 	<ul style="list-style-type: none"> • Muesli
<ul style="list-style-type: none"> • Wholemeal bread 	<ul style="list-style-type: none"> • Quinoa
<ul style="list-style-type: none"> • Wholewheat/brown/wild rice 	<ul style="list-style-type: none"> • Buckwheat
<ul style="list-style-type: none"> • Wholemeal/brown pastas 	<ul style="list-style-type: none"> • Non-starchy vegetable
<ul style="list-style-type: none"> • Starchy vegetables: potatoes with skins on, sweet potatoes & corn 	<ul style="list-style-type: none"> • Beans
<ul style="list-style-type: none"> • Wholegrain cereals 	<ul style="list-style-type: none"> • Lentils
<ul style="list-style-type: none"> • Weetabix 	<ul style="list-style-type: none"> • Kidney beans

Source refined carbohydrates

<ul style="list-style-type: none"> • White flour 	<ul style="list-style-type: none"> • Biscuits
<ul style="list-style-type: none"> • White pasta 	<ul style="list-style-type: none"> • White bread
<ul style="list-style-type: none"> • White rice 	<ul style="list-style-type: none"> • Bagels
<ul style="list-style-type: none"> • Cakes 	<ul style="list-style-type: none"> • Pizza base
<ul style="list-style-type: none"> • Pastries 	<ul style="list-style-type: none"> • Sweet breakfast cereals

Fat Soluble

VITAMIN A	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps with vision in dim light Helps the body develop and grow Strengthens the immune system Keeps the throat, lungs, and digestive system moist Acts as an antioxidant Skin health Cell growth 	<ul style="list-style-type: none"> Found as a retinol in animal products Found as beta carotene in plant foods such as orange and red fruits and leafy green vegetables Added to margarine
Amount of vitamin A required each day	
4-6 years: 400mg (milligrams) 7-10 years: 500mg Females 11-75+ years: 700mg Males 11-75+ years: 700mg	

VITAMIN D	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps absorb and retain calcium and phosphorus Helps with development of strong teeth and bones Important in brain function Supports immune and nervous systems Supports lung function 	<ul style="list-style-type: none"> Vitamin D is known as the sunshine vitamin Fortified foods: added to margarine and breakfast cereals Oily fish Dairy products Eggs
Amount of vitamin D required each day	
All age groups 10µg (micrograms)	

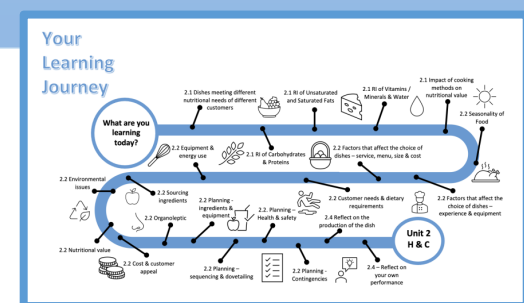
VITAMIN E	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Antioxidant: aids with protecting membranes Healthy skin and eyes Helps clots from forming in the heart arteries Some research suggest that it can help with vision loss and some cancers 	<ul style="list-style-type: none"> Sunflower seeds Almonds Peanuts Avocados Oily fish Butternut squash Vegetable oils Soybean oil Beet greens/spinach Dark green vegetables Pumpkin Wheatgerm oil Mango Asparagus

VITAMIN K	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> To produce prothrombin and osteocalcin Blood clotting, helping wounds to heal Keep bones healthy 	<ul style="list-style-type: none"> Leafy green vegetables such as kale/spinach /sprouts/broccoli Cheese liver asparagus coffee bacon green tea

Water Soluble

VITAMIN (Thiamine) B1	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps the body release energy from carbohydrates Keeps the nervous system healthy Promotes normal growth in children Needed in the diet everyday 	<ul style="list-style-type: none"> Wholegrain products Wheat Rice Yeast Marmite Meat Fish Dairy products Seeds Nuts Beans Lentils Fortified cereals Fresh fruit such as bananas and oranges Peas

Amount of vitamin B1 required each day
4-6 years: 0.6mg (milligrams) 7-10 years: 0.7mg 11-75+ years: 0.8-1.0mg* 65-74 years: 0.8-0.9mg* 75+ years: 0.7-0.9mg* *Highest mg amounts in age groups are for males



Water Soluble

VITAMIN (Riboflavin) B2

Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps breakdown protein from food 	<ul style="list-style-type: none"> Found in some foods as vitamin B1
<ul style="list-style-type: none"> Helps maintain healthy growth and skin 	<ul style="list-style-type: none"> Mushrooms
<ul style="list-style-type: none"> Help promote a healthy nervous system 	
<ul style="list-style-type: none"> Involved in the growth of cells 	

Amount of vitamin B2 required each day

4-6 years: 0.8mg (milligrams)
 7-10 years: 1.0mg
 11-14 years: 1.1-1.2mg*
 15-75+ years: 1.1-1.3mg*

*Highest mg amounts in age groups are for males

VITAMIN (Niacin) B3

Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps release energy from foods 	<ul style="list-style-type: none"> Found in the same foods as vitamin B1
<ul style="list-style-type: none"> Helps with lowering fat levels in the blood 	
<ul style="list-style-type: none"> Helps the body use proteins and fats 	
<ul style="list-style-type: none"> Keeps skin and hair healthy 	
<ul style="list-style-type: none"> Keeps the nervous system healthy 	

Amount of vitamin B3 required each day

4-6 years: 0.9mg (milligrams)
 7-10 years: 1.0mg
 11-14 years: 1.0-1.2mg*
 15-18 years: 1.2-1.5mg*
 19-75+ years: 1.2-1.4mg*

*Highest mg amounts in age groups are for males

VITAMIN (Pyridoxine) B6

Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps the body form haemoglobin 	<ul style="list-style-type: none"> Pork Chicken, turkey
<ul style="list-style-type: none"> Helps the body get energy from protein and carbohydrates in food 	<ul style="list-style-type: none"> Fish Peanuts Soya beans Dairy products Oats Fortified cereal Bananas Wheatgerm

Amount of vitamin B6 required each day

4-6 years: 0.9mg (milligrams)
 7-10 years: 1.0mg
 11-14 years: 1.0-1.2mg*
 15-18 years: 1.2-1.5mg*
 19-75+ years: 1.2-1.4mg*

*Highest mg amounts in age groups are for males

VITAMIN (Folate Acid) B9

Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Forming red blood cells 	<ul style="list-style-type: none"> Liver
<ul style="list-style-type: none"> Help to use protein 	<ul style="list-style-type: none"> Kidney
<ul style="list-style-type: none"> Help to make/repair DNA 	<ul style="list-style-type: none"> Wholegrain products
<ul style="list-style-type: none"> For prenatal care – without sufficient anaemia develops 	<ul style="list-style-type: none"> Pulses Leafy green vegetables
<ul style="list-style-type: none"> For prenatal to protect against spina bifida and anencephaly (born with parts of the skull missing) 	<ul style="list-style-type: none"> Asparagus Potatoes Seeds

Amount of vitamin B9 required each day

4-6 years: 100µg (micrograms)
 7-10 years: 150µg
 11-75+ years: 200µg

VITAMIN (Cobalamin) B12

Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps form a protective coating on nerve cells to help them work properly 	<ul style="list-style-type: none"> Shellfish Liver Red meat
<ul style="list-style-type: none"> Helps produce energy 	<ul style="list-style-type: none"> Eggs
<ul style="list-style-type: none"> Brain function 	<ul style="list-style-type: none"> Chicken/ turkey
<ul style="list-style-type: none"> Producing red blood cells 	<ul style="list-style-type: none"> Dairy products
<ul style="list-style-type: none"> Not enough vitamin B12 can cause anaemia 	<ul style="list-style-type: none"> Fortified breakfast cereal Lamb, beef, and pork

Amount of vitamin B12 required each day

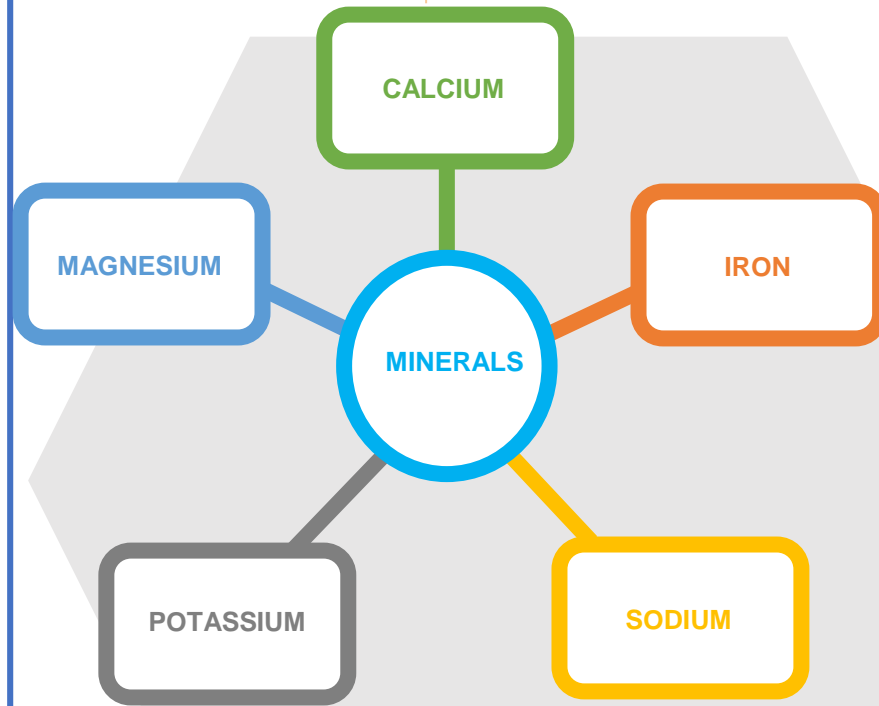
4-6 years: 0.8µg (micrograms)
 7-10 years: 0.1µg
 11-14 years: 1.2µg
 15-75+ years: 1.5µg

VITAMIN (Ascorbic Acid) C

Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps absorb iron from foods 	<ul style="list-style-type: none"> Citrus fruits
<ul style="list-style-type: none"> Produces collagen 	<ul style="list-style-type: none"> Blackcurrants
<ul style="list-style-type: none"> Helps protect cells 	<ul style="list-style-type: none"> Kiwi
<ul style="list-style-type: none"> Helps skin health 	<ul style="list-style-type: none"> Leafy green vegetables
<ul style="list-style-type: none"> Helps heal wounds 	<ul style="list-style-type: none"> Potatoes
<ul style="list-style-type: none"> Acts as an antioxidant 	<ul style="list-style-type: none"> Broccoli Kale Sweet red/green peppers Chilies
<ul style="list-style-type: none"> Helps the immune system fight and prevent infection 	<ul style="list-style-type: none"> Strawberries Papaya Pineapple Mango Cauliflower
<ul style="list-style-type: none"> Needed in the diet everyday 	

Amount of vitamin B1 required each day

4-10 years: 30mg
 11-14 years: 45mg
 15-75+ years: 40mg



IRON	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Makes haemoglobin – a type of protein in the red blood cells – which transports oxygen around the body 	<ul style="list-style-type: none"> Red meats (kidney/liver) Egg yolks Leafy green vegetables Lentils
<ul style="list-style-type: none"> Low iron can cause anaemia 	<ul style="list-style-type: none"> Cocoa & chocolate Dried apricot
<ul style="list-style-type: none"> Vitamin C is needed to help with the absorption of iron 	<ul style="list-style-type: none"> Fortified cereals Curried spices Corned beef

Amount of iron required each day
4-6 years: 6.1mg (milligrams) 7-10 years: 8.7mg 11-18 years: - 11.3-14.8mg* Males 19-64 years: 8.5mg Females 19-50 years: 14.8mg Females 51-64 years: 8.7mg 65-75+ years: 8.7mg *Highest mg amounts in age groups are for males

POTASSIUM	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Needed for all body tissues Helps with growth 	<ul style="list-style-type: none"> Red meat Fish Broccoli, tomatoes, peas Lentils, kidney beans, soybeans
<ul style="list-style-type: none"> It functions as an electrolyte once it is inside the body 	<ul style="list-style-type: none"> Dried apricots, prunes Bananas and kiwis
<ul style="list-style-type: none"> Helps with maintaining a healthy heart 	<ul style="list-style-type: none"> Dairy products Nuts
<ul style="list-style-type: none"> Helps with balance of fluid in the body 	<ul style="list-style-type: none"> Potatoes
<ul style="list-style-type: none"> Can help with blood pressure 	

Amount of potassium required each day
4-6 years: 1100mg 7-10 years: 2000mg 11-14 years: 3100mg 15-75+ years: 3500mg

SODIUM	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Required to regulate the balance of water in the body Helps with energy usage Aids in contracting and relaxing muscles Too much salt/sodium can increase blood pressure and heart disease 	<ul style="list-style-type: none"> Table salt Processed foods Smoked meats Bacon

Amount of sodium required each day
4-6 years: 1.2g 7-10 years: 2.0g 11-75+ years: 2.4g

MAGNESIUM	
Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Helps with a healthy immune system Helps with inflammation Turns food into energy Assists in the function of the parathyroid gland Plays a role in over 300 enzyme reactions in the human body Nerves & muscle function Supports the immune system Builds up protein & strong bones Helps with blood sugar levels 	<ul style="list-style-type: none"> Almonds, peanuts, cashew nuts Spinach Pumpkin seeds Black beans & soya beans Potatoes with skins on Brown rice Beef Salmon Wholewheat Avocado Fortified cereals

Amount of magnesium required each day
4-6 years: 120mg (milligrams) 7-10 years: 200mg 11-14 years: 280mg 15-18 years: 300mg 19-75+ years: 270-300* *Highest mg amounts in age groups are for males

CALCIUM

Benefit for the body	Found in these foods
<ul style="list-style-type: none"> Strengthens bones & teeth Helps bones meet peak mass Helps children to grow Helps with blood clotting Helps with muscle contraction Helps with muscle contraction Vitamin D is needed to help the absorption of calcium. 	<ul style="list-style-type: none"> Dairy products Fortified white bread Green vegetables Soya products Nuts and seeds Almonds Tofu Winter Squash

Amount of calcium required each day
4-6 years: 460mg (milligrams) 7-10 years: 500mg 11-14 years: 800-1000mg* 15-18 years: 800-1000mg* 19-75+ years: 700mg *Highest mg amounts in age groups are for males

DIETARY CHOICES

Vegetarians – do not eat meat and fish but eat eggs, milk and dairy products like cream and yoghurt

Vegans – do not eat or any animal products, such as dairy products and eggs.

Pescatarians – do not eat meat but will eat

Low-calorie/low-fat diets – are for people watching their calorie intake and weight management and for cardiovascular management – heart and blood circulation health

CULTURAL REASONS

Hindus: many are vegetarians; however, some may eat fish

Muslims: they must eat Halal foods; this is slaughtering an animal according to religious rites. They cannot eat any Haram foods (forbidden); pork, pork products, alcohol, caffeine, dried yeasts, or any product that is a meat derivative that is not Halal. They fast during Ramadan; no food can be eaten between dawn and dusk in the ninth month of the Islamic calendar

Jews: they will only eat Kosher foods (foods allowed under religious law); land animals that have a cloven hoof & eat grass, and only fish that have fins and scales, no birds of prey. Shellfish, rabbit & pork are forbidden, and dairy foods and meat must not be prepared, cooked, or eaten together

Buddhists: they will often follow a vegetarian or a lacto-vegetarian diet

Rastafarians: their diet includes avoiding animal products; except milk and foods that are “ital” (natural)

MEDICAL REASONS

Allergens: If someone is allergic to a food their immune system attacks their body, symptoms can be mild to severe

Intolerance: food intolerance is when the body has a chemical reaction to certain foods causing digestive problems

Coeliac: is a disease where the body reacts to gluten; the digestive system attacks, causing the gut to be damaged and restricting the absorption of nutrients.

Diabetes type 2: people with diabetes have to follow a balanced diets and manage their carbohydrate intake as that can raise their blood sugar levels excessively. The carbohydrates that increase blood sugar levels quickly are called high glycaemic index (GI), like wholemeal products.

Cardiovascular disorder: caused by a low-density lipoprotein (LDL) the bad cholesterol which narrows your arteries, reducing the supply of oxygen. It is important to limit the consumption of saturated fats as this strain the heart.

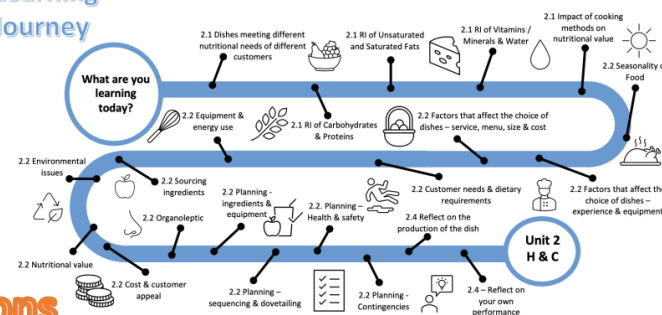
Iron deficiency: Very common in females during menstruation also in women who are pregnant. Without enough iron the body cannot make enough red blood cells lowering the rate of transportation of oxygen around the body. It can lead to fatigue, weakness, shortness of breath, paleness, brittle nails, fast/irregular heartbeat, headaches and food cravings. To increase iron through diet you should eat; red meat, shellfish, beans, fortified breakfast cereals, dark chocolate, nuts, & seeds.

Basal Metabolic Rate (BMR) Physical Activity Level (PAL)

- The basic functions of the body (breathing, digesting, sleeping) require energy that is your BMR
- Energy requirements vary depending on age, lifestyle, and physical activity.
- Active people can calculate their energy needs by calculating their **PAL** and adding their **BMR**.

Age range	Male	Female
4-6 years	1482kcal	1378kcal
7-10 years	1871kcal	1703kcal
11-14 years	2500kcal	2000kcal
15-18 years	2500kcal	2000kcal
19-64 years	2500kcal	2000kcal
65-74 years	2342kcal	1912kcal
75+ years	2294kcal	1840kcal

Your Learning Journey



INFANTS (Birth to 2 years)

- Rapid growth in this life stage
- The brain is growing and developing at the highest rate
- Organs/organ systems development at a rapid rate
- Two soft spots on baby’s head – fontanelle – for brain growth

EARLY CHILDHOOD (3-8 years)

- Growth and weight are steady in preschool age children
- All children grow at the same rate until adolescence
- The brain is growing and developing
- Muscle increases and fat decreases due to activity
- Smaller stomachs require nutrient-high meals to promote growth
- Eating healthily should be encouraged into a habit-forming process
- Greater activity in young children require more calories for growth
- Bone density is increasing and cartilage more calcium is required
- Processed foods should be avoided because of saturated fat & sugar

ADOLESCENCE (9-18 years)

- Puberty causes an extreme growth: more energy is needed
- Protein for bone and organ development
- Reproductive system will reach sexual maturity
- Females in puberty require increased level of iron for menstruation
- Females have to increase foods containing vitamin C and iron
- Teenagers grow rapidly at this age
- Males are developing muscle mass and need increased protein

EARLY ADULTHOOD (19-45 years)

- Bone mass reaches its peak and stops growing
- Balanced diet to keep the immune system in top condition
- Protein is required for growth and repair
- Using the Eatwell Guide to maintain a balanced diet
- Pregnancy/breastfeeding increase folate acid, calcium, calories
- Breastfeeding requires increased nutrients for the baby

MIDDLE ADULTHOOD (46-64 years)

- Some females transition through the perimenopause
- Lower levels of oestrogen
- Menopause is when the ovaries stop producing eggs
- 10 years+ of perimenopause and menopause
- Increase calcium, magnesium, vitamin K and D for bones
- Phosphorus should be limited as it can cause a loss of minerals
- Increase dietary fibre to aid the digestive system
- Saturated /unsaturated fats should be decreased

LATER ADULTHOOD (65+ years)

- The digestive system become less efficient affect absorption
- Less activity at 75+ causes lower calorie intake
- More fat is needed
- More protein is needed to repair wounds and cells
- More vitamin D is required increased sunlight needed
- Increased fruit and vegetables
- Limit of fatty foods that increase weight
- Softer foods for later stages are recommended

Energy (calories) is what we need for simple bodily functions



FRYING

- Can be deep or shallow frying; shallow uses less oil
- Deep fat frying oily fish damages omega-3 by 70-85%
- Frying can preserve vitamin B and C
- Frying potatoes can convert fibre into resistant starch
- Frying has minimum impact on protein and minerals
- Thiamine is retained in fried potatoes as are vitamins C and B1
- Unsaturated fatty acids and antioxidants are lost from fried potatoes
- Water-soluble vitamins are retained better in frying
- Deep frying retains more vitamin C than shallow frying
- Deep fat frying causes a loss of vitamin A



BOILING

- Vitamin C is water soluble; up to 50% can be lost in water
- Vitamin B is sensitive to heat; 60% thiamine & niacin can be lost
- Use liquid from cooking for sauce/gravy; recovers 70/90% of vitamins
- Minerals tend to survive better than vitamins when boiled
- Boiling in less water can reduce vitamins lost
- Leafy greens retain 60% of vitamin C and 65% folate in less water
- Root vegetables retain 90-95% mineral and 70% vitamin C in less water
- Using less water can retain 85% thiamine, 90% vitamin A, 95% riboflavin, niacin, B6
- Boiling fish preserves omega-3 fatty acids



GRILLING

- The lower the heat the more Vitamin B & C retained
- Fat can be reduced by grilling
- When fat drips off 40% fat soluble vitamins are lost
- Minerals are retained

POACHING

- Being water-based the effects are as boiling
- Vitamin B and C leach out in the water
- 50% of vitamin C is lost
- 60% of vitamin B is lost
- No fat is used which is a healthy method
- Delicate method suitable for fish



ROASTING

- Long cooking time causes a 40% loss of vitamin D
- Iron and thiamine are lost in fats/liquid
- Vitamin loss can increase up to 60% due to longer times
- Making gravy/sauce can help with vitamin retention

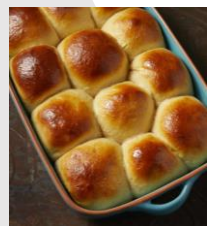
STEAMING

- Vitamin B & C retained due to non-immersion
- Minerals are retained in this method
- A better method to retain nutrients
- As little as 9-15% vitamin C is lost

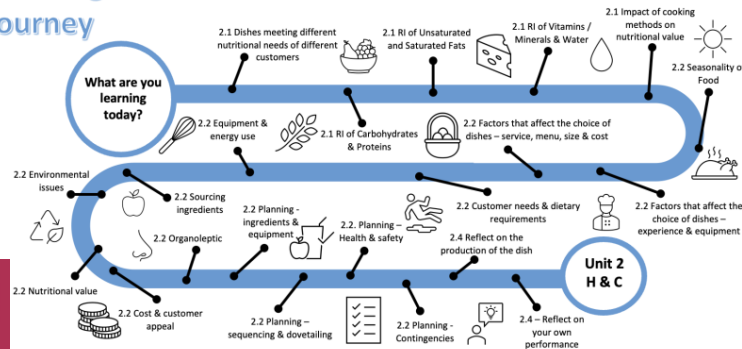


BAKING

- This is a process of cooking by dry heat
- Heat causes a loss 60% vitamin B
- Heat affects thiamine and vitamin C are most
- Leaving skins on vegetables conserves nutrients



Your Learning Journey



STIR-FRYING

- Healthier because of the small amounts of oil used
- Cooking time is minimised
- Short cooking time limits loss of vitamin B
- Oil helps with the absorption of antioxidants

MENU CONSIDERATIONS
COST
<ul style="list-style-type: none"> • Cost of ingredients • Profit returned on each dish • Time it takes to make a dish • Customers' available budget • Discounts for special groups • Overheads • Type of provision • Competitors' price structure

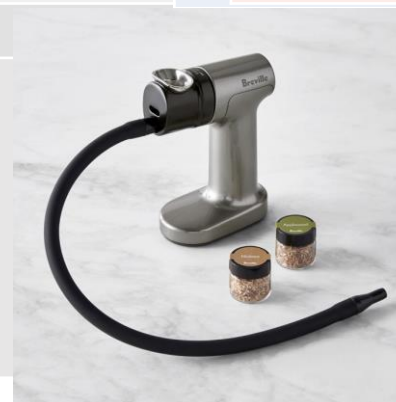
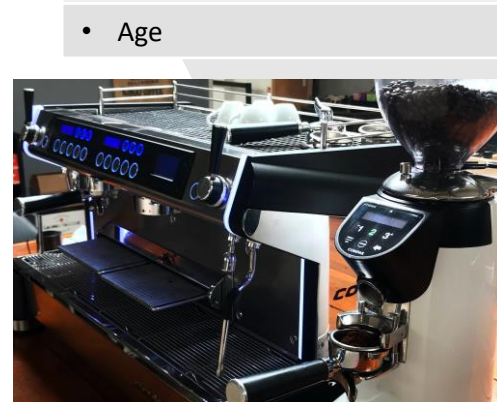
MENU CONSIDERATIONS
PORTION CONTROL
<ul style="list-style-type: none"> • Customer value for money • Limiting portion controlling waste • Streamlining profit margins • Ensuring identical ingredients measurement • Ensuring staff training in portion control

MENU CONSIDERATIONS
BALANCED DIET/NUTRITIONAL ADVICE
<ul style="list-style-type: none"> • Varied options to meet customer needs • Healthy eating options • Nutritional information for informed choice • Children's meals nutritious – Eatwell Guide

EQUIPMENT REQUIREMENTS IN DIFFERENT TYPES OF PROVISION			
Café/Coffee Shop	Fast Food	Restaurant	Fine Dining Restaurant
<p>Equipment that takes minimum space such as:-</p> <ul style="list-style-type: none"> • Bean grinder • Espresso machine • Grilling machine • Food processor • Ice maker • Smoothie maker • Blender • Panini press • Compact POS • Fridge/freezer food storage 	<p>Mainly industrial equipment depending on the size of the provision:-</p> <ul style="list-style-type: none"> • Large deep fat fryers • Chip dumps • Kebab grills • Char griller • Griddles • Large bain-marie • Holding cabinet • Speed pack table • Landing table • Bun toaster • Breeding table • Walk-in fridge/freezer 	<p>The larger the restaurant the more covers the larger the equipment required:</p> <ul style="list-style-type: none"> • Industrial blender • Industrial mixer • Pizza oven • Hobs • Oven • Microwaves • Toasters • An expansive range of handheld equipment 	<p>Fine dining require equipment that is more specialized to create unique dishes, besides equipment to store, prepare and cook:-</p> <ul style="list-style-type: none"> • Chef tweezers • Blow torch • Immersion blenders • Stick blenders • Thermomixer • Meat grinder • Bench mixer • Sous vide • Kitchen aid • Japanese Konro Grill • Dehydrator • Smoking gun • Vacuum pack machine • Pressure cooker • Charcoal oven • Controlled induction hob • Blast chiller • Ice cream maker

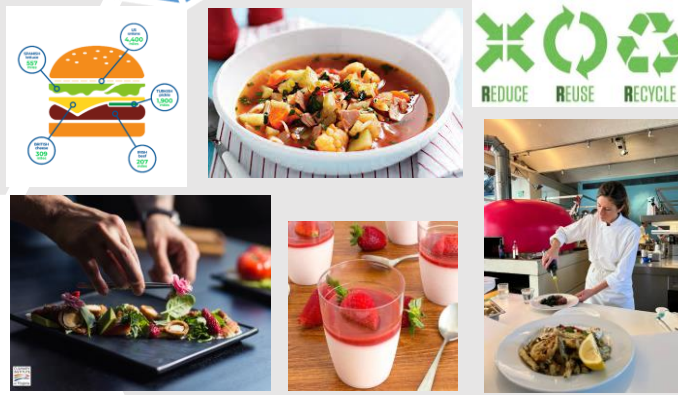
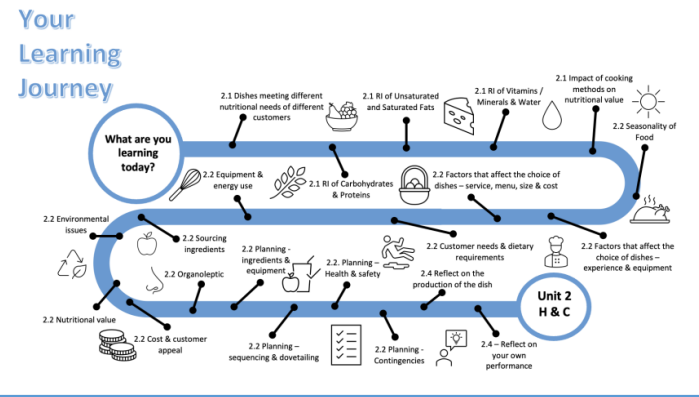
MENU CONSIDERATIONS
CUSTOMER/CLIENT
<ul style="list-style-type: none"> • Budget • Special dietary requirements • Customers having the right options • Age

MENU CONSIDERATIONS
TIME OF DAY
<ul style="list-style-type: none"> • May need menus for; breakfast, lunch, dinner • Could have an option for Sunday lunch • A lighter option should be available



CHEF SKILLS

- **Fine Dining** – requires the chef to have a high level of skill to be able to produce more complex dishes.
- **Café** - For a moderately size café the chef would need to possess medium level skills
- **Fast Food** – this type of provision only requires the basic level of skill in a chef



TIME

Good timings ensure that customers are not waiting excessively for their meal. It is important to do the following:-

- **Mise en place:** prepare weigh, measure, organise equipment and commodities
- Prepare sauces and dressings beforehand
- Prepare vegetables and fruits beforehand
- Most desserts can be prepared in advance and assembled at service

ENVIRONMENTAL ISSUES

We should consider the following:-

- Food miles of each of the ingredients
- Using organic ingredients as they better for the environment
- Use farm assured meat for better animal welfare
- Using seasonal ingredients – less energy is used
- The carbon-footprint of each dish – CO2 from farm to fork
- Reduce, reuse and recycle
- Conserving the energy and water used

TIME OF YEAR

Menu planning should be appropriate the the season:-

- Options for children during school holidays
- Summer – salads, light lunches, light desserts, ice cream, seasonal fruits and vegetables
- Winter – vegetable soups, hearty dishes, seasonal vegetables, warm desserts, rich custards
- Special menus – Valentines Day, Christmas period, Easter, Halloween, summer holidays.

BASIC/MEDIUM SKILLS OF A CHEF

- Able to work well under pressure
- Willing to observe, learn and help
- Naturally creative
- Follows good food hygiene, safety and health
- Possess a basic/medium level of knife skills
- Can weigh and measure ingredients
- Understands flavour, seasoning & sauce making
- Can follow a recipe or instructions
- Can prepare ingredients for a dish
- Understand the methods needed to create dishes

COMPLEX SKILLS OF A CHEF

- Knows how to prepare/cook all commodities (foods)
- Skilled in one or more specialism
- French cuisine both fundamental and classic
- Has knowledge of all preparation of commodities
- Specialised in one or more station in a kitchen
- Has an excellent organoleptic palette
- Well practiced over years in complex skills
- Can create new dishes/menus to fit the ethos
- Is responsive to customer needs/requirements
- Is a good teacher/coach
- Can supervise dish production/presentation
- Develops new styles and menus from scratch



Bright colours should be used and the food should not be bland in appearance



The correct shape and colour of the dish should be used to reflect the shape and colour



Moulds and decorations can be used to tidy and sharpen the appearance of the dish



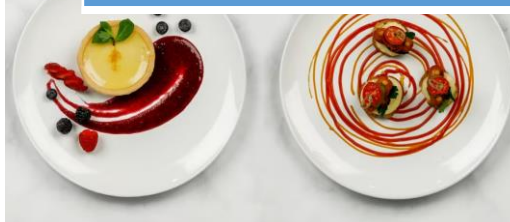
The dish needs to look attractive & pleasing to eat



Herbs, fresh salads, fruits, and vegetables can be used to brighten up the plate



Decorating tools may be used to drizzle and pipe



DESCRIBING THE APPEARANCE

- Appealing, tasty, juicy, light, moist, appetising, aromatic, beautiful, stylish, fresh, colourful, garnished, neat, mouth-watering, delicious, scrumptious, succulent, decorative, modern.

ORGANOLEPTIC

We use all 5 senses to eat, it follows that we should use all senses to create dishes for people to eat.

- **APPEARANCE** – the look and presentation
- **AROMA** – the smell invites you to try the dish
- **TEXTURE** – the tongue senses different textures
- **SOUND** – Cooking and eating create sound
- **TASTE** – the ultimate sense that we use with food

TASTE

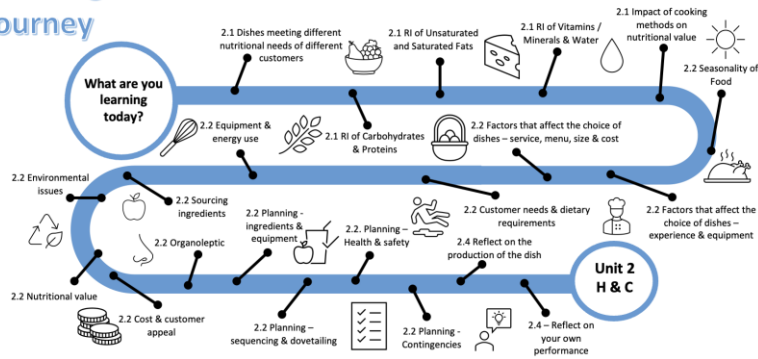
- Dishes should be seasoned correctly with salt and pepper
- Adding herbs and spices will create more flavour
- Ingredients can be cooked in flavoursome oils/butter
- Using flavours from cooking juices is a great way of creating sauces and gravy
- A puree/foam can be created from concentrated fruit and vegetables
- Using fresh ingredients will create a fuller taste
- The 'use by' dates of ingredients should always be checked



DESCRIBING THE TASTE

- Spicy, fresh, bitter, sweet, creamy, delicate, dough, gooey, light, smooth, tender, sticky, velvety, acidic, fruity, delicious, moreish, mellow, rich, scrumptious, sour, sugar, sugary, tangy

Your Learning Journey



TEXTURE

- The menu should include a variety of textures; smooth, soft, firm, chewy and hard
- Sauces, foam, and purees can be added to create a soft smooth texture
- Crunchy vegetables, fruit, or bread can be included as an additional accompaniment to a dish
- Using fresh produce will create a fuller texture
- Foods should not be overcooked or they will become too soft
- Crunchy shards, chocolate runouts and crispy fried vegetables add dimension to the dish
- Storing food correctly will help retain the texture



DESCRIBING THE TEXTURE

- Crunchy, smooth, soft, chewy, creamy, chunky, dry, flaky, tender, crisp, airy, gooey, firm, fatty, moist, frothy

AROMA

- The aroma attracts us to want to try it; freshly baked bread, roasted chicken
- Using herbs and spices will add to the aroma of the dishes
- Fresh ingredients will create a great aroma
- Citrus fruits and seasonal fresh fruits are great for adding aroma
- Garlic and onion can add a fantastic aroma to dishes

DESCRIBING THE AROMA

- Sweet, zesty, spicy herby, gingery, sharp, rich, sour, tangy, earthy, smoky, fruit, buttery, garlicky, fragrant, cheesy, homely, warm, barbecued



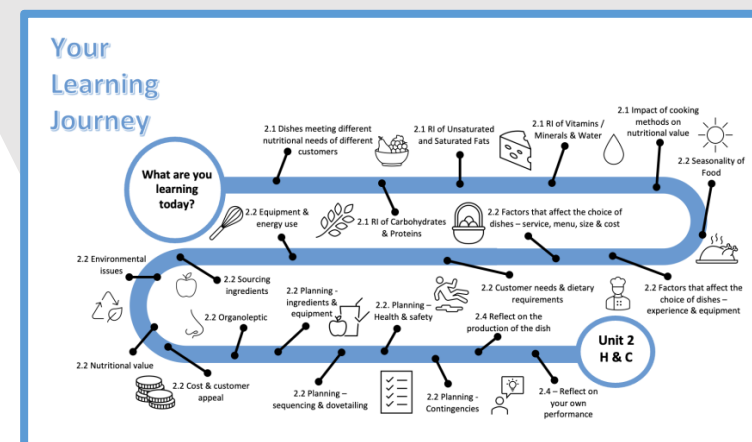
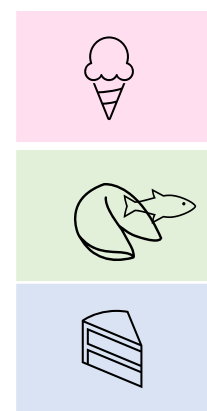


PLANNING PRODUCTION

- Start with designing a template based on how many columns that reflect what you consider to be important.
- In a basic template three columns are required; time, production plan (that can also be called process stage), and contingencies (or special points).
- In a more complex plan you might have a column for equipment, and you may decide that you need an extra column for health & safety.
- It is important to make lists of equipment and ingredients – so you are clear what you will need and how these commodities and equipment may fit in the sequence.
- In order to sequence a recipe, try writing each stage on one colour of paper, and the other recipe on another colour of paper (do the same for the two accompaniments). Then sequence with timings each recipe and dovetail each recipe into one sequence.

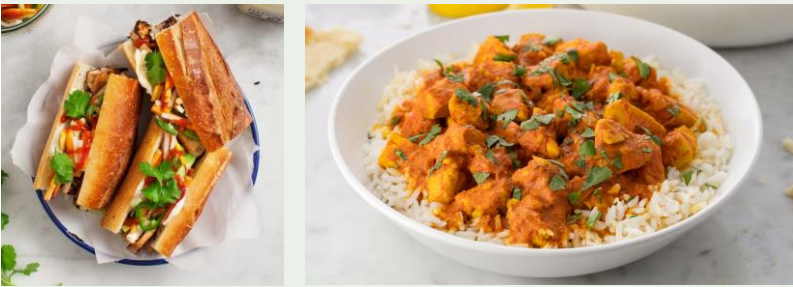
How To Plan Production		
Commodity list with quantities	A production plan must include a list of ingredients and the quantities required	✓
Equipment list	The equipment list can be an additional column in your plan. The equipment list is as important as the ingredients list	✓
Health, safety, hygiene, and storage	This can be an additional column to the special points column. List all health and safety; personal hygiene and workwear , food storage , temperature controls, using separate equipment etc.	✓
Mise en place preparation before cooking	Is the preparation of everything before you can cook. All equipment in place, all ingredients measured and ready, fish, meat filleted, vegetables and fruit prepared.	✓
Quality points	Quality points should be applied throughout all the stages. Before starting use by dates and condition and quality of ingredients. Quality checks are continual in every process.	✓
Hot holding and serving	Food should only be held at 63°C for a maximum of 2 hours. Temperatures should be checked with a probe. All food needs to be the same temperature at serving.	✓
Cooling	Cooked foods should be cooled rapidly and placed in a fridge with 2 hours, alternatively a blast chiller can be used.	✓
Cooking	Check hygiene when cooking, use a temperature probe, cook for the correct times. Clear as you go. Check flavour and quality.	✓
Timing	All parts of the dish must be served at the same temperature to the customer, planning must ensure that every finishes at the same time.	✓
Contingencies	Special points, making sure that you take special care to watch for any possible problems and are aware what can go wrong and how to avoid that by having a contingency planned.	✓
Sequencing/dove-tailing	This ensures that everything in each dish is ready at the same time and right on time. Nothing is left going cold or melting. Getting operations in the right order and place is essential.	✓

TIME	PRODUCTION PLAN	SPECIAL POINTS	TIME	PRODUCTION PLAN	SPECIAL POINTS
9.00am	Mise en place – place ice-cream cannister in the freezer 24 hours in advance, pre-heat oven to 180°C, wash fruit & vegetables for dish, weigh & measure all ingredients, get equipment ready, ensure personal and kitchen hygiene, place the ingredients in the fridge. Wash down surfaces & use antibacterial spray	Wash hands; tie hair up; put on apron; check oven, fridge, and freezer temperature. Inspect ingredients, their dates & freshness	9.47am	Add the cream cheese mix to the biscuit base and place in the fridge.	Check fridge temperature.
9.10am	For the ice cream, cut the vanilla pod and scrape out the seeds. Add to the cream & sugar in the saucepan and heat on low. Using an electric whisk, beat the eggs in a bowl with sugar and whisk until light and fluffy.	Watch the temperature of the cream – it should be on a low heat. Whisk for two minutes until ribbons form.	9.50am	Drain potatoes and mash with milk and butter and set to one side.	Mash potatoes until smooth.
9.18am	Add a quarter of the warm cream to the egg mixture and whisk quickly then add the rest of the cream. You should then place the mixture back in the pan.	Be careful not to scramble the eggs with warm cream	9.52am	Clean down: fillet fish and place in a saucepan with milk and bay leaves, bring to the boil and simmer for 10 minutes.	Check fish for freshness and 'use by' date.
9.23am	Heat on a medium heat until the custard thickens and leave to cool for 5 minutes.	Thicken the custard until it covers the back of the spoon.	9.55am	Mix mayonnaise, capers, horseradish, mustard and shallots. Add the mash potatoes.	Mix and taste the fishcake.
9.25am	Peel and chop the potatoes, place in water, bring to the boil and cook until soft.	Use a lid to conserve energy.	9.57am	Take the cheesecake out of the fridge and chocolate runouts out of the freezer. Decorate the cheesecake and place back in the fridge.	Check freezer temperature.
9.28am	Add custard to the ice cream maker.	Set timer on ice cream maker.	10am	Add potatoes to the fish mix and stir. Then shape the fish mix using seasoned flour.	Make sure the cakes are uniform.
9.30am	Crush biscuits and melt butter in a saucepan, then add crushed biscuits and stir. Press biscuits into a tin and place in the freezer for 10 minutes to set.	Use food processor to final crush biscuits. Set timer for 10 minutes.	10.10am	In a bowl, beat two eggs, and in another bowl add the breadcrumbs.	Make sure the cakes are uniform.
9.35am	Add cream cheese, icing sugar, cream, and orange zest to a bowl and whisk.	Mix well. Clean down surface.	10.20am	Bake fishcakes for 30 minutes until crispy.	Use a food probe to check the core temperature.
9.40am	Remove the ice cream from the canister. Pour the mixture into a container and place in the freezer.	Check freezer temperature.	10.40am	Plate up salad and drizzle dressing on it. Take out the cheesecake and plate up with ice cream and chocolate runouts. Add the fishcake to the salad and serve	Wipe plates and make sure the presentation is neat and clean.
9.45am	Chocolate runouts: melt chocolate in a small bowl in the microwave. Then place the chocolate in a piping bag, snip off the end and drizzle onto greaseproof paper. Place the chocolate in the freezer.	When melting chocolate stir every 10 seconds. Snip a small hole in the piping bag	10.50am	Wash up, clean, and put away the equipment used. Clean down the station – hob, oven, station top.	Use an antibacterial cleaner to wipe down the surfaces.



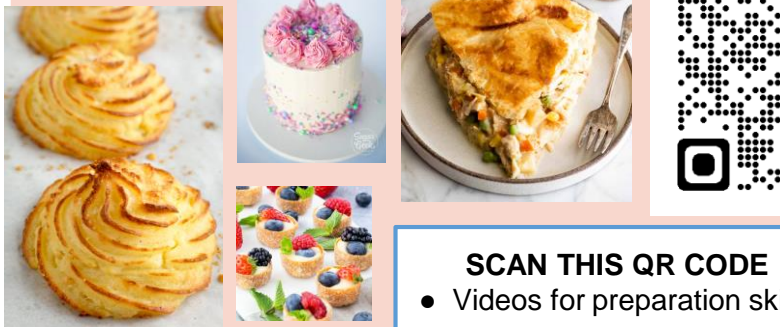
BASIC Ability Dishes - Examples

- Pizza with a ready-made base, crumbles, sandwiches, salad, fishcakes, Bolognese, and curries with ready-made, pre-prepared ingredients



MEDIUM Ability Dishes - Examples

- Mille feuille with ready-made pastry and home crème patisserie.
- Simple cakes, scones, and cookies.
- Fruit & vegetable dishes that require even sizes.
- Pre-cut meat products, or simple meat dishes such as curries, Bolognese and stir-fries with a homemade sauce.
- Cheesecake made with gelatine served with homemade ice cream.
- Decorated cakes showing one or two medium skills.
- Decorated genoise sponge, homemade shortcrust pastry products with one or two medium accompaniments or additional techniques.
- Piped potato dishes, e.g., duchess, croquette, shepard's pie.



COMPLEX Ability Dishes - Examples

- One or two complex accompaniments.
- One complex or two or more medium skills demonstrated to make one dish.
- Cheesecake (gelatine or baked panna cotta)
- Rich yeast doughs.
- Choux buns, homemade puff pastry.
- Tiramisu with homemade lady fingers.
- Roux based sauce.
- Lyonnaise and dauphinoise.
- Meat and fish dishes that require changing the shape of meat, e.g., chicken kiev.



KEY POINTS – COMPLEX DISHES

- Should include three or four accompaniments that demonstrate good knife skills.
- Adding spun sugar, chocolate runouts, flavoured cream custards, emulsified sauces, laminated pastries.
- Two or more complex skills should be used to make one product.
- Use the skills checker to find the 18 skills that you can choose from for the dishes.
- Dishes must show a high level of neatness, balance, colour and excellent presentation.



SCAN THIS QR CODE
• Videos for preparation skills

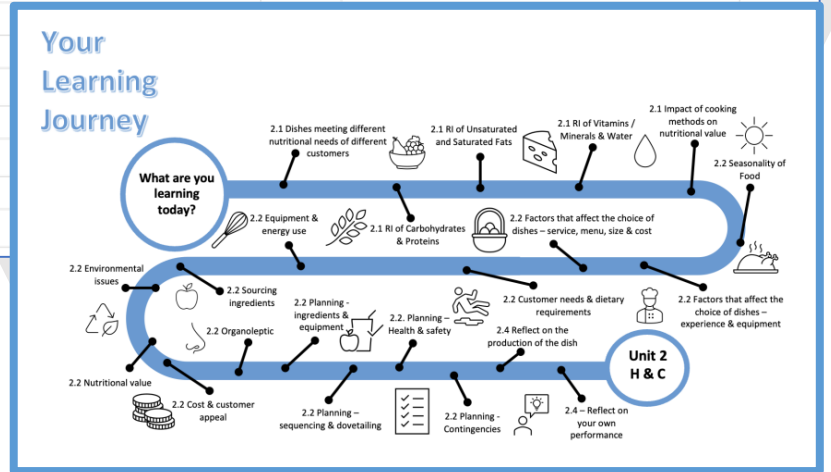
KNIFE SKILLS

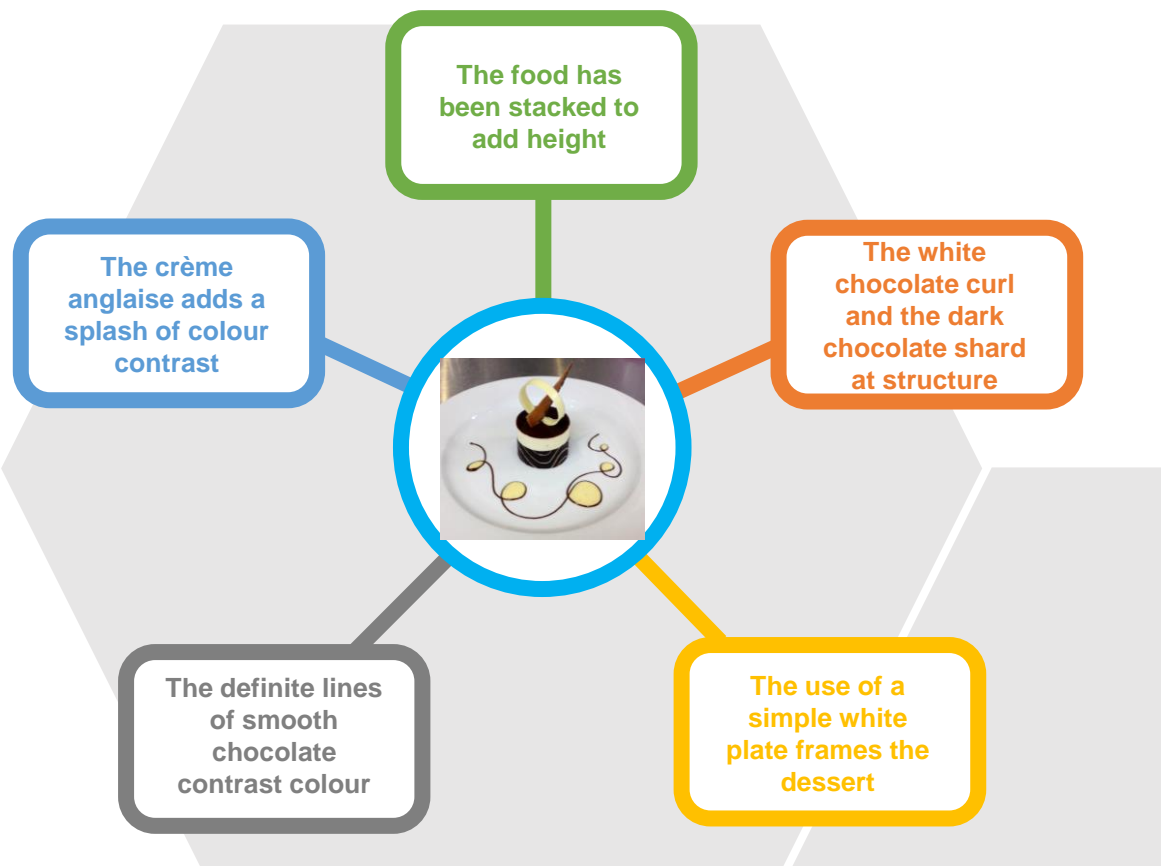
	PEELING – is removing the outer skin layer from fruit and vegetables.
	CHOPPING – is cutting foods into approximately 12mm (1/2), bite-sized chunks.
	TRIMMING – can be cutting the fat from the meat.
	BATON - is a knife skill that cuts food into stick cuts about 6-8mm in thickness and width.
	DICING – is cutting foods into medium to small cubes. They should be uniformed, measuring 20mm (3/4 inches). This cut is used for soups and fruits like watermelon.
	SLICING – Using the claw or bridge method to slice in equal sizes.
	SPATCHCOCK – is that a technique that removes the chicken's backbone and flattens it out.
	CHIFFONADE – is a slicing technique with thinly cuts strips of leafy vegetables or herbs. This is accomplished by rolling the leaves tightly and finely chopping them into ribbons.
	DESEEDING – is removing seeds from fruits or vegetables.
	JULIENNE – is used to slice vegetables lengthways 3mm in thickness and in width.
	BRUNOISE – is a cut that starts with julienning the vegetables, lining up the sticks together and cutting them into tiny cubes.
	MINCING – is smaller, finally cut brunoise; most herbs and garlic are minced.
	SEGMENTING – is separating the peel and pith from the fruit.
	FILLETING – is the process of preparing a whole fish for cooking and eating; this may include gutting it first.
	DEBONING – is separating meat from the bone and removing cuts of meat from the whole bird.

PREPARATION	KNIFE TECHNIQUES	COOKING TECHNIQUES
* Beating	* Baton	* Baking
* Blending	* Brunoise	* Baking blind
* Creaming	* Chiffonade	* Basting
* Crimping	* Chopping	* Blanching
* Dehydrating	* Deboning	* Boiling
* Folding	* Deseeding	* Braising
* Grating	* Dicing	* Caramelising
* Hydrating	* Filleting	* Chilling
* Juicing	* Julienne	* Cooling
* Kneading	* Mincing	* Deep-fat frying
* Laminating (pastry)	* Peeling	* Deglazing
* Marinating	* Segmenting	* Dehydrating
* Mashing	* Slicing	* Emulsifying
* Measuring	* Spatchcock	* Freezing
* Melting (bain-marie)	* Trimming	* Frying
* Melting		* Griddling
* Mixing		* Grilling
* Piping		* Pickling
* Proving		* Poaching
* Pureeing		* Reduction
* Rolling		* Roasting
* Rub-in		* Sauteing
* Shaping		* Setting
* Shreading		* Skimming
* Sieving		* Steaming
* Skinning		* Stir-frying
* Toasting		* Tempering
* Unmoulding		* Toasting
* Weighing		* Water bath (sous vide)
* Whisking (aeration)		

WHAT MAKES A COMPLEX DISH

- Choux pastry
- Puff pastry
- Crème chiboust, using gelatine
- Spun sugar
- Caramelised sugar
- Piping
- Whisking
- Crème Chantilly





PRESENTATION TIPS AND TRICKS

	You can use a squeeze bottle or saucier spoon to add decorative patterns to the plate that you are plating up on. Try and practice different patterns and use dots and swirls.
	Use a new paint brush to paint with sauces, coulis, or chocolate.
	Use a normal spoon – teaspoon or tablespoon – to decorate a plate. Try contrasting colours using different sauces and purees. Make purees by mixing soft vegetables like peas and spinach in a food processor.
	Using coral/lace tuille is a way to add height and a professional appearance. To make you need to mix 320ml with 120ml oil. Then add 40g plain flour and whisk until smooth. Then add flavourings and colour. Heat up a frying pan until hot, add the mixture to the frying pan. The tuille forms with the evaporation of the water.
	Use savoury foams by whisking air into the liquid ingredients with soy lecithin. Try using savoury crumbles. Piping pureed vegetables, using seeds, edible flowers, chocolate runouts.
	Use garnishes of herbs, or tomato roses
	Shards can be made out chocolate, caramel, meringue, and cheese.

CONTROLLED ASSESSMENT – PRESENTATION REQUIREMENTS

- **CREATIVITY** – must be shown in how you plate up and assemble the dish
- **GARNISHING & DECORATION** – must be used to add structure and add height.
- **PLATES** - The chosen crockery/platters should complement the dish.
- **STRUCTURE** - It is important to plan for height and colour in each dish.
- **DESIGN** - Plan and draw out your ideas for your dishes.
- **COLOUR** – should be balanced, show contrast, and be used as a feature.
- **PORTION** – display the dish to its best advantage so that all of it can be seen.

CLASSIC

12

CLASSIC PLATING

- **CLOCK METHOD** – using protein, starch, vegetables. Between 9 and 11 o'clock vegetables, between 11 and 3 o'clock starch, and between 3 and 9 o'clock protein.



9

3



ACCOMPANIMENTS

- These are foods served to accompany and complement the main parts of the dish.
- Accompaniments can be sauces, garnishes, and small side dishes that demonstrate complex knife and preparation skills.
- **MEDIUM SKILL** – these dishes should have one or two complex accompaniments or garnishes.
- **COMPLEX DISHES** – should have three or four complex accompaniments or garnishing.

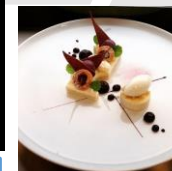
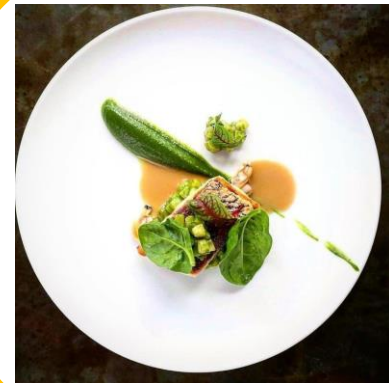
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NORDIC

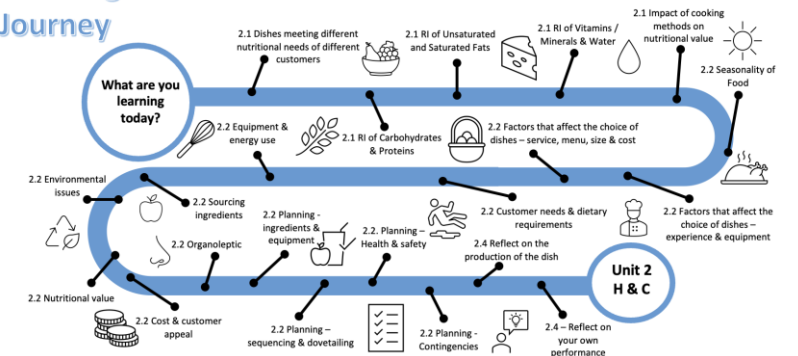


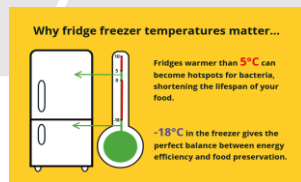
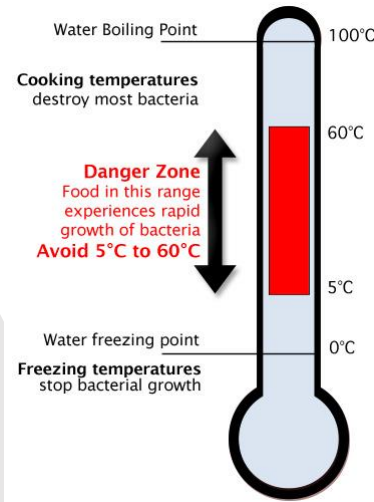
NORDIC PLATING

- **MINIMALIST** – using sauces, colour, flowers, and decorative techniques. Ensuring that the minimal amount of space is used on the plate to show off the food.



Your Learning Journey





FOOD SAFETY PRACTICES - CONTROLLED ASSESSMENT	
• Correct handling of foods, e.g., washing of hands after touching raw meat	✓
• The correct personal hygiene points are followed, e.g., washing hands, wearing an apron.	✓
• Checking and understanding dates and labelling.	✓
• Preventing cross contamination.	✓
• Understanding accidents and how to avoid them.	✓
• Correct temperature controls and storage for food.	✓
• Correct managing food waste.	✓
• Checkpoints for ingredients.	✓
• Keeping the workstation clean and clear.	✓
• Handling equipment safely.	✓

CONTROLLED ASSESSMENT

You will be assessed on your Food Safety Practices and you Health & Safety and Hygiene practices:-

- Ensure that you are strict about your personal hygiene.
- Be organised with your ingredients and equipment, do not get cluttered, keep your workstation in good order.
- Clear and clean as you work, keep your washing up water fresh – sanitise worktops as required.



INGREDIENTS CONTROLS

- It is really important that you ensure that all ingredients that require refrigeration are placed in the refrigerator immediately upon arrival at school, correctly labelled with your name.

KEEPING THE WORKSTATION CLEAN

- Follow waste management steps.
- Clean down station surfaces after high-risk foods have been prepared.
- Wipe down and dry surfaces throughout the practical assessment.
- If you are waiting for foods to cook and can safely leave them, use the time to wash and dry up.
- Sweep up the floor and use a dustpan and brush to remove debris.
- Place clean and dry equipment away after using.



CORRECT WASTE MANAGEMENT

- Keep a small bin near your station.
- Compost food waste.
- As you work, clear waste into the correct waste bins (if available) and recycle where possible.

CHECKPOINTS FOR INGREDIENTS

- Check 'use by' and 'best before' dates.
- Check the freshness of the products.
- Fruit and vegetables need to look fresh, bright, and not bruised.
- You need to check the 'use by' date of fish and ensure that they smell fresh, have bright eyes, and are firm and shiny (not slimy).
- Check the 'use by' date of meat, ensure it smells fresh and is firm, ensure that it is the correct colour and that it is not too fatty.



TEMPERATURE CHECKS

- Storage: fridge temperature should be between 2°C and 5°C and freezer temperature should be at -18°C or below.
- Preparation: high-risk foods should not be kept out of the fridge for an extended period, otherwise the food will reach the danger zone temperature of between 8°C and 60°C.
- The cooking core temperature should be at 70°C for two minutes or 75°C for 30 seconds.
- Hot holding should be 63°C for no more than two hours.
- Serving: foods should be served straight away.



PLANNING YOUR PRODUCTION

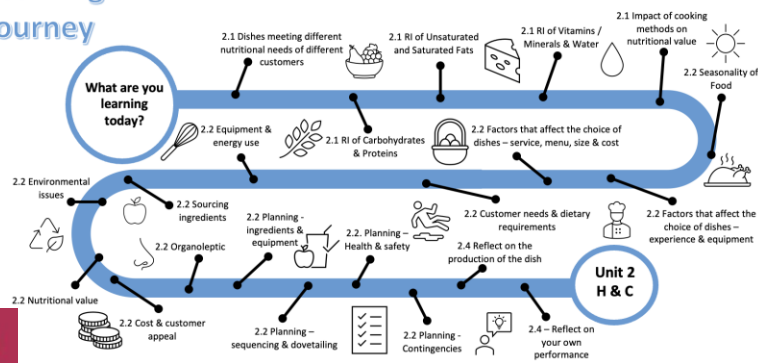
When writing your plan of production you should note these points:-

- Food quality checks can be listed in the Contingencies column
- You can insert an additional Health & Safety column to list all the H & S points
- Temperature checks can be listed in the Contingencies or the Health & Safety column
- Do be consistent in your planning and checking

HANDLING EQUIPMENT SAFELY

- Make sure you have been trained in how to use equipment safely.
- Follow all safety points.
- If you are unsure, use the internet or ask your teacher how to operate the equipment safely.

Your Learning Journey



AREAS TO CONSIDER WHEN WRITING YOUR REVIEW	
• Dish first selected	• Improvements
• Dish Produced	• Organoleptic Qualities
• Health and Safety	• Presentation
• Hygiene	• Waste

2 – SELECTION & REJECTION OF DISHES

- You need to explain why you suggested the range of dishes that you did in the beginning
- Why you select the final dishes that you chose and why you rejected the others
- Discuss the suitability of your dishes in terms of the customer needs/requirements
- Discuss the equipment & skill in the provision to be able to deliver your selected dishes

WASTE MANAGEMENT

You need to consider this theme from the standpoint of environmental sustainability:-

What would you do with the waste – food, tins and packaging?

What suggestions/solution can you make on how to manage the waste from the products of the brief?

- Reduce
- Reuse
- Recycle

Think about the provision itself – how can they manage their waste that is generated?

1 - REVIEW THE DESIGN BRIEF

- This helps to introduce your review
- Introduce the brief and the key points
- State what the nutritional requirements of the customers
- State the type of provision given in the brief
- State any other key points you need to consider



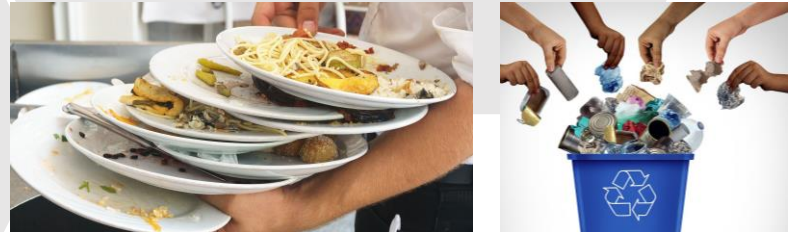
ORGANOLEPTIC QUALITIES

You have to make suggestions for each the organoleptic properties:-

- Taste
- Texture
- Aroma
- Appearance

You could use a star chart to illustrate your review of these properties.

- Remember you are reviewing both dishes and giving an honest assessment of those properties – what went well and what can be improved



HEALTH & SAFETY, AND HYGIENE

You should review your performance in the key areas of Health & Safety, and Hygiene:-

- You should consider storage of the all the commodities including temperature controls
- Your safety in preparation and the cooking of food: use of knives, sanitising surfaces, protection against cross-contamination
- Your personal hygiene: correct procedures of wearing an apron to act as a barrier to bacteria, putting hair up, hand washing frequently, particularly after handling high-risk foods and raw meat/fish

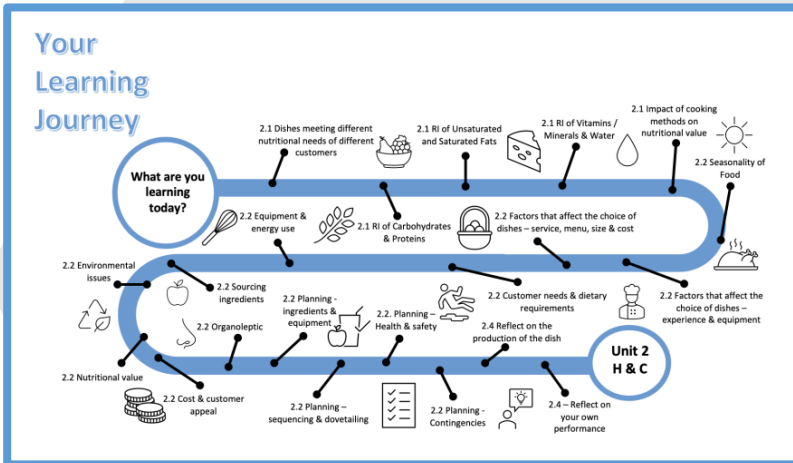
3 – MORE POINTS TO CONSIDER

- How could you improve the skills and techniques that you have used?
- How and why did you make changes to the dishes?
- When reviewing your preparation – what could you have improved?
- Time management – could you have saved time?
- How did you solve your problems and how could you have made improvements?



POINTS FOR CONSIDERATION REVIEWING DISH PRODUCTION

• Your Performance	• Health & Safety
• Preparation	• Organoleptic Qualities
• Storage	• Presentation
• Hygiene	• Waste

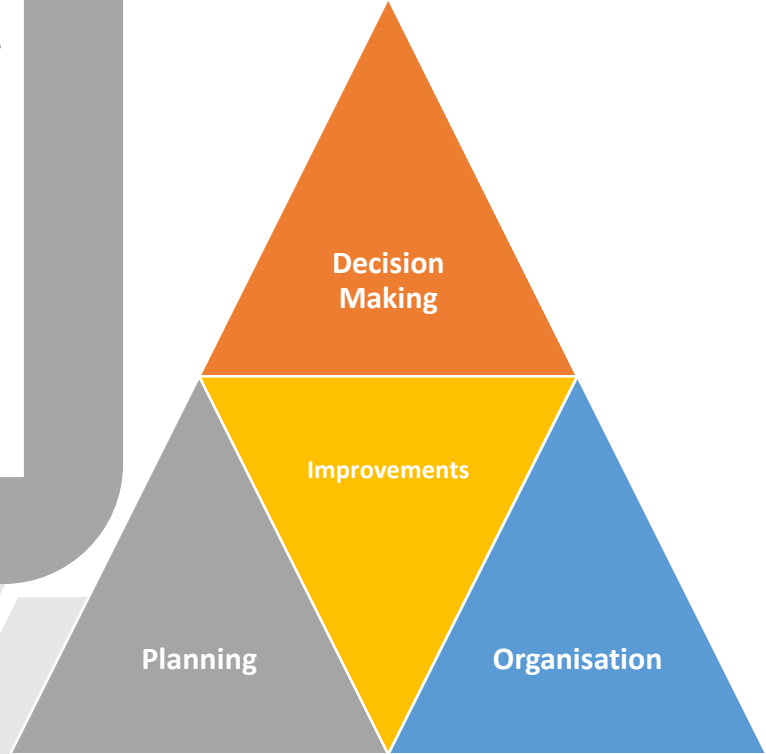


REVIEWING YOUR OWN PERFORMANCE

- You need to review your strengths and weakness of how you addressed the three main strands.
- You need to consider the advantages and disadvantages in the three strands.
- Make sure that once you have finished your review completely that you draw your main conclusions together in the final paragraph – remember: there should be no new facts in the conclusion.

PLANNING

- For the planning, explain the selection and rejection process of each dish.
- Was your production plan arranged correctly – in the right sequence and with all recipes dovetailed?
- Did you correctly identify all the special points/contingencies?
- Was the timing according to your planning correct?
- What are the strength and weaknesses of your planning?
- Suggest improvements that you could make to your planning?



DECISION MAKING

- What were your strengths and weaknesses in selecting the dishes? Explain your answer.
- What are the advantages of the dishes that you have chosen?
- Were the dishes easy to make together? Or did you find that many parts needed to be completed at similar times?
- What are the disadvantages of your chosen dishes?
- Did your dishes meet the requirements of the provision?
- Do the chosen dishes meet the customer needs/requirements?



ORGANISATION

- Explain the strengths and weaknesses of the cooking and presentation of each dish.
- How did you organise your workstation? How had you organised for mise en place?
- Did you have all of the ingredients and equipment that you required for your two dishes?
- Did you change the plan at the last minute? Was this a strength or weakness?
- Personally, do you consider that you were well organised? What are your strengths and weaknesses of organisation?