



Synoptic connections

**NCFE Level 1/2 Technical Award in Food and
Cookery
QN: 603/7014/2**

Synoptic connections

Synoptic assessment requires learners to combine elements of their learning and show accumulated knowledge and understanding across the qualification content. It enables learners to evidence their capability to integrate and apply knowledge, understanding and skills gained with breadth and depth in context.

It is therefore essential when planning for teaching and throughout delivery that the interdependencies and links build across the content of the qualification and are highlighted and reinforced.

The qualification comprises 7 mandatory content areas. All content is mandatory and must be taught.

The teaching content does not have to be delivered in a linear way; content areas are interdependent in knowledge, skills and concepts.

Teachers may take a synoptic approach across the qualification. This will enable learners to be able to apply theories and concepts from across the qualification specification in context to skills-based situations. Through combining content and developing holistic connections, learners will be able to demonstrate and evidence their full knowledge and understanding of the subject area and food sector.

Learners will have the opportunity to identify relevant study skills and reflect upon their preferred learning style throughout the qualification.

Content area 1: health and safety relating to food, nutrition and the cooking environment

Content area 1: health and safety relating to food, nutrition and the cooking environment. This content area supports learners to understand the importance of health and safety in relation to food and nutrition and the need to apply the theoretical principles to the practical context.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 1 include:

2. Food legislation and food provenance:

- 2.1 The Food Standards Agency (FSA) and food safety legislation
- 2.2 Food provenance
- 2.3 Food transportation
- 2.4 Food processing
- 2.5 Food manufacturing

5. Food preparation, cooking skills and techniques:

- 5.3 Preparation skills
- 5.4 Cooking techniques
- 5.5 Cooking methods
- 5.6 Presentation skills

6. Recipe amendment, development and evaluation:

- 6.1 Recipe amendment

7. Menu and action planning for completed dishes:

- 7.2 Menu planning
- 7.3 Action planning
- 7.4 Evaluate the planning and outcome of completed dishes against the requirements of a customer brief

Content area 2: food legislation and food provenance

Content area 2: food legislation and food provenance. This content area supports learners to understand the role of the FSA and related legislation, and gain an understanding of where our food comes from, how it is transported and the role of food processing and manufacture of food. This understanding should be applied in every practical context to ensure food is prepared and cooked in a safe and hygienic manner.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 2 include:

1. Health and safety relating to food, nutrition and the cooking environment:

- 1.1 Safe and hygienic working practices relating to the individual and the cooking environment
- 1.2 Potential hazards and risks in the cooking environment
- 1.3 Hazard Analysis and Critical Control Point (HACCP)
- 1.4 Minimising risk in the cooking environment
- 1.5 Safe and hygienic working practices when using cooking equipment and utensils

4. Factors affecting food choice

5. Food preparation, cooking skills and techniques:

- 5.2 The characteristics and function of ingredients
- 5.3 Preparation skills
- 5.4 Cooking techniques
- 5.5 Cooking methods
- 5.6 Presentation skills

6. Recipe amendment, development and evaluation:

- 6.1 Recipe amendment
- 6.2 Evaluating completed dishes

7. Menu and action planning for completed dishes:

- 7.1 Interpreting a customer brief
- 7.2 Menu planning
- 7.3 Action planning
- 7.4 Evaluate the planning and outcome of completed dishes against the requirements of a customer brief

Content area 3: food groups, key nutrients and a balanced diet

Content area 3: food groups, key nutrients and a balanced diet. This content area supports learners to understand the fundamental importance of food groups, nutrients and a balanced diet. It is relevant to all theoretical content areas and should be applied in every practical context.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 3 include:

2. Food legislation and food provenance:

- 2.2 Food provenance
- 2.3 Food transportation
- 2.4 Food processing
- 2.5 Food manufacturing

4. Factors affecting food choice:

- 4.1 Social factors
- 4.2 Environmental factors
- 4.3 Seasonality

5. Food preparation, cooking skills and techniques:

- 5.1 Key stages and the purpose of a recipe:
- 5.2 The characteristics and function of ingredients
- 5.3 Preparation skills
- 5.4 Cooking techniques
- 5.5 Cooking methods
- 5.6 Presentation skills

6. Recipe amendment, development and evaluation:

- 6.1 Recipe amendment
- 6.2 Evaluating completed dishes

7. Menu and action planning for completed dishes:

- 7.1 Interpreting a customer brief
- 7.2 Menu planning
- 7.3 Action planning
- 7.4 Evaluate the planning and outcome of completed dishes against the requirements of a customer brief

Content area 4: factors affecting food choice

Content area 4: factors affecting food choice support learners to understand the many factors that inform our choice of food and how these impact upon our diet and lifestyle. Learners will apply their theoretical knowledge and understanding to all practical contexts.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 4 include:

2. Food legislation and food provenance:

- 2.1 The Food Standards Agency (FSA) and food safety legislation
- 2.2 Food provenance
- 2.3 Food transportation
- 2.4 Food processing
- 2.5 Food manufacturing

3. Food groups, key nutrients and a balanced diet:

- 3.1 Food groups
- 3.2 Components of a balanced diet
- 3.3 Nutrients:
 - 3.3.1 Sources and functions of macronutrients
 - 3.3.2 Sources and functions of vitamins
 - 3.3.3 Sources and functions of minerals
 - 3.3.4 Sources and functions of water
- 3.4 Nutrient imbalances
- 3.5 Fibre
- 3.6 Nutritional requirements for different groups of people
- 3.7 Food-related health conditions
- 3.8 Nutritional information on food labels

5. Food preparation, cooking skills and techniques:

- 5.1 Key stages and the purpose of a recipe
- 5.2 The characteristics and function of ingredients
- 5.3 Preparation skills
- 5.4 Cooking techniques
- 5.5 Cooking methods
- 5.6 Presentation skills

6. Recipe amendment, development and evaluation:

- 6.1 Recipe amendment
- 6.2 Evaluating completed dishes

7. Menu and action planning for completed dishes:

- 7.1 Interpreting a customer brief
- 7.2 Menu planning
- 7.3 Action planning

Content area 4: factors affecting food choice

- 7.4 Evaluate the planning and outcome of completed dishes against the requirements of a customer brief

Content area 5: food preparation, cooking skills and techniques

Content area 5: food preparation, cooking skills and techniques support learners to understand the many factors that inform preparation and cooking skills. This includes an understanding of how to follow a recipe, the function of ingredients, the development of the learner's technical skills, the importance of practice, presentation, reflection and evaluation and their understanding of the need to work in a safe and hygienic manner. In addition, they can draw on their knowledge and understanding of how nutrient content and individual dietary needs and allergens determine our health and wellbeing.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 5 include:

1. Health and safety relating to food, nutrition and the cooking environment:

- 1.1 Safe and hygienic working practices relating to the individual and the cooking environment
- 1.2 Potential hazards and risks in the cooking environment
- 1.3 Hazard Analysis and Critical Control Point (HACCP)
- 1.4 Minimising risk in the cooking environment
- 1.5 Safe and hygienic working practices when using cooking equipment and utensils

2. Food legislation and food provenance:

- 2.1 The Food Standards Agency (FSA) and food safety legislation
- 2.2 Food provenance
- 2.3 Food transportation
- 2.4 Food processing
- 2.5 Food manufacturing

3. Food groups, key nutrients and a balanced diet:

- 3.1 Food groups
- 3.2 Components of a balanced diet
- 3.3 Nutrients:
 - 3.3.1 Sources and functions of macronutrients
 - 3.3.2 Sources and functions of vitamins
 - 3.3.3 Sources and functions of minerals
 - 3.3.4 Sources and functions of water
- 3.4 Nutrient imbalances
- 3.5 Fibre
- 3.6 Nutritional requirements for different groups of people
- 3.7 Food-related health conditions
- 3.8 Nutritional information on food labels

4. Factors affecting food choice

6. Recipe amendment, development and evaluation:

- 6.1 Recipe amendment

7. Menu and action planning for completed dishes:

- 7.1 Interpreting a customer brief
- 7.2 Menu planning

Content area 5: food preparation, cooking skills and techniques

- 7.3 Action planning
- 7.4 Evaluate the planning and outcome of completed dishes against the requirements of a customer brief

Content area 6: recipe amendment, development and evaluation

Content area 6: recipe amendment, development and evaluation supports learners to understand how recipes may be amended to improve their nutritional content and flavour, reflect the government healthy eating tips and accommodate individual dietary needs and those with allergens. In addition, they can show consideration of social, environmental and seasonal factors alongside cost of ingredients and a variety of occasions, all of which may require amendment of recipes.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 6 include:

1. Health and safety relating to food, nutrition and the cooking environment:

- 1.1 Safe and hygienic working practices relating to the individual and the cooking environment
- 1.2 Potential hazards and risks in the cooking environment
- 1.3 Hazard Analysis and Critical Control Point (HACCP)
- 1.4 Minimising risk in the cooking environment
- 1.5 Safe and hygienic working practices when using cooking equipment and utensils

2. Food legislation and food provenance:

- 2.1 The Food Standards Agency (FSA) and food safety legislation
- 2.2 Food provenance
- 2.3 Food transportation
- 2.4 Food processing
- 2.5 Food manufacturing

3. Food groups, key nutrients and a balanced diet:

- 3.1 Food groups
- 3.2 Components of a balanced diet
- 3.3 Nutrients:
 - 3.3.1 Sources and functions of macronutrients
 - 3.3.2 Sources and functions of vitamins
 - 3.3.3 Sources and functions of minerals
 - 3.3.4 Sources and functions of water
- 3.4 Nutrient imbalances
- 3.5 Fibre
- 3.6 Nutritional requirements for different groups of people
- 3.7 Food-related health conditions
- 3.8 Nutritional information on food labels

4. Factors affecting food choice

5. Food preparation, cooking skills and techniques:

- 5.1 Key stages and the purpose of a recipe
- 5.2 The characteristics and function of ingredients
- 5.3 Preparation skills
- 5.4 Cooking techniques
- 5.5 Cooking methods

Content area 6: recipe amendment, development and evaluation

- 5.6 Presentation skills

7. Menu and action planning for completed dishes:

- 7.1 Interpreting a customer brief
- 7.2 Menu planning
- 7.3 Action planning

Content area 7: plan a menu, create an action plan, produce and evaluate completed dishes

Content area 7: planning a menu, creating an action plan, producing and evaluating the completed dishes supports learners to understand how to plan effectively, showing accurate timing and dovetailing. When producing the dishes, they will apply their knowledge and understanding of nutrition, demonstrate safe and hygienic practice, and will be able to reflect and demonstrate their evaluative skills across all aspects of the task.

This content area does not have to be delivered by teachers in a linear fashion. When planning delivery, teachers may take a synoptic approach and make synoptic connections across the wider content of the qualification.

Content areas that link synoptically to content area 7 include:

1. Health and safety relating to food, nutrition and the cooking environment:

- 1.1 Safe and hygienic working practices relating to the individual and the cooking environment
- 1.2 Potential hazards and risks in the cooking environment
- 1.3 Hazard Analysis and Critical Control Point (HACCP)
- 1.4 Minimising risk in the cooking environment
- 1.5 Safe and hygienic working practices when using cooking equipment and utensils

2. Food legislation and food provenance:

- 2.1 The Food Standards Agency (FSA) and food safety legislation
- 2.2 Food provenance
- 2.3 Food transportation
- 2.4 Food processing
- 2.5 Food manufacturing

3. Food groups, key nutrients and a balanced diet:

- 3.1 Food groups
- 3.2 Components of a balanced diet
- 3.3 Nutrients:
 - 3.3.1 Sources and functions of macronutrients
 - 3.3.2 Sources and functions of vitamins
 - 3.3.3 Sources and functions of minerals
 - 3.3.4 Sources and functions of water
- 3.4 Nutrient imbalances
- 3.5 Fibre
- 3.6 Nutritional requirements for different groups of people
- 3.7 Food-related health conditions
- 3.8 Nutritional information on food labels

4. Factors affecting food choice

5. Food preparation, cooking skills and techniques:

- 5.1 Key stages and purpose of a recipe
- 5.2 The characteristics and function of ingredients
- 5.3 Preparation skills
- 5.4 Cooking techniques
- 5.5 Cooking methods

Content area 7: plan a menu, create an action plan, produce and evaluate completed dishes

- 5.6 Presentation skills
6. Recipe amendment, development and evaluation:
- 6.1 Recipe amendment
 - 6.2 Evaluating completed dishes