**Mapping Form –Catering Competence Framework – Level 2**

**Course provider:**

**Course title:**

*Use the form below to show clearly which competences and sub-competences your course covers and where each is addressed in the course documents. You can do this by labelling the documents you have provided, with comments, codes or line numbers where each sub-competence is addressed, then refer to each label in the second column of this mapping form. If you have provided more than one document, be sure to name each to help course evaluators find the correct place.*

*Example: to show where your course meets Core Competence 1 Fundamentals of Nutrition at Level 2 sub-competence 1, you could mark your course material FHN L2 #1 where it addresses that sub-competence.*

|  |  |  |
| --- | --- | --- |
| Competence 1  Fundamentals of Human Nutrition | | All Sub Competences of Competence 1 Fundamentals of Human Nutrition must be addressed |
| Level 2 |  |  |
| 1 | *Healthy eating guidelines*  a. Know and be able to describe reliable, evidence-based, healthy eating guidelines. |  |
| 2 | *Food groups and sources of nutrients*  a. Know and be able to describe the main food groups in relation to healthy eating guidelines and the benefits of eating a variety of foods.. |  |
| 3 | *Carbohydrates, proteins and fats and the production of energy.*  a. Know the amount of energy (kJ/kcal) provided by carbohydrates, proteins and fats |  |
| 4 | *Energy requirements and energy balance*  a. Know the energy requirements (kJ/kcal) for the average male and female adult.  b. Know the principles of energy balance and how this relates to weight control |  |
| 5 | *Eating patterns*  a. Know and be able to describe regular eating patterns and their importance for a healthy and balanced diet. |  |
| 6 | *Portion size of food and drink*  a. Describe how portion size can differ for different groups of individuals.  b. Know the impact of altering portion size on energy and nutrient intake. |  |
| 7 | *Food labels*  a. Know how to interpret nutrition information contained in food labels in relation to food choice and healthy eating guidelines |  |
| 8 | *Food preparation*  a. Know the impact of different food preparation and cooking techniques in relation to nutrition. |  |
| 9 | *Hydration and fluid/ beverage intake*  a. Know and be able to describe appropriate drinks and the importance of hydration for general health.  b. Know and be able to describe fluid intake guidelines. |  |
| 10. | *Alcohol*  a. Know alcohol contributes to energy (kJ/kcal) intake and effects of excess intake.  b. Know and be able to describe the alcohol content of beverages and how this relates to alcohol intake limits. |  |
| 11. | *Nutrition communication and safe practice*  a. Know the limits of own knowledge and competence and when to refer on or seek further information/ support.  b. Be able to clearly and accurately communicate reliable evidence-based healthy eating guidelines and nutrition information relevant to the individual or group. |  |
| Competence 2  Improving Health and Wellbeing | | **Detail which sub-competences your course covers and where**  **each is addressed in the course document** |
| Level 2 | |  |
| 1 | *Under and over nutrition, diet and health risks*  a. Know there are health risks associated with under and over nutrition.  b. Be able to describe signs of under and over nutrition and when and how to seek further information/ support or refer on. |  |
| 2 | *Understanding and communicating healthier food choices*  a. Know and be able to describe healthier choices in the context of a healthy and balanced diet, and how food choice can be supported for individuals to meet healthy eating guidelines |  |
| 3 | *Health effects of specific ingredients (e.g. salt, sugar, fats, additives)*  a. Know health effects associated with specific ingredients.  b. Know how to alter recipes and menus to modify specific ingredients. |  |
| 4 | *Health based food choice*  a. Know food choices made for health reasons which have specific dietary requirements  b. Be able to respond appropriately to an individual with a special dietary requirement, and know when to seek further information/ support. |  |
| 5 | *Menu planning and recipe development*  a. Know healthy eating guidelines are a factor to be considered when developing recipes and menus, in order to promote healthy balanced diets. |  |
| Competence 3  Food Allergies, Intolerances and Dietary Requirements | | **Detail which sub-competences your course covers and where each is addressed in the course document** |
| Level 2 | |  |
| 1 | *Food allergy, allergy ingredients and food labels*  a. Know allergens covered in, and comply with, allergy legislation.  b. Know other allergens exist, reliable sources of information regarding food allergens and when/ where to seek information/ support.  c. Understand and be able to modify recipes to remove a food allergen.  d. Know when to call for first aid or medical help.  e. Know and comply with procedures to minimise contamination risk.  f. Apply, and know the need for, clear and prompt communication of allergy related information between FOH, BOH and the individual. |  |
| 2 | *Food Intolerances*  a. Know the difference between food intolerances and allergies.  b. Know where to seek information/ support for those with food intolerances in making food choices.  c. Be able to modify a recipe to remove an ingredient or suggest an alternative and when to seek information/ support. |  |
| 3 | *Religious, cultural and ethical food choice*  a. Know specific food choices for religious, cultural and ethical reasons.  b. Know cooking and preparation methods required for religious, cultural or ethical reasons. |  |

|  |  |  |
| --- | --- | --- |
| Code of Practice | | All Sub Competences of Code of Practice must be addressed |
| 1. Understand the boundaries of your role and responsibilities | |  |
| a | Work within the limits of your knowledge, competence and skills |  |
| b | Understand the boundary of your role and if necessary, refer on as appropriate |  |
| c | Seek supervision when situations are beyond your competence and authority |  |
| d | Promote and demonstrate good practice as an individual and as a team member |  |
| e | Be accountable for your own decisions and behaviours |  |
| 2. | **Maintain the levels of your competence** |  |
| a | Maintain competence within your role and field of practice |  |
| b | Keep knowledge and skills up-to-date to ensure safe and effective practice |  |
| c | Understand your own development needs and make continuing improvements |  |
| 3. Uphold basic standards of good character | |  |
| a | Respect dignity, privacy and safety of individuals |  |
| b | Be honest, trustworthy, reliable and dependable |  |
| c | Ensure that the service you provide is delivered equally and inclusively |  |
| d | Respect and promote the views, wishes and wellbeing of individuals |  |

.