Year 11 Hospitality and Catering

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Level 1/2 Hospitality and Catering Knowledge Organiser: Unit 1: 1.1.1 -
Types of Hospitality and catering provisions

Hospitality and catering providers
You must understand, be able to name, and explain the two different provisions in hospitality and catering.
Commercial: the business aims to **make profit** from the hospitality and catering provision that they provide.
Non-commercial: the service provider **doesn't aim** to make a profit from the service they provide.

Commercial (residential)

Commercial (residential): meaning the hospitality and catering provision aims to create a profit from the service they provide, but also offers accommodation.

For example:
- hotels, motels & hostels
- B&B, guest houses and Airbnb
- holiday parks, lodges, pods, and cabins
- campsites and caravan parks.

Non-commercial (residential)

Non-commercial (residential): the hospitality and catering provision offers accommodation but does not aim to make a profit from the service they provide.

For example:
- hospitals, hospices, and care homes
- armed forces
- prisons
- boarding schools, colleges, and university residences

Commercial (non-residential)

Commercial (non-residential): catering establishments that aim to make a profit from their service, but no accommodation is provided.

For example:
- restaurants and bistros
- cafes, tea rooms and coffee shops
- takeaways
- fast food outlets
- public houses and bars
- airlines, cruise ships, long distance trains
- pop up restaurants
- food and drink provided by stadiums, concert halls and tourist attractions
- mobile food vans and street food trucks
- vending machines.

Non-commercial (non-residential)

Non-commercial (non-residential): catering establishments with no accommodation provided and don't aim to make a profit from their service.

For example:
- schools, colleges, and universities
- meals on wheels
- canteen in working establishments (subsidised)
- charity run food providers.

Level 1/2 Hospitality and Catering: Unit 1-1.1.1 -
Types of service in commercial and non-commercial provisions

Types of service in commercial and non-commercial provision

You need to be able to understand and know the different types of service within commercial and non-commercial provision. They are split into two main categories of food service and residential service.

Food service

The different types of food services in the catering sector are listed below. You should know the meaning of each one and be able to provide examples. For instance;

Table service

- Plate: the food is put on plates in the kitchen and served by waiting staff. Good portion control and food presentation consistent.
- Silver: a waiter will transfer food from a serving dish to the customer's plate using a silver spoon and fork at their table.
- Banquet: a range of foods suitable for large catered events such as weddings, parties, or award ceremonies.
- Family style: the food is placed on serving bowls on the customer's table for customers to share between them.
- Gueridon: is served from a trolley to the customer's table, the food is then cooked and/or finished and presented in front of the customer. Creates an atmosphere of sophistication and entertainment.

Counter service

- Cafeteria: all types of food and drink are shown on a long counter for customers to move along with a tray for them to choose what they want to eat.
- Fast food: the food and drink is displayed on a menu behind the counter, often with pictures. Quick, simple, and usually served with disposable packaging.
- Buffet: a range of foods served on a big serving table where customers walk up to collect their plate and help themselves to food and drink. The food can be hot or cold, and some items could be served by waiting staff.

Personal service

- Tray or trolley: the meals are served on trays from a trolley and customers sometimes order items in advance.
- Home delivery: the customer's order is made over the phone or online, and is then delivered by the business to their address.
- Takeaway: food that's cooked by the business onsite and then eaten elsewhere.

Residential service

Listed below are the different types of residential types of service in the hospitality and catering sector. You should know the different types of service offered in various hospitality provisions.

Rooms:

- single/ double/ king/ family
- suite (en-suite bath/ shower room, shared facilities).

Refreshments:

- breakfast/ lunch/ evening meal
- 24-hour room service/ restaurant available.

Leisure facilities:

- spa
- gym
- swimming pool.

Conference and function facilities:

- large rooms
- overhead projector and computer
- pens and paper provided
- refreshments available.

Level 1/2 Hospitality and Catering: Unit 1-1.1.1 - Standards and ratings

Standards and ratings: You will need to be able to know the importance of standards and ratings within the hospitality and catering industry, they are hotel and guest house standards, and restaurant standards.

Hotel and guest house standards

Hotels and guest houses standards are awarded and given star ratings. You should know what criteria is needed to be met for an establishment to receive each star rating.

Star rating 1 = Basic and acceptable accommodation and facilities. Simple rooms with no room service offered.

Star rating 2 = Average accommodation and facilities, a small establishment, and would not offer room service or have a restaurant.

Star rating 3 = Good accommodation and facilities. One restaurant in the establishment, room service available between certain hours, and Wi-Fi in selected areas are provided. The establishment could have a pool and gym.

Star rating 4 = Very good accommodation and facilities. Large hotel & reception area of a very good standard. Certain hours of room service, with a swimming pool and valet parking offered.

Star rating 5 = Excellent standard of accommodation, facilities, and cuisine. Offer valet parking, 24 hr room service, spa, swimming pool, gym, and concierge service.

Restaurant standards

Restaurant standards have three main possible awards or ratings that you should know. They are listed below:

AA Rosette award

Ratings between one and five rosettes could be awarded based on the following:

- different types and variety of foods offered
- quality of the ingredients used
- where the ingredients are sourced
- how the food is cooked, presented and tastes
- skill level and techniques used as well as the creativity of the chef.

https://www.stirkhouse.co.uk/about-us/awards/attachment/award-rosette

Michelin star

A rating between one and three Michelin stars could be awarded based on the following:

- quality of ingredients used
- cooking and presentation techniques
- taste of the dishes
- standard of the cuisine
- value for money.

https://guide.michelin.com/us/en/california/to-the-stars-and-beyond

Good food guide

A rating between one and 10 could be awarded based on the following:

- cooking skills
- quality of ingredients
- techninques and cooking skills shown.

Level 1/2 Hospitality and Catering: Unit 1-1.1.2 -
Types of employment roles and responsibilities within the industry

Types of employment roles and responsibilities within the industry
There are four main areas within the industry that you should know the roles and responsibilities within. They are listed below:

Front of house

- Front of house manager: oversees all staff at the restaurant, provides training, hiring of staff, and ensures good customer service.
- Head waiter: oversees the waiting staff of the restaurant in high-end eating establishments.
- Waiting staff: greets customers, shows them their table, takes food and drink orders from customers, and serves them their order. Makes sure customers' needs are met, and that the food order is made correctly.
- Concierge: advises and helps customers with trips and tourist attractions. Books taxis for customers and parks customer cars.
- Receptionist: takes bookings, deals with questions and complaints from customers, checks-in customers, takes payment, and provides room keys.
- Maître d'hôte: oversees the service of food and drinks to customers. They greet customers, check bookings, reservations, and supervise waiting staff.

Kitchen brigade

- Executive chef: in charge or the whole kitchen, developing menus and overlooking the rest of the staff.
- Sous-Chef: the deputy in the kitchen and is in charge when the executive chef isn't available.
- Chef de partie: in charge of a specific area in the kitchen.
- Commis chef: learning different skills in all areas of the kitchen. Helps every chef in the kitchen.
- Pastry chef: prepares all desserts, pastry dishes and bakes.
- Kitchen assistant: helps with the peeling, chopping, washing, cutting of ingredients, and helps washing dishes and stored correctly.
- Apprentice: an individual in training in the kitchen and helps a chef prepare and cook dishes.
- Kitchen porter/ plongeur: washes the dishes and other cleaning duties.

Housekeeping

- Chambermaid: cleans guests' rooms when they leave, and restocks products that have been used, they also provide new bedding and towels.
- Cleaner: cleans hallways and the public areas of the establishment.
- Maintenance: repairs and maintains the establishment's machines and equipment, such as heating and air conditioning. These responsibilities could also include painting, flooring repair or electrical repair.
- Caretaker: carries out the day to day maintenance of the establishment.

Management

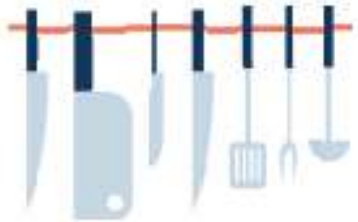
- Food and beverage: responsible for the provision of food and drink in the establishment which will include breakfast, lunch, dinner, and conferences.
- Housekeeping: ensuring laundering of bed linen & towels, ordering of cleaning products and overseeing housekeeping staff duties.
- Marketing: promotes events and offers to increase custom at the establishment, and is responsible for the revenue of the business.

Level 1/2 Hospitality and Catering: Unit 1-1.1.3 -
Working conditions in the hospitality and catering industry

Types of employment contracts and working hours

You need to know the following types of employment contacts and working hours.

- **Casual:** this type of contact could be provided through an agency and used to cover employees that are absent from work due to illness. There is no sick pay or holiday entitlement with this type of employment.
- **Full time (permanent):** working hours including start and finishing times are fixed and stated in this type of contract. A contact of this nature allows the employee to have sick pay and holiday entitlement.
- **Part-time (permanent):** working hours mean that the employee works on certain days of the week. Work times are stated in the contract, including the starting and finishing times that are fixed in this type of contract. The employee has sick pay and holiday entitlement in this type of contact.
- **Seasonal:** this type of contract is used when a business needs more staff due to busy times throughout the year, such as the Christmas period. The contract will state for the employee to work for a specific time frame only. Also, the contract would not expect further or regular work after the contact is complete.
- **Zero hours contract:** this type of contact is chosen between the employer and the employee. This means that the employee can sign an agreement to be available for work when the employer needs staff. No number of days or hours is stated in the contract and the employer doesn't require to ask the employee to work, and neither does the employee have to accept the work offered. No sick pay or holiday entitlement is offered for this type of contract.



Pay and benefits in the industry

The following pay and benefits are what you should be aware of in the industry.

- **A salary:** this type of pay is a fixed amount of money paid by the employer monthly, but is often shown as an annual sum on the contract.
- **Holiday entitlement:** employees are entitled to 28 days paid a year. Part-time contracts are entitled less depending to their contract hours.
- **Pension:** on retirement age, an employee qualifies for a pension contribution by the employer and the government.
- **Sickness pay:** money paid to the employee with certain contracts when they are unable to go to work due to illness.
- **Rates of pay:** national minimum wage should lawfully be offered to all employees over 18 years of age. This rate is per hour and is reviewed each year by the government.
- **Tips:** money given to an employee as a 'thank you' reward for good service from the customer.
- **Bonus and rewards:** given from an employer to the employee as a way of rewarding all the hard work shown from the employee throughout the year, and helping make the business a success. Also known as remuneration.

Working hours

The working hours directive in the UK states that employees on average cannot work more than 48 hours which is worked out over a period of 17 weeks. Employees can choose not to follow this and work more hours if they want to.

People under the age of 18 cannot work more than eight hours a day and 40 hours a week.

Employees that work six hours or more a day must have a break of 20 minutes, and have the right to have at least one day off every week.

Level 1/2 Hospitality and Catering: Unit 2: 2.2.1 Factors affecting menu planning – Environmental issues

Sustainability

Many diners are interested in hospitality and catering provisions that provide sustainable dining.

The aim of the three Rs of sustainability is to conserve natural resources and prevent excess waste. By following the rules of reduce, reuse, and recycle, hospitality and catering provisions can save money at the same time as attracting more diners and bringing in more profit.

Sustainability also means buying local produce, using organic ingredients, buying meat and poultry from farm assured producers who guarantee better welfare for the animals, using Marine Stewardship Council sustainable fish and offering meat-free versions of favourite dishes.

Reduce

Food waste: If food and waste were its own country, it would be the third largest producer of greenhouse gas in the world! If it cannot be used to make new dishes or given away, then as much food waste as possible should be composted.

Energy use: Hospitality and catering provisions can save energy in many ways including using low-energy lighting, maintaining and upgrading equipment, putting lids on saucepans, batch baking and cooking.

Food miles: Using local suppliers means that the food does not have to travel as far from 'field to fork'.

Water usage: Use less in cooking by only just submerging vegetables or using a steamer. Use an energy and water efficient dishwasher.

Reuse

Food that is past its best, for example a brown banana, or scraps such as bones can be used to create new dishes which in turn will decrease food waste. www.lovefoodhatewaste.com has a vast range of recipe ideas for using surplus food.

- Bread: breadcrumbs, bread and butter pudding, bread sauce and croutons.
- Meat and poultry: bones can be used to make stocks.
- Fruit: banana muffins, apple crumble, fruit coulis, smoothies.
- Vegetables: bubble and squeak, vegetable stock, vegetable bakes, omelettes.
- Eggs: whites can be used to make meringue; yolks can be used to make mayonnaise.

Recycle

Many hospitality and catering provisions have separate bins for recyclable materials. Professional kitchens should also have areas to separate waste into recyclable, non-recyclable and compostable materials. All staff should be trained to know how to dispose waste correctly.

Coffee grounds can be composted. Compost can be used to grow fruit, vegetables and herbs for use in the kitchen.

Jars and plastic containers can be used for storage in the kitchen. Glass bottles can be used to hold flowers or candles as table decorations.

Too Good To Go, *Kanma* and *Olio* are apps used by restaurants and supermarkets. Customers can buy discounted food which would otherwise go into landfill.

Level 1/2 Hospitality and Catering:
Unit 2-2.2.1: Factors affecting menu planning

Factors affecting menu planning

You need to be aware of the following factors when planning menus:

- **cost** (ingredients as well as business costs)
- **portion control** (value for money without waste)
- **balanced diets/current national advice**
- **time of day** (breakfast, lunch, and dinner menus as well as small plates and snacks)
- **clients/customers** (a menu with prices that will suit the people who visit your establishment).

Equipment available

You need to know and understand the type of equipment needed to produce a menu. The choice of dishes will be influenced by the equipment available to the chef.

This includes kitchen equipment such as:

- hobs, ovens, and microwaves
- fridge, freezer and/or blast chiller
- specialist equipment, for example a *sous vide* or pizza oven
- hand-held equipment, for example electric whisks or hand-blenders
- other electric equipment, for example food processors.

Skills of the chef

The skills of the chef must be suited to the type of provision and the menu offered.

A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes.

A café will require a chef who has a range of medium and complex skills to produce a suitable menu.

A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants.

Time available

The type of provision will influence the amount of time a customer may be willing to wait for their dish to be prepared. Can the chef prepare, cook, and present more than one dish at the same time? Can some items be made in advance?

Time of year

The time of year can affect menu choices. Light and cold dishes such as salads are better suited to the summer months. Hearty dishes such as stews are more suited to the winter. Special dishes linked to holidays such as Christmas and Valentine's Day may also be included. The availability of **seasonal** produce can also affect menu choices as certain commodities, for example strawberries, are less expensive when in season.

Environmental issues

The chef will need to think about environmental issues when planning a menu. Can the chef **reduce** the amount of ingredients bought as well as reducing food waste? Can the chef **reuse** ingredients to create new dishes for example stale bread made into bread-and-butter pudding? Can the kitchen **recycle** waste wherever possible? Running the kitchen sustainably will save money.

Organoleptic properties

Organoleptic properties are the sensory features of a dish (**appearance**, **aroma**, **flavour**, and **texture**).

The chef will need to think about how the dish will look and taste. Is there a range of colours? Do the flavours go well together? Are there a variety of textures?

Food safety practices

During your practical session, you must demonstrate that you can work safely and hygienically. Your plan should show that you have thought about food safety and hygiene during all parts of your practical session. Your personal safety and hygiene practices will be observed during your practical session.

Personal safety and hygiene practices

Hands:

- Wash before, during and after preparing food especially after touching raw meat, dirty vegetables and fridge handles.
- Wash after going to the toilet.
- Wash after sneezing or blowing your nose.
- Wash after disposing of waste.

Clothing and hair:

- Clean apron and/or chef's whites.
- Non-slip closed-toe shoes.
- Tie hair back.
- Wear a bandana or hair net.

Cuts:

- Cover with a blue, waterproof plaster.

Equipment:

- Handle knives safely.
- Use oven gloves when carrying hot items.
- Keep electrical equipment away from water.
- Clean spills immediately.

Food safety and hygiene practices

Ingredients:

- Check use-by and best before dates.
- Check ingredients for freshness; no bruises on fruit, fish should not smell.
- Store correctly until needed.

Cleaning:

- Clean worktops before preparation.
- Clean workstation and equipment after preparing high-risk foods.
- Wash up throughout the session – do not leave it all until the end!

Temperatures:

- Keep high-risk foods in the fridge (0°C – 5°C) until needed.
- Use a temperature probe to check core temperature of high-risk foods.

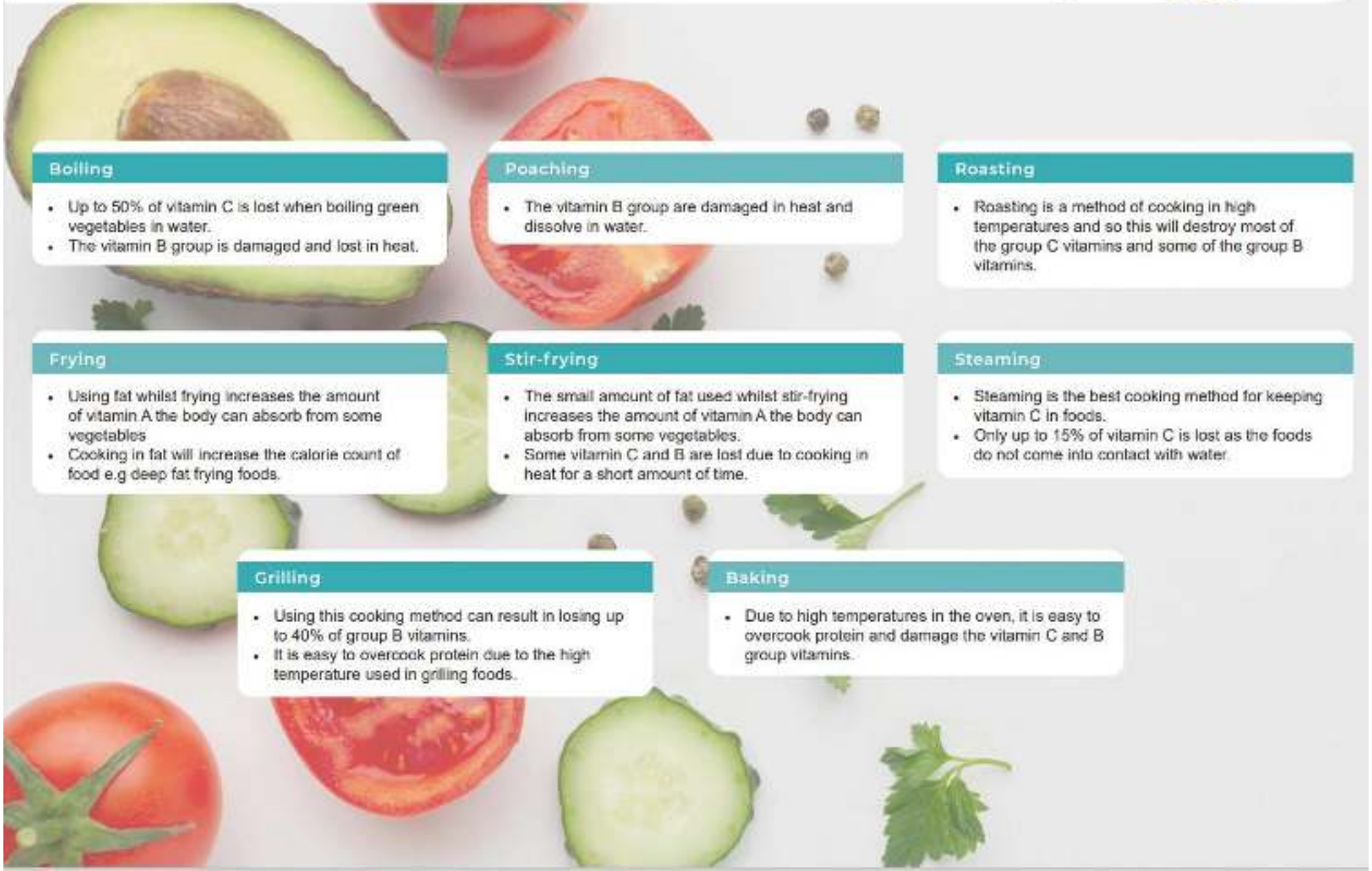
Waste management:

- Keep waste separate from ingredients during preparation, cooking and serving.
- Recycle and compost waste if possible.

Management of accidents

- Ensure that you know the location of the First Aid box.
- Ensure that you know how to use a fire blanket or fire extinguisher.

Level 1/2 Hospitality and Catering: Unit 2-2.1.2 -
How cooking methods can impact on nutritional value



Boiling

- Up to 50% of vitamin C is lost when boiling green vegetables in water.
- The vitamin B group is damaged and lost in heat.

Poaching

- The vitamin B group are damaged in heat and dissolve in water.

Roasting

- Roasting is a method of cooking in high temperatures and so this will destroy most of the group C vitamins and some of the group B vitamins.

Frying

- Using fat whilst frying increases the amount of vitamin A the body can absorb from some vegetables
- Cooking in fat will increase the calorie count of food e.g deep fat frying foods.

Stir-frying

- The small amount of fat used whilst stir-frying increases the amount of vitamin A the body can absorb from some vegetables.
- Some vitamin C and B are lost due to cooking in heat for a short amount of time.

Steaming

- Steaming is the best cooking method for keeping vitamin C in foods.
- Only up to 15% of vitamin C is lost as the foods do not come into contact with water.

Grilling

- Using this cooking method can result in losing up to 40% of group B vitamins.
- It is easy to overcook protein due to the high temperature used in grilling foods.

Baking

- Due to high temperatures in the oven, it is easy to overcook protein and damage the vitamin C and B group vitamins.

Level 1/2 Hospitality and Catering – Unit 2-2.2.2:
How to plan production

You need to be able to plan dishes for a menu as well as know, understand and include the following:

Commodity list with quantities

This means naming all the ingredients needed to make all dishes and how much of each one e.g. grams (g), ounces (oz), millilitres (ml), etc.

Timing

You need to state realistic timings of how long each step is likely to take throughout your plan to give accurate information of how long your dishes take to complete.

Contingencies

This means stating, in the plan, what you would do to deal with a problem if something were to go wrong.

Mise en place

This is all the preparation you undertake before cooking. Examples of this include weighing out ingredients, collecting equipment and washing hands.

Equipment list

Naming all pieces of equipment you would need to cook the dishes, which also includes specialist equipment such as pasta machines and ice cream makers as well as saucepans, chopping boards, knives, etc.

Cooking

Throughout your plan, you will need to state how you ensure food is cooked correctly, e.g. chicken is white in the middle, using a temperature probe, etc.

Health, safety and hygiene

Stating in the plan, points regarding the health, safety and hygiene. The use of temperature probes to ensure foods are cooked, correctly using colour coded chopping boards or washing hands after handling raw meat are a few examples.

Cooling and hot holding

Cooling dishes correctly within 1.5hrs to 8 degrees and keeping hot dishes for service at 63 degrees should be mentioned in your plan for relevant dishes, as well as how you would ensure these temperatures are met, e.g. by using temperature probes.

Quality points

These include naming any quality points to consider in the preparation, cooking and serving stage of the plan. Examples could include checking foods are in use by/best before dates, dishes are cooked to minimum temperatures, ingredients stored in correct places and correct temperature, etc.

Serving

Once you have finished cooking your dish or dishes, you need to state how you would present your dish/dishes, e.g. on plate, bowl, etc., as well as what decoration, garnishes and sauces you include before serving.

Sequencing or dovetailing

This means you fit together the different steps and activities in logical order when planning to cook more than one dish.

Storage

In your plan, you should state where different kinds of ingredients need to be stored, e.g. raw chicken in the fridge or frozen fruit in the freezer and at what temperatures these pieces of equipment need to be (fridge needs to be 0–5 degrees and freezer needs to be -18 degrees).

Level 1/2 Hospitality and Catering: Unit 2-2.1.1 -
Nutrition at different life stages & special dietary needs

Nutrition at different life-stages

Adults:

- **Early** – Growth in regard to height of the body continues to develop until 21 years of age. Therefore, all micro-nutrients and macro-nutrients especially carbohydrates, protein, fats, vitamins, calcium and iron are needed for strength, to avoid diseases and to maintain being healthy.
- **Middle** – The metabolic rate starts to slow down at this stage, and it is very easy to gain weight if the energy intake is unbalanced and there isn't enough physical activity.
- **Elderly** – The body's systems start to slow down with age and a risk of blood pressure can increase as well as decrease in appetite, vision and long-term memory. Because of this, it is essential to keep the body strong and free from disease by continuing to eat a healthy, balanced diet.

Children:

- **Babies** – All nutrients are essential and important in babies, especially protein as growth and development of the body is very quick at this stage. Vitamins and minerals are also important. You should try to limit the amount of salt and free sugars in the diet.
- **Toddlers** – All nutrients remain very important in the diet at this stage as growth remains. A variety of foods are needed for toddlers to have all the micro-nutrients and macro-nutrients the body needs to develop.
- **Teenagers** – The body grows at a fast pace at different times at this stage as the body develops from a child to an adult, therefore all nutrients are essential within proportions. Girls start their menstruation which can sometimes lead to anaemia due to not having enough iron in the body.

Special Dietary needs

Different energy requirements based on:

- Lifestyles / Occupation / Age / Activity level

The amount of energy the body needs is determined with each of the above factors e.g. active lifestyle or physical activity level would need more energy compared to a person being sedentary.

Medical conditions:

- **Allergens** – Examples of food allergies include milk, eggs, nuts and seafood.
- **Lactose intolerance** – Unable to digest lactose which is mainly found in milk and dairy products.
- **Gluten intolerance** – Follows a gluten free diet and eats alternatives to food containing wheat, barley and rye.
- **Diabetes (Type 2)** – High level of glucose in the blood, therefore changes include reducing the amount of fat, salt and sugar in the diet.
- **Cardiovascular disorder** – Needing a balanced, healthy diet with low levels of salt, sugar and fat.
- **Iron deficiency** – Needing to eat more dark green leafy vegetables, fortified cereals and dried fruit.

Dietary requirements:

- **Religious beliefs** – Different religions have different dietary requirements.
- **Vegetarian** – Avoids eating meats and fish but does eat dairy products and protein alternatives such as quorn and tofu.
- **Vegan** – Avoids all animal foods and products but can eat all plant-based foods and protein alternatives such as tofu and tempeh.
- **Pescatarian** – Follows a vegetarian diet but does eat fish products and seafood.

Level 1/2 Hospitality and Catering:
Unit 2-2.3.1: Practical skills and techniques

Skills and techniques

You need to be able to identify the different types of skills you need to produce your selected dishes. Some dishes will require the use of more complex skills. You will need to demonstrate a range of skills when producing your chosen dishes.

Preparation and cooking skills are categorised as follows: **basic**, **medium**, and **complex**.

Presentation

You should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:

- creativity
- garnish and decoration
- portion control
- accompaniments.

Basic preparation skills and techniques

Blending, beating, chopping, grating, hydrating, juicing, marinading, mashing, melting, peeling, proving, sieving, tenderising, trimming, and zesting.

Medium preparation skills and techniques

Baton, *chiffonade*, creaming, dehydrating, deseeding, dicing, folding, kneading, measuring, mixing, *puréeing*, rub-in, rolling, skinning, slicing, spatchcocking, toasting (nuts/seeds) and weighing.

Complex preparation skills and techniques

Brunoise, crimping, de-boning, filleting, *julienne*, laminating (pastry), melting using *bain-marie*, mincing, piping, and segmenting, shaping, unmoulding and whisking (aeration).

Basic cooking skills and techniques

Basting, boiling, chilling, cooling, dehydrating, freezing, grilling, skimming, and toasting.

Medium cooking skills and techniques

Baking, blanching, braising, deglazing, frying, griddling, pickling, reduction, roasting, sautéing, steaming, stir-frying, and using a *sous vide* (water bath).

Complex cooking skills and techniques

Baking blind, caramelising, deep fat frying, emulsifying, poaching, and tempering.

Level 1/2 Hospitality and Catering: Unit 2: 2.3.2 Presentation techniques

Creativity

It is said that 'we eat with our eyes'. Creativity in plating dishes enhances the diner's experience – diners want to be 'wowed' when their meal appears!

Serving dishes: Start with the plate – varied sizes, shapes and colours can add immediate impact to your dish. Dishes served in bowls or dessert glasses should be placed on a plate to aid serving.

Elements: Each dish will consist of several elements – the main protein, accompaniments, garnish and decoration.

Volume: Do not overcrowd the plate – leave some space so that the diner can see each element of the dish. The rule of thumb is that only two-thirds of the plate should be full.

Height: Food can be stacked to add height to the overall dish, but each element should be visible.

Colour: Accompaniments, garnishes and decoration can add colour to dishes where the main elements are similar in colour. An example is fish and chips: bright green peas and a slice of yellow lemon will enhance the overall appearance of the meal.

Functionality: The dish should be beautiful to look at, but easy for the diner to eat.

Temperature: Hot food should be served on hot plates. Cold food should be served on chilled plates.

Accompaniments

Accompaniments should be chosen to complement the main part of the dish. Examples include:

Carbohydrate accompaniments:

- Savoury: bread, dauphinoise potatoes, pilau rice.
- Sweet: shortbread, brandy snaps, macaron.

Fruit and vegetable accompaniments:

- Savoury: pea purée, roasted root vegetables, griddled asparagus.
- Sweet: berry compote, fruit kebabs, grilled peaches.

Sauces:

- Savoury: gravy, red wine jus, parsley sauce.
- Sweet: custard, salted caramel sauce, chocolate sauce.

Portion control

It is important that the customer is satisfied with their portion without the plate being overcrowded. Keeping portion control accurate allows hospitality and catering provisions to order adequate supplies of ingredients. Accurate portion control will also help prevent food waste.

Garnish

Garnishes are additions to a dish which both add to the overall taste and enhance the overall appearance.

Savoury: parmesan crisps, crispy onions, caviar, watercress, lemon wedges, fresh herbs, salsa, edible flowers.

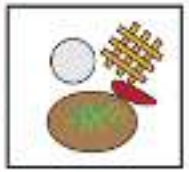
Sweet: chocolate dipped strawberries, tuile biscuits, chopped nuts, tempered chocolate work, spun sugar work, edible flowers.

Decoration

Decoration adds drama to the finished dish but it is not meant to be eaten or add to the overall flavour of the dish. Examples include:

- whole spices added to pilau rice
- gold leaf
- hollow eggshell as serving dish.

Plating styles



Classic

Freeform

Landscape

Level 1/2 Hospitality and Catering: Unit 2: 2.4.1 Reviewing of dishes

Dish production

- Were you able to keep to your time plan?
- Did you have any problems during the practical? How did you resolve them?

Dish selection

- Did your dishes contain the right nutrients for your two groups?
- Were they expensive or cheap to produce?
- Did they contain seasonal or local produce?

Organoleptic

How did your dishes:

- Look (appearance)?
- Taste (flavour and texture)?
- Smell (aroma)?

Hygiene

- Did you follow all hygiene guidelines?
- Did you wear correct PPE?
- Did you wash up between jobs?

Reviewing of dishes

PEE: **P**oint, **E**vidence, **E**xplain

You need to write a self-reflection of how you performed during your practical session. There are 8 areas to consider when you write your review of your dishes.

Presentation

- Were the portions the right size for your two groups?
- How did you add colour to your dishes?
- Were your garnishes and decorations appropriate?

Health and safety

- Were you able to use equipment safely?
- Did you store ingredients correctly?

Waste

- Did you separate your waste into categories? (Food waste, recyclable materials, general waste.)
- Did you buy the right amount of ingredients?

Improvements

- If you made your dishes again, what would you do differently?
- If you had to do the task again, would you change your choice of dishes?
- Would you add additional accompaniments?

Decision making

- What were your strengths in completing the written tasks?
- What were your strengths in choosing dishes?
- How could you improve weak decisions?
- Were the dishes easy to make together?
- What were the disadvantages of the chosen dishes?
- Did your dishes meet the needs of the provision?
- Did your dishes meet the needs of your two groups (nutrition and cost)?

Planning

Was the practical session plan in a logical order?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Were you able to keep to the plan during the practical session?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Organisation

How did you organise your written tasks?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

How did you organise your workstation during the practical session?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Time management

How did you manage your time when completing the written tasks?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

How did you manage your time during the practical session?

- Discuss your strengths.
- Discuss your weaknesses.
- Suggest improvements.

Macro-nutrients

Carbohydrates - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:

- **Starch** - Examples include bread, pasta, rice, potatoes and cereals.
- **Sugar** - Examples include sweets, cakes, biscuits & fizzy drinks.

Fat - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:

- **Saturated fat** - Examples include butter, lard, meat and cheese.
- **Unsaturated fat** - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish.

Protein - Protein is mainly used for growth and repair in the body and cell maintenance. There are two types of protein which are:

- **High biological value (HBV) protein** - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa.

- **Low biological value (LBV) protein** - Includes cereals, nuts, seeds and pulses.

Micro-nutrients

Vitamins

- **Fat soluble vitamin A** - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits.
- **Fat soluble vitamin D** - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine.
- **Water soluble vitamin B group** - Helps absorbs minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.
- **Water soluble vitamin C** - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver.

Minerals

- **Calcium** - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables.
- **Iron** - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables.
- **Sodium** - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats.
- **Potassium** - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish.
- **Magnesium** - Helps convert food into energy. Examples include wholemeal bread, nuts and spinach.
- **Dietary fibre (NSP)** - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses.
- **Water** - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs.

IKE+

Task 1- Cook at home- Sweet: Choose a dessert from https://www.theteenagechef.com/ that you have never made before but want to try. Take a photo of the dessert and email it to me along with the name of the dessert, how difficult or easy you found it to make and whether you/your family enjoyed eating it. *** NOTE**: you must always have adult supervision when cooking at home.

Task 2 Cook at home- Savory: Choose a savoury dish from https://www.taste.com.au/galleries/easy-dinner-recipes-teenagers-can-cook/nhrmjg4i that you have never made before but want to try. Take a photo of the meal and email it to me along with the name of the dish, how difficult or easy you found it to make and whether you/your family enjoyed eating it. *** NOTE**: you must always have adult supervision when cooking at home.

Task 3- Poster/Instruction sheet: Choose a skill that you would like to know more about from https://www.bbc.co.uk/food/techniques. Follow the link and watch the video and read through the text. Create a poster or instruction sheet to teach someone else how to do the chosen skill. You can do this on the computer or by hand. Either give directly to me or send via email.

Task 4- Watch a food programme: Choose an episode of a food programme that you haven't seen before and watch it. Write a review of the programme stating the title of it, giving a brief description and whether or not you would recommend the programme to someone else. My suggestions include: Bake Off: The Professionals · BBQ Champ · Beat the Chef.

Task 5- Article review: Read the article about teen food bloggers here: https://www.dailymail.co.uk/femail/food/article-3549819/Deliciously-Meet-healthy-teenage-foodies-giving-Ella-Woodward-run-money.html Write a short summary of the article and state your opinion about it.

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