SHUTTLEWORTH COLLEGE

Hospitality and Catering 2 year Overview – Year 10

Brief overview
The Vocational Award in Hospitality and Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. In Unit 1 (48hrs), learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Unit 2 (72hrs) enables learners to develop and apply 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	1.4 Food safety in hospitality and catering	1.3 Health and safety in hospitality and catering	1.1 Hospitality and catering provision	1.2 How hospitality and catering provisions operate	2.1 The importance of nutrition	2.2 Menu planning
	2.3 PRACTICAL LESSONS: The skills and techniques of preparation, cooking and presentation of dishes: 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices					
Big question/ core concept	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. Food safety law 1.4.4 The Environmental Health Officer (EHO) role and responsibilities.	1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety	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	2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value	2.2.1 Factors affecting menu planning 2.2.2 How to plan production
Knowing	Ill health could be caused by the following: allergies,bacteria. Chemicals, intolerances. The visible and non-visible symptoms of food induced ill health Food-induced ill health:cross contamination, correct temperature in delivery, storage, preparation and service,physical contamination. The role of the EHO, food labelling laws, food safety legislation and hygiene.	Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the relevant laws and regulations. Know the importance of and be able to complete accident forms and risk assessments. That employers are responsible for the health and safety training needs of all staff. The principles of Hazard Analysis and Critical Control Points (HACCP)	Services in commercial and non-commercial provision, standards and ratings, employment roles and responsibilities within the industry. The specific personal attributes, qualifications and experience of an employer, fluctuating needs of the industry, such as supply and demand, contracts and working hours. Learners to know remuneration and benefits in the industry. Costs incurred within the H&C industry, calculation of gross profit and net profit within the hospitality and catering industry. Learners should be aware of how the economy can impact business, environmental needs and impact, new technology impacts.	Learners should be aware of the operational requirements of front and back of house. The equipment and materials required, used and managed within catering provision/kitchens. Learners should know and understand the documentation and administration requirements used in a catering kitchen, typical dress code requirements for front and back of house, customer needs (catering, equipment, accommodation) customer rights and inclusion (disability) and equality.	Learners should know and understand the function of macro and micro-nutrients and have an awareness of the need for a balanced/varied diet.	When planning menus, learners should be aware of the following factors: cost, portion control, balanced diets/current nutritional advice, time of day, clients/customers. They should know and understand the following: equipment, skills of chef, time available and type of provision, How to prepare, cook and present more than one dish at the same time, environmental issues, conservation of energy and water. Learners should know and understand the following terms: reduce, reuse, recycle, sustainability, time of year – seasonality of commodities, organoleptic qualities.
Applying	Do now quizzes, class notes, homework and revision books	• 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. Do now quizzes, class notes, homework books	Do now quizzes, class notes, revision and homework books	Visit to Blackburn College and completion of set task.	To apply their knowledge of nutrition to different life-stages and to the special dietary needs for individuals based on lifestyle, special diets, medical conditions, religious beliefs, and personal choices eg vegetarians, vegans and pescatarians. They should know and understand how boiling, frying, grilling, poaching, roasting, steaming, baking and stir-frying impact on nutritional value	Learners should be able to plan dishes for a menu and know and understand the following: 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
Assessment	Exam-style questions from past papers and revision book for each theory lesson. 35-mark test at the end of each topic (in assessment folder.) Verbal assessment of practical work. Assessed skills: knife skills, profiteroles (focus on presentation).	Exam-style questions from past papers and revision book for each theory lesson. 35-mark test at the end of each topic (in assessment folder.) Verbal assessment of practical work. Assessed skills: jointing chicken, stuffed chicken	Exam-style questions from past papers and revision book Verbal assessment of practical work – afterschool club	Exam-style questions from past papers and revision book for each theory lesson. 35-mark test at the end of each topic (in assessment folder.) Verbal assessment of practical work.	Mock exam including practical and adapted NEA Marking and feedback with any improvements required	Mock exam including practical and adapted NEA Marking and feedback with any improvements required

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Hospitality and Catering 2 year Overview – Year 11

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Unit 2: Evaluation	Unit 2:Factors affecting menu planning	Non-Examined Assessment. Controlled Assessment	Non-Examined Assessment. Controlled Assessment	UNIT 1 REVISION of WORK FROM Y10	UNIT 1 REVISION and Final Exam
	On-going practical work and nutritional links					
Big question/ core concept	In this topic learners will gain skills knowledge and understanding of: 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance Preparing for November Mock	Are students ready for NEA? Revisiting previous lessons on the four tasks	12-HOUR NEA WITH 9 HOURS CONTROLLED WRITTEN REPORT AND 3 HOURS PRACTICAL EXAM Writing up to start d week in January. Each lesson allows 15 min for IT etc. Practical sessions last two weeks before half-term to allow marking over half term if preferred.		Food safety in hospitality and catering Health and safety in hospitality and catering Hospitality and catering provision How hospitality and catering provisions operate.	
Knowing	skills knowledge and understanding of: Reviewing of dishes; reviewing own performance	Nutrition Cooking methods Factors affecting menu planning Prepare a time plan Review – personal and production			As Y10 – use previous notes and proven revision techniques	
Applying	Cook a dish with complex skills (caramelised apple pie with whisked cream) and evaluating dish and own performance	Written piece on environmental issues Analyse past paper Revision – past paper question	•	•	•	•
Assessment	Review marked out of 12. Marking written and practical work, evaluation against specification	Open book on: Eatwell Guide Factors affecting menu planning with reference to their own choice of dish Prepare a time plan	•	•	•	•