**Mapping Form –Catering Competence Framework – Level 3**

**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 3 sub-competence 1, you could mark your course material FHN L3 #1 where it addresses that sub-competence.*

*NB.* Blue refers to Front of House staff only and Green refers to Back of House staff only

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| Competence 1  Fundamentals of Human Nutrition | | All Sub Competences of Competence 1 Fundamentals of Human Nutrition must be addressed |
| Level 3 |  |  |
| 1 | *Healthy eating guidelines*  a. Select and apply reliable, evidence-based healthy eating guidelines to guide individual and group food choice */* guide recipe and menu development.   1. Know and be able to describe how dietary needs can differ by gender, age and physical activity level.   c. Identify and describe the limitations of ‘fad’ diets. |  |
| 2 | *Food groups and sources of nutrients*  a. Understand the benefits of eating a variety of foods from different food groups in relation to healthy eating guidelines and nutrient intake.   1. Know and be able to describe food sources of carbohydrate, protein and fat in relation to healthy eating guidelines |  |
| 3 | *Carbohydrates, proteins and fats and the production of energy.*  Know and be able to describe how energy (kJ/kcal) provided by carbohydrates, proteins and fats contributes to the total energy in recipes and menus |  |
| 4 | *Energy requirements and energy balance*   * 1. Know and be able to describe how individual energy requirements (kJ/kcal) may vary according to age, gender, activity and health status.   2. Understand and describe the principles of energy balance and how this relates to weight control. |  |
| 5 | *Eating patterns*  a. Understand the importance of regular eating patterns and how this can relate to individuals and groups eating habits and dietary intake |  |
| 6 | *Portion size of food and drink*  a. Understand and be able to describe the impact of altering portion size on energy and nutrient intake.  b. Understand and describe methods to promote appropriate portion size selection and control. |  |
| 7 | *Food labels*  a. Understand and interpret the nutrition information contained in food labels to support individual and group food choice in relation to healthy eating guidelines */* support menu development in relation to healthy eating guidelines. |  |
| 8 | *Food preparation*  a. Understand and be able to describe the impact of different food preparation and cooking techniques in relation to nutrition and healthy eating guidelines and in the development of healthier food choices. |  |
| 9 | *Hydration and fluid/ beverage intake*   * 1. Apply fluid intake guidelines and knowledge of appropriate drinks to support the provision of suitable beverages for individual, group and setting needs */* support individuals and groups in meeting their relevant fluid intake levels. |  |
| 10. | *Alcohol*  a. Apply understanding of the alcohol content of beverages to provide choice in relation to alcohol intake limits.  b. Be able to describe the contribution of alcohol to energy intake (kJ/kcal) and the effects of excess intake. |  |
| 11. | *Nutrition communication and safe practice*  a. Be able to clearly and accurately communicate reliableevidence-based healthy eating guidelines and nutrition information relevant to the individual/ group and across the workforce, consistent with their level of understanding, language, culture and background.  b. Know the limits of own knowledge and competence and when to refer on or seek further information/ support. |  |
| Competence 2  Improving Health and Wellbeing | | **Detail which sub-competences your course covers and where**  **each is addressed in the course document** |
| Level 3 | |  |
| 1 | *Under and over nutrition, diet and health risks*   * 1. Identify and describe groups or individuals who may be at risk of under and over nutrition and associated dietary behaviours/choices.   2. Know when and how to seek further information/ supportor refer on. |  |
| 2 | *Understanding and communicating healthier food choices*  a. Understand and able to interpret healthy eating guidelines in order to guide consumer choice of healthier food options */* improve the nutritional content of a recipe or menu.  b. Understand the relationship between nutrition, food choice and health, including disease risk factors. |  |
| 3 | *Health effects of specific ingredients (e.g. salt, sugar, fats, additives)*  a. Understand and able to describe the health effects associated with specific ingredients  b. Demonstrate how a recipe or menu can be adapted to alter specific ingredients/ nutritional content in relation to the needs of the individual or group. |  |
| 4 | *Health based food choice*  a. Understand and be able to describe appropriate menu options and alternative food choices for an individual with specific dietary requirements  */* make appropriate menu adaptations to provide a healthy and balanced option for individuals with specific dietary requirements.  b. Understand and use information provided by nutrition professionals to make appropriate menu adaptions for individuals with specific dietary requirements. |  |
| 5 | *Menu planning and recipe development*  a. Understand and apply healthy eating guidelines and/or information provided by nutrition professionals to the development of recipes and menus, in order to provide healthy and balanced options to meet the needs of individuals or groups.  b. Know the relevant nutrition requirements/ recommendations for specific sectors (hospitals, public sector, schools etc.) |  |
| 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 3 | |  |
| 1 | *Food allergy, allergy ingredients and food labels*  a. Understand and be able to describe food allergens, reactions, allergy indications on labels and required kitchen protocols.  b. Understand and comply with allergen legislation and be able to explain what information must be available and when/ where to seek information/ support.  c. Apply knowledge of food allergens to modify a recipe to maintain nutritional balance.  d. Apply and explain relevant procedures required to minimise contamination risk.  e. Apply and explain the need for clear and prompt communication of allergy related information between FOH, BOH and the individual. |  |
| 2 | *Food Intolerances*  a. Understand food intolerances and possible impacts on dietary intake.  b. Be able to modify a recipe and menu to remove an ingredient or suggest alternatives, whilst maintaining nutritional balance. |  |
| 3 | *Religious, cultural and ethical food choice*  a. Understand and able to describe specific food choices for religious, cultural and ethical reasons.  b. Understand methods required for the appropriate preparation and cooking of foods for religious, cultural or ethical reasons. |  |

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| 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 |  |

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