

Subject Curriculum Map: Catering Technical Award

Year Groups: 10 - 11 – September 2024 – Qualify 2026

Exam Board: WJEC

Assessment Method:

Unit 1 examination – Year 11 - Externally marked 40% of final grade

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2 coursework – Year 10 – internally marked and externally moderated – 60% of final grade

Grading: Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.

Curriculum Intent:

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

Curriculum Implementation:

Students have 5 lessons over a fortnight to complete both Unit 1 - The Hospitality and Catering Industry (Exam unit), Unit 2 - Hospitality and Catering in Action (Coursework unit)

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 - The Hospitality and Catering Industry

Unit 2 - Hospitality and Catering in Action

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Curriculum Impact:

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills, and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment, or training.

Unit 1: The Hospitality and Catering Industry Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

<p>Autumn 1 Year 10</p>	<p>Unit 2 Hospitality and Catering in Action Internal assessment code 5409U2 Unit 2 Coursework section - Year 10 WJEC NEA – An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres.</p>
<p>Unit title</p>	<p><u>Hospitality and catering in action</u> – This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade.</p>
<p>Overview of unit</p>	<p>In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</p>
<p>Autumn 1 Year 10 Themes, Concepts & Ideas</p>	<p>NEA COURSEWORK UNIT 2 Year 10 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value</p>
<p>Autumn 1 Year 10 Knowledge and understanding <i>2.1.1 Understanding the importance of nutrition</i></p>	<p>NEA COURSEWORK UNIT 2 Year 10 <u>2.1.1 Understanding the importance of nutrition</u> Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:</p> <ul style="list-style-type: none"> • Macronutrients • Micro Nutrients <p>Learners should be able to apply their knowledge of nutrition to: Different life-stages: adults; early, middle, late (elderly) children; babies, toddlers, teenagers. Special dietary needs for individuals who:</p> <ul style="list-style-type: none"> • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • have dietary requirements, such as religious beliefs • are pescatarians, vegetarians, vegans.

	<i>Practical application of skills - practical cooking lessons</i>
Autumn 1 Year 10 Knowledge and understanding 2.1.2 <i>How cooking methods can impact on nutritional value</i>	<u>2.1.2 How cooking methods can impact on nutritional value</u> Learners should know and understand how cooking methods impact on nutritional value. <i>Practical application of skills - practical cooking lessons</i>
Autumn 2 Year 10 Themes, Concepts & Ideas	NEA COURSEWORK UNIT 2 Year 10 2.2.1 Factors affecting menu planning
Autumn 2 Year 10 Knowledge and understanding 2.2.1 Factors affecting menu planning	<u>2.2.1 Factors affecting menu planning</u> NEA COURSEWORK UNIT 2 Year 10 Learners should be aware of the following factors when planning menus: <ul style="list-style-type: none"> • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • time available – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time. • environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms: reduce, reuse, recycle, sustainability. • time of year – seasonality of commodities. • organoleptic qualities.

	<i>Practical application of skills - practical cooking lessons</i>
Autumn 2 Themes, Concepts & Ideas	NEA COURSEWORK UNIT 2 Year 10 2.2.2 How to plan production
Autumn 2 Year 19 Knowledge and understanding <i>2.2.2 How to plan production</i>	NEA COURSEWORK UNIT 2 Year 10 <u>2.2.2 How to plan production</u> Learners should be able to plan dishes for a menu and know and understand the following: <ul style="list-style-type: none"> • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling • hot holding • serving • storage. <i>Practical application of skills - practical cooking lessons</i>
January Term Year 10	Unit 2 Hospitality and Catering in Action Internal assessment code 5409U2 Unit 2 Coursework section - Year 10 <i>Practical Cookery Exam – Year 10 WJEC NEA – An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres.</i>
Spring 1 Year 10 Themes, Concepts & Ideas	NEA COURSEWORK UNIT 2 Year 10 Practical Cookery Exam – Year 10 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices
Spring 1 Year 10	NEA COURSEWORK UNIT 2 Year 10 Practical Cookery Exam – Year 10 <u>2.3.1 How to prepare and make dishes</u>

<p>Knowledge and understanding 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices</p>	<p>Learners should be able to identify types of skills and skill levels when selecting dishes to produce. Learners should know and understand that some dishes require the use of more complex, skills than other dishes. Learners should be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes: The preparation and cooking techniques are categorised as follows: Preparation techniques, Knife techniques, Cooking techniques:</p> <ul style="list-style-type: none"> • Basic* • Medium** • Complex*** <p><u>2.3.2 Presentation techniques</u> Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <ul style="list-style-type: none"> • Presentation techniques • creativity • garnish and decoration • portion control • accompaniments. <p><u>2.3.3 Food safety practices</u> Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p>
<p>Spring 1 Themes, Concepts & Ideas</p>	<p>NEA COURSEWORK UNIT 2 Year 10 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance</p>
<p>Spring 1 Knowledge and understanding 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance</p>	<p>NEA COURSEWORK UNIT 2 Year 10 <u>2.4.1 Reviewing of dishes</u> - Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. Areas to consider:</p> <ul style="list-style-type: none"> • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste

	<p>2.4.2 Reviewing own performance - Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management.
<p>Spring 2 Year 10 Unit 1 title</p>	<p><u>The hospitality and catering industry - Year 10</u> – Exam Unit – WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</p>
<p>Overview of unit</p>	<p>In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</p>
<p>Topics</p>	<p>1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO)</p>
<p>Spring 2 Year 10 Themes, Concepts & Ideas</p>	<p>1.1.1 Hospitality and catering providers</p>
<p>Spring 2 Year 10 Knowledge and understanding</p>	<p><u>1.1.1 Hospitality and catering providers</u> <i>Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial:</i> <u>Commercial (residential):</u> • B&B, guest houses and Airbnb</p>

**1.1.1 Hospitality
and catering
provision**

- campsites and caravan parks
- cruise ships
- holiday parks, lodges, pods and cabins
- hotels, motels and hostels.

Commercial (non-residential):

- airlines and long-distance trains
- cafés, tea rooms and coffee shops
- fast food outlets
- food provided by stadia, concert halls and tourist attractions
- mobile food vans and street food trucks
- pop-up restaurants
- public houses, bars
- restaurants and bistros
- takeaways
- vending machines.

Non-commercial (residential):

- armed forces
- boarding schools, colleges, university residences
- hospitals, hospices and care homes
- prisons.

Non-commercial (non-residential):

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

Learners should know and understand the following types of service in commercial and non-commercial provision:

Food service:

- table: plate, family-style, silver, Gueridon, banquet
- counter: cafeteria, buffet, fast food
- personal: tray or trolley, vending, home delivery, takeaway.

Residential service:

- rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities)
- refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available

	<ul style="list-style-type: none"> • conference and function facilities • leisure facilities (spa, gym, swimming pool). <p><i>Learners should know and understand the importance of the following standards and ratings:</i></p> <ul style="list-style-type: none"> • hotel and guest house standards (star ratings) • restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars. <p><i>Practical application of skills - practical cooking lessons</i></p>
<p>Summer 1 Year 10 Themes, Concepts & Ideas</p>	<p>1.1.2 Working in the hospitality and catering industry</p> <p>1.1.3 Working conditions in the hospitality and catering industry</p>
<p>Summer 1 Year 10 Knowledge and understanding</p> <p><i>1.1.2 Working in the hospitality and catering industry</i></p> <p><i>1.1.3 Working conditions in the hospitality and catering industry</i></p>	<p><u>1.1.2 Working in the hospitality and catering industry - Learners should know and understand the following types of employment roles and responsibilities within the industry</u></p> <ul style="list-style-type: none"> • front of house manager, head waiter, waiting staff, concierge, receptionist, maître d’hôte, valets • housekeeping: chambermaid, cleaner, maintenance, caretaker • kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur • management: food and beverage, housekeeping, marketing. <p><i>Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles: Personal attributes:</i></p> <ul style="list-style-type: none"> • organised • hardworking • punctual • hygienic • pleasant • calm • friendly • good communicator • team player • good people skills • willingness to learn and develop • flexible. <p>Qualifications and experience:</p>

	<ul style="list-style-type: none"> • apprenticeships • experience in the role/sector – part-time job, summer employment • school, college and/or university qualifications relevant to the job. <p>1.1.3 Working conditions in the hospitality and catering industry - Learners should know and understand the following types of employment contracts and working hours:</p> <ul style="list-style-type: none"> • casual • full time permanent (temporary) • part-time (temporary) • seasonal • zero hours contract. <p>Learners should be aware of the following remuneration and benefits in the industry:</p> <ul style="list-style-type: none"> • a salary • a wage (hourly) • holiday entitlement • pension • sickness pay • rates of pay • tips, bonuses and rewards. <p><i>The hospitality and catering industry normally provides more part-time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry, such as:</i></p> <ul style="list-style-type: none"> • supply and demand: staffing during peak times, large events, seasonal times and the location of the provision. <p><i>Practical application of skills - practical cooking lessons</i></p>
<p>Summer 2 Year 10 Themes, Concepts & Ideas</p>	<p>1.1.4 Contributing factors to the success of hospitality and catering provision</p> <p>1.2.1 The operation of the front and back of house</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p>
<p>Summer 2 Year 10 Knowledge and understanding</p>	<p><u>1.1.4 Contributing factors to the success of hospitality and catering provision</u></p> <p><i>Learners should know and understand the following basic costs incurred within the hospitality and catering industry:</i></p> <ul style="list-style-type: none"> • labour • material • overheads.

1.1.4 Contributing factors to the success of hospitality and catering provision

1.2.1 The operation of the front and back of house

1.2.2 Customer requirements in hospitality and catering

1.2.3 Hospitality and catering provision to meet specific requirements

Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry. Learners should be aware of how the economy can impact business in the following ways:

- strength of the economy
- value added tax (V.A.T)
- value of the pound and exchange rate.

Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry through:

- seasonality
- sustainability: reduce, reuse, recycle.

Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way through:

- cashless systems
- innovative digital technology (apps, web-booking, key card access, digital menu)
- software.

Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry:

- printed media (newspaper, magazines)
- broadcast (television, radio)
- internet (social media, websites)
- competitive (other establishments).

1.2.1 The operation of the front and back of house

Learners should be aware of the operational requirements of:

- workflow of the front of house – reception, seating area, counter service, bar
- workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area.

Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens:

- large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge freezer, standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates
- materials for cleaning, first aid kit and safety materials
- small equipment
- utensils.

	<p><i>Learners should know and understand the following documentation and administration requirements used in a catering kitchen:</i></p> <ul style="list-style-type: none"> • stock controlling systems, ordering, delivery notes, invoices, food safety documentation and health and safety documentation. <p>Learners should be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.</p> <p><u>1.2.2 Customer requirements in hospitality and catering</u></p> <p><i>Learners should know and understand how hospitality and catering provision meets the requirements of:</i></p> <ul style="list-style-type: none"> • customer needs (catering, equipment, accommodation) • customer rights and inclusion (disability) • equality. <p><u>1.2.3 Hospitality and catering provision to meet specific requirements</u></p> <p><i>Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate:</i></p> <ul style="list-style-type: none"> • customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available • customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality • customer demographics: age, location, accessibility, money available, access to establishments/provision. <p><i>Practical application of skills - practical cooking lessons</i></p>					
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.SMSC	<p>Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health.</p> <p>Promoting healthy lifestyles with an understanding of correct nutritional intake.</p> <p>Promoting safe practices within an industry-based environment.</p> <p>Responding to customer needs and requirements.</p> <p>Industry standards – ensuring provision of correct services for all customers within the hospitality and catering service.</p> <p>Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals' thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>					

<p>2.Skills For life</p>	<p>Skills required for independent learning and development. A range of generic and transferable skills. The ability to solve problems. The skills of project-based research, development, and presentation. The fundamental ability to work alongside other individuals, in a professional environment. Self-evaluation – assessment and understanding of own development and progress. Resilience – being able to work within guided time constraints to set deadlines. Independent Learner – coursework tasks</p>
<p>3.FBV</p>	<p><u>Democracy</u> Team working. Equal opportunities to fully partake in all activities and tasks. <u>The rule of law-</u> Classroom rules. Health and safety within a kitchen environment. <u>Individual Liberty</u> Individual’s right to learn in an educational environment. Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities. <u>Mutual Respect</u> providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions. <u>Tolerance</u> Value differences in faith and cultural influences within the catering and hospitality industry and the wider society. Appreciate and understand social development in food and nutrition.</p>
<p>Stretch & challenge Literacy</p>	<p><u>Examination Theory/Revision</u> <i>Extended writing questions</i> - select and communicate detailed knowledge and thorough understanding of the hospitality sector. <i>Evaluation and analysis techniques</i> - Use analysis and evaluation when, reviewing and adapting practical knowledge into theory responses. <i>Theory work within lessons</i> - present information clearly and accurately, making reasoned judgements. <i>Knowledge and understanding</i> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry. <i>Application of theory</i> - To demonstrate high levels of skills in effectively processing information on the hospitality and catering sector <u>Coursework –</u></p>

TASK 1a – Max Marks 8 - Higher level grade awarded – An excellent response which demonstrates:

- a highly effective analysis of the brief resulting in a fully-considered recommendation of dishes
- a detailed and effective assessment of how each dish meets the nutritional needs of the two types of customer
- full consideration to the requirements of the task.

TASK 1b – Max Marks 4 - Higher level grade awarded - a fully developed explanation of the impact of cooking methods on the nutritional value of the chosen dishes.

TASK 2a – Max Marks 8 - Higher level grade awarded - The candidate has demonstrated excellent analysis and evaluation of the factors that affected their choice of dishes by:

- discussing a wide range of factors
- fully considering how each relevant factor affected their choice of dishes
- clearly demonstrating the decision-making process for the choice of each dish.

TASK 2b - Max Marks 10 - Higher level grade awarded - An excellent response which demonstrates:

- A highly effective application of knowledge and understanding of production planning, resulting in a fully developed plan.

TASK 4a – Max Marks 12 – Higher level grade awarded - Assess the production of the presented dishes. The candidate has demonstrated excellent analysis and evaluation in their assessment of the production of the presented dishes by:

- providing a highly effective review of the production of the presented dishes

TASK 4b – Max Marks – 12 – Higher level grade awarded - Review your own performance. The candidate has demonstrated excellent analysis and evaluation in reviewing their own performance by:

- producing a highly effective review of own performance of the production of the presented dishes
- presenting detailed and effective conclusions.

Key assessment focus, suggested assessments	Autumn 1 ½ term monitoring ATL. Coursework Monitoring Self-assessment of practical work.	Autumn 2 ½ term monitoring ATL. Coursework Monitoring Self-assessment of practical work.	Spring 1 ½ term monitoring ATL. Coursework Monitoring Self-assessment of practical work.	Spring 2 ½ term monitoring ATL. Self-assessment of practical work. Theory books assessed – STAR	Summer 1 ½ term monitoring ATL. Self-assessment of practical work. Theory books assessed – STAR	Summer 2 ½ term monitoring ATL. Self-assessment of practical work. Theory books assessed – STAR
--	---	---	---	---	---	---

Visits/extra-curricular/ Special events	Macmillan – charity fund raiser – Year 8 open evening Autumn 1 Stone food and Drink Festival – local event – Autumn 1 DofE Celebration evening – student catering event – Autumn 1 Lunchtime Revision/coursework Club Expert external visitors
Homework/Independent Learning	Weekly homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format – work sheets, research tasks, organisation of resources, exam questions and revision tasks. Organisation of ingredients for practical lessons.
Autumn 1 Year 11 Unit 1 title	<u>The hospitality and catering industry - Year 11</u> – Exam Unit – WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB
Overview of unit	In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
Topics	1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO)
Autumn 1 Year 11 Themes, Concepts & Ideas	1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health
Autumn 1 Year 11 Knowledge and understanding 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety	<u>1.3.1 Health and safety in hospitality and catering provision</u> <i>Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:</i> <ul style="list-style-type: none"> • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013

1.4.1 Food related causes of ill health
1.4.2 Symptoms and signs of food-induced ill health

- Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.

1.3.2 Food safety

Learners should know the importance of and be able to complete the following documentation:

accident forms
 risk assessments.

Learners should know that employers are responsible for the health and safety training needs of all staff.

Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:

- identify any critical control points and ensure that risks are removed or reduced to safe levels
- decide on what actions to take if something goes wrong
- complete a HACCP document
- complete records to show that procedures are working.

1.4.1 Food related causes of ill health

<p>Learners should know that ill health could be caused by the following:</p> <ul style="list-style-type: none"> • allergies • bacteria • chemicals • intolerances. 	<p>Learners should know the following food poisoning causes:</p> <ul style="list-style-type: none"> • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus. 	<p>Learners should know and understand the following food related causes of ill health:</p> <p>Food allergies:</p> <ul style="list-style-type: none"> • cereals (gluten) • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat. <p>Food intolerance:</p>	<p>Learners should be aware of the following:</p> <ul style="list-style-type: none"> • food labelling laws • food safety legislation
---	--	---	--

			<ul style="list-style-type: none"> • gluten • lactose • aspartame • MSG. 			
	<p><u>1.4.2 Symptoms and signs of food-induced ill health</u> - Learners should know and understand the following symptoms of food induced ill health:</p> <table border="1" data-bbox="412 493 2123 930"> <tr> <td data-bbox="412 493 1267 930"> <p>Visible:</p> <ul style="list-style-type: none"> • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. </td> <td data-bbox="1267 493 2123 930"> <p>Non-visible:</p> <ul style="list-style-type: none"> • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence. </td> </tr> </table> <p><i>Practical application of skills - practical cooking lessons</i></p>				<p>Visible:</p> <ul style="list-style-type: none"> • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. 	<p>Non-visible:</p> <ul style="list-style-type: none"> • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence.
<p>Visible:</p> <ul style="list-style-type: none"> • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. 	<p>Non-visible:</p> <ul style="list-style-type: none"> • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence. 					
<p>Autumn 2 Year 11 Themes, Concepts & Ideas</p>	<p>1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO) <u>Revision and Mock Period</u></p>					
<p>Autumn 2 Year 11 Knowledge and understanding <i>1.4.3 Preventative control measures of</i></p>	<p><u>1.4.3 Preventative control measures of food-induced ill health</u> <i>Learners should know and understand the control measures to prevent food-induced ill health:</i></p> <ul style="list-style-type: none"> • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination. <p><u>1.4.4 The Environmental Health Officer (EHO)</u> <i>Learners should know and understand the role of the Environmental</i></p>					

<p><i>food-induced ill health</i> 1.4.4 The Environmental Health Officer (EHO)</p>	<p>Health Officer (EHO) and that responsibilities include:</p> <ul style="list-style-type: none"> • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports. <p><u>Revision and Mock Period The hospitality and catering industry - Year 11 – Unit 2 Content – Exam Unit – WJEC Examination – The Hospitality and Catering Industry – Written Paper Examination 1 hour and 20 minutes – Externally Marked – 40% OF FINAL QUALIFICATION GRADE – Code 5409UB</u></p> <p><i>Practical application of skills - practical cooking lessons</i></p>
<p>Spring 1 Year 11 Themes, Concepts & Ideas</p>	<p><u>Revision - The hospitality and catering industry - Year 11 – Unit 2 content – Exam Unit — Code 5409UB</u></p> <p><u>Final Exam Entry</u></p>
<p>Spring 1 Year 11 Knowledge and understanding</p>	<p><u>Revision - The hospitality and catering industry - Year 11 – Unit 2 content – Exam Unit — Code 5409UB</u></p> <p><u>Final Exam Entry</u></p> <p><i>Practical application of skills - practical cooking lessons</i></p>
<p>Spring 2 Year 11 Themes, Concepts & Ideas</p>	<p><u>Revision - The hospitality and catering industry - Year 11 – Unit 2 content – Exam Unit — Code 5409UB</u></p> <p><u>Resit Exam Entry if required</u></p>
<p>Spring 2 Year 11 Knowledge and understanding</p>	<p><u>Revision - The hospitality and catering industry - Year 11 – Unit 2 content – Exam Unit — Code 5409UB</u></p> <p><u>Resit Exam Entry if required</u></p> <p><i>Practical application of skills - practical cooking lessons</i></p>
<p>Summer 1 & 2 Year 11</p>	<p><u>Exam Season</u></p>

Themes, Concepts & Ideas						
Summer 1 & 2 Year 11 Knowledge and understanding	<h2><u>Exam Season</u></h2>					
Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.SMSC	<p>Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health.</p> <p>Promoting healthy lifestyles with an understanding of correct nutritional intake.</p> <p>Promoting safe practices within an industry-based environment.</p> <p>Responding to customer needs and requirements.</p> <p>Industry standards – ensuring provision of correct services for all customers within the hospitality and catering service.</p> <p>Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals' thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>					
2.Skills For life	<p>Skills required for independent learning and development.</p> <p>A range of generic and transferable skills.</p> <p>The ability to solve problems.</p> <p>The skills of project-based research, development, and presentation.</p> <p>The fundamental ability to work alongside other individuals, in a professional environment.</p> <p>Self-evaluation – assessment and understanding of own development and progress.</p> <p>Resilience – being able to work within guided time constraints to set deadlines.</p> <p>Independent Learner – coursework tasks</p>					
3.FBV	<p><u>Democracy</u></p> <p>Team working.</p> <p>Equal opportunities to fully partake in all activities and tasks.</p> <p><u>The rule of law-</u></p> <p>Classroom rules. Health and safety within a kitchen environment.</p>					

	<p><u>Individual Liberty</u> Individual's right to learn in an educational environment. Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities.</p> <p><u>Mutual Respect</u> providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.</p> <p><u>Tolerance</u> Value differences in faith and cultural influences within the catering and hospitality industry and the wider society. Appreciate and understand social development in food and nutrition.</p>					
<p>Stretch & challenge Literacy</p>	<p><u>Examination Theory/Revision</u> <i>Extended writing questions</i> - select and communicate detailed knowledge and thorough understanding of the hospitality sector. <i>Evaluation and analysis techniques</i> - Use analysis and evaluation when, reviewing and adapting practical knowledge into theory responses. <i>Theory work within lessons</i> - present information clearly and accurately, making reasoned judgements. <i>Knowledge and understanding</i> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry. <i>Application of theory</i> - To demonstrate high levels of skills in effectively processing information on the hospitality and catering sector.</p>					
<p>Key assessment focus, suggested assessments</p>	<p>Autumn 1 ½ term monitoring ATL. Self-assessment of practical work. Theory books assessed – STAR</p>	<p>Autumn 2 ½ term monitoring ATL. Self-assessment of practical work. Theory books assessed – STAR Mock Exam</p>	<p>Spring 1 ½ term monitoring ATL. Self-assessment of practical work. Theory books assessed – STAR</p>	<p>Spring 2 ½ term monitoring ATL. Self-assessment of practical work. Theory books assessed – STAR</p>	<p>Summer 1 Exam Season</p>	<p>Summer 2 Exam Season</p>
<p>Visits/extra-curricular/ Special events</p>	<p>Macmillan – charity fund raiser – Year 8 open evening Autumn 1 Stone food and Drink Festival – local event – Autumn 1 DofE Celebration evening – student catering event – Autumn 1 Lunchtime Revision/coursework Club Expert external visitors</p>					

Homework/Independent Learning	Weekly homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format – work sheets, research tasks, organisation of resources, exam questions and revision tasks. Organisation of ingredients for practical lessons.
--------------------------------------	---