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| **Unit 2 Hospitality and Catering in Action**  **WJEC unit entry**  **Guided learning hours** 72 | | | |
| **AC** | **Lesson content** | **Homework** | **Marking** |
| Leaning Hours  (LH):1 | Theory  **Introduction** to the Hospitality and Catering course  Handout specification and mark scheme  **Discuss the assessment criteria and learning outcomes with pupils.**  Underpinning knowledge: ALL AC’s must be completed to achieve a grade  Discuss the split of the exam percentages  Discuss marking Level 1 Pass, L2 Pass, L2Merit and L2Distinction  And the overall expectation of learning and outcomes  **Stress to pupils that during CAT they can only use class notes.**  The importance of catching up with work missed and making sure that their booklet is maintained and cared for if taken home. | HW1 Look at the specification  Highlight keywords  and write down the meaning in class book |  |
| UNIT 2  CAT  GLH 72  LO1 |
| LH: 1 | Introduction to Health and Safety lesson  Reiterate safety within the food room  Hygiene: discuss **food poisoning** emphasizing on:   * Campylobacter * Salmonella * E-coli * Clostridium perfringens * Listeria * Bacillius cereus * Staphylococcus aureus   Introduction Health and Safety at Work Act Linked to LO3  **AC3.1** describe personal safety **responsibilities** in the workplace | Homework create poster on 3 food pathogens  Symptoms and duration |  |
| LO4  AC4.4 |
| LH: 2  **AC1.1 and AC1.3**  *Macro*  *nutrients* | Stress to pupils that during CAT they can only use class notes.  **LO1 Understand the importance of nutrition when planning menus**   1. AC1.1 Describe functions unction of Nutrients in the human body *(performance Level 2 Merit)* 2. AC1.3 Explain characteristics of unsatisfactory nutritional intake *(performance Level 2 Merit)*   PowerPoint presentation of **Macro and Micro nutrients**  **Macronutrients *Describe function, where it is found* and deficiency (Excess and Deficiency)**  Discuss further macronutrients required for the body.   * Protein including HBV and LVB * Functions of Fat (including saturated and saturated fats) * Carbohydrates simple and complexed: **fibre NSP (Non-Starch Polysaccharide**   (Useful websites)  <https://healthy-kids.com.au/kids/high-school-2/macronutrients/>  <https://www.youtube.com/watch?v=CP1Lzx1wQX8> (NSP video: Note this video has high-level of description of complexed carbohydrates and NSP not suggested for Low ability pupils *LAP*)  <https://www.youtube.com/watch?v=724AXGqQj6k>  <https://www.youtube.com/watch?v=Tokw9GE9hkQ>  <https://www.youtube.com/watch?v=KD-FmeueFUo> | Copy up notes  Research macronutrient and make note in book |  |
| **Practical skills**  LH:2 | Practical sessions: Based on Macronutrients Carbohydrates  ***AC3.5*** *use food safety practices feedback*  **Practical – Cinnamon buns/bread rolls**   * Emphasis – yeast products – enriched dough   Using the oven, proving, shaping |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| Practical sessions: Based on Macronutrients  Carbohydrates  ***AC3.5*** *use food safety practices feedback*  **Practical savory scones -** Emphasis – knife skills –food product baking – garnishing  Colour coded equipment. |  |
| **Analysis**  LH:2 | Theory – Evaluate the practical outcome and how they meet nutritional needs  EatWell guide  nutritional analysis  Use Food: A fact of life free nutritional analysis software for final dish if time |  | Mark in line with specification |
| **LH: 3**  LO1  **AC1.1**  **And AC1.3** | *Stress to pupils that during CAT they can only use class notes.*  AC1.1 Describe functions unction of Nutrients in the human body *(performance Level 2 Merit)*   1. AC1.3 Explain characteristics of unsatisfactory nutritional intake *(performance Level 2 Merit)*   **Micronutrients and water *Describe function, where it is found* and deficiency**  Discuss all the different type of nutrients required by the human body  What does each nutrient offer?  If taken in excess or not enough (deficiency) what would happen to the body.  Discuss causes and symptoms related to deficiency  Vitamins A, D, E & K are fat-soluble. Fat-soluble vitamins are found in high fat foods. fat-soluble vitamin not used up by the body are stored as fat tissue for future use.  Vitamins B & C are water-soluble vitamins. These vitamins are not stored by the body so needs to be consumed on a daily basis. Water-soluble vitamins are lost in the body waste (going to the toilet)  **Vitamins**   * Vitamin A Link if required: <https://www.youtube.com/watch?v=AKR1g4aHNb4> * Vitamin D (sunshine Vitamin) * Vitamin C * Vitamin E * Vitamin K   **B Vitamins**   * thiamine (vitamin B1) * riboflavin (vitamin B2) * niacin (vitamin B3) * pantothenic acid. * vitamin B6. * biotin (vitamin B7) * folate and folic acid. * vitamin B12.   **Minerals**   * Iron * Sodium * Calcium * Phosphorus * Potassium * Magnesium   **Water**  (Useful websites)  <https://www.nhs.uk/conditions/vitamins-and-minerals/>  <https://www.helpguide.org/harvard/vitamins-and-minerals.htm>  <https://www.healthline.com/nutrition/7-common-nutrient-deficiencies#section1>  <https://www.eatright.org/food/vitamins-and-supplements/types-of-vitamins-and-nutrients/is-your-body-trying-to-tell-you-something-common-nutrient-inadequacies-and-deficiencies>  <https://www.youtube.com/watch?v=7WnpSB14nDM>  <https://www.youtube.com/watch?v=31F0laJjyy8> | Copy up class notes  Research deficiency caused by lack of nutrients  Create PowerPoint of unsatisfactory nutritional intake |  |
| **Practical** | Practical sessions: Based on Macronutrients  Protein  ***AC3.5*** *use food safety practices feedback*  **Practical – chicken kiev (meat/protein/calcium/fat)**   * Emphasis – knife skills – de-boning - high risk food – coating – egg wash -   Colour coded equipment, Shaping |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| Practical sessions: Based on Macronutrients  Protein  ***AC3.5*** *use food safety practices feedback*  **Practical –Quiche (dairy/calcium/carbohydrates/vegetable/vitamins and minerals)**   * shortening • dextrinisation • coagulation.   Emphasis on knife skills – preparation of veg – using food blender – lining – baking blind –  Baking blind – garnishing |  |
| LO1  **AC1.2** | **AC1.2 needs of specific groups (Performance Level 2 Distinction)**   * Different life stages (Recommended daily allowance/difference in nutrient requirements) * Childhood * Adulthood * Later adulthood * Special diets (vegetarian/vegan) * Medication/allergies and intolerances   *Diabetes/Lactose/Coeliac/food allergies*  During these lessons’ pupils should gain an understanding of comparing two specific groups.  Compare diets of:   * Children and adults * Children and elderly * Teenagers and adults * Teenagers and toddlers * Teenagers and elderly   <https://www.nutrition.org.uk/nutritionscience/life.html>  <https://getrevising.co.uk/diagrams/nutritional-needs-of-different-age-groups>  <https://www.eatright.org/health/wellness/healthy-aging/special-nutrient-needs-of-older-adults> |  |  |
| **Practical** | Practical sessions: dietary needs  ***AC3.5*** *use food safety practices feedback*  **Practical –pizza** (seasonal ingredients) – dextrinization plasticity  Pupils to draw a client to produce the pizza considering clients age and requirements. Meeting customer needs   * Emphasis – knife skills – using high risk food product – veg prep – blending – baking – garnishing – shaping – making sauce – bread making   Colour coded equipment. |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| Practical sessions: dietary needs  ***AC3.5*** *use food safety practices feedback*  **Practical – Fishcakes and tarte sauce or white sauce**   * Emphasis – knife skills – using high risk food product – veg prep – garnishing – shaping – filleting -binding – boiling – frying- baking – making emulsion   Colour coded equipment. |  |
| LO1  AC1.4 | **AC1.4 explain how cooking methods impact on nutritional value (performance Level 2 Pass)**  Must write about the IMPACT on the nutrient whilst cooking.   * Boiling * Steaming * Baking * Grilling * Stir-fry * Roasting * Poaching   <https://www.ecowatch.com/how-does-cooking-affect-food-2642501577.html?rebelltitem=2#rebelltitem2>  <https://www.hypervibe.com/au/blog/baking-boiling-steaming-or-frying-how-cooking-affects-nutrients/> |  |  |
| AC4.3  AC4.4 | **AC4.3** describe food safety **legislation**  **AC4.4** describe **common types** of food poisoning  **Common types**   * Campylobacter * Salmonella * E-coli * Clostridium perfringens * Listeria * Bacillius cereus * Staphylococcus aureus   Theory – High risk foods   * What foods are high risks? * How can you reduce the risk?   Food poisoning related to dishes  Food temperatures (how to monitor core temp, hot holding temp, storage) | H/W 2: Create an information leaflet to give to a trainee chef on food poisoning names and symptoms  Visible  And  Non-visible |  |
| **Practical skills** | Practical sessions: Based on Macronutrients and food choices linked to needs of specific groups  ***AC3.5*** *use food safety practices feedback*  **Practical – Fish Pie (elderly)**   * Emphasis – veg prep – fillet fish – deboning – roux sauce – baking -piping – garnishing – knife skills |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| Practical sessions: Based on Macronutrients and food choices linked to needs of specific groups  ***AC3.5*** *use food safety practices feedback*  **Practical – Curry (all ages vegetarian)**  Emphasis – veg prep – meat alternative (corn) Marinating – boiling – simmering – producing sauce – garnishing |  |
| **Recap lesson: AC1.1, AC1.2 and AC1.3**  Make sure all class notes are completed  Repeat areas of weakness | | | |
| **Assessment: Q&A (test)**   * Theory – Test, Impact of cooking on nutrients * functions of Nutrients (macro and Micro) * Different dietary needs * Deficiency of nutrients and how they impact on the human body * Different cooking methods and how they remove % nutrients from foods | | | |
| **Scenario 1:**  You have just moved to a small but busy costal town. The town boasts a sea harbour and two glorious sandy, award-winning beaches. The town is very popular with tourists during the summer season, mainly from the older generation and families. The town has a number of hotels, a range of B&Bs, along with a number of cafés, restaurants and public houses and one national fast food outlet chain. The Charr is a local restaurant, that is renowned for its seasonal produced meals. The main clientele to the Charr are the retired and families with young children.   1. identify the two specified groups from the brief 2. compare nutritional needs of the two groups 3. explain the cooking methods that Charr may use and how they affect the nutrient of the dishes | | | |
| Practical | **Practical –** Paris **-** Brest  ***AC3.5*** *use food safety practices feedback*    Emphasis – choux –– boiling – piping skills – roasting – baking – mixing |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| **Practical –** Tarte Tatin  ***AC3.5*** *use food safety practices feedback*  Emphasis – pastry making – lining – caramelizing – fruit prep – baking – knife skills |  |
| LO2  Understand menu planning  AC2.1 | **AC2.1 explain factors to consider when proposing dishes for menus**  **Factors (Performance Level 2 Merit)**   * Time of year e.g. seasonality of commodities, seasonal   Seasonal: times of year when food is grown in the UK peak quantities and lower in price  Foods not in season that have been imported, food miles, impact on the environment,  maybe frozen or lower quality.  <https://www.bbcgoodfood.com/seasonal-calendar/all>  <https://www.youtube.com/watch?v=aqF3EuFm7vQ>   * **Events**   Special occasions, special dates in the calendar (Christmas, Easter, Halloween, birthdays)   * **Skills of staff**   Linked to the venue: pub meals need less skill levels that a 2-star restaurant. Skills of staff will differ. What type of skill levels are there?  <https://www.chefs-resources.com/kitchen-management-tools/kitchen-management-alley/modern-kitchen-brigade-system/>  <https://www.highspeedtraining.co.uk/hub/requirements-to-be-a-chef/>   * Equipment available   What type of equipment will be available in different hospitality settings? The equipment will differ in a café, restaurant, pub, bistro. Discuss needs for each.  Specialist equipment required in different setting; Pizza oven, clay oven used in Indian food  <https://www.pinterest.co.uk/pin/781233866585164316/>   * **Time available**   Fast-food; quick turnaround, short waiting times  Long timing; extensive menu or skills required  Self service  Waited table service   * **Type of provision e.g. service, location, size, standards**   Café, public house, restaurant (star rating), bistro, takeaway, fast food.   * **Finance e.g. costs, customer needs**   Price of menu and option of menu  Table D’Hotes (fixed price)  A La Carte  Children’s menu  Function/buffet   * **Client base**   Business, family meals, special occasions (birthday, valentines, Easter, Christmas), tourist, meals required travelling. |  |  |
| Practical | Practical sessions: Based on Macronutrients  ***AC3.5*** *use food safety practices feedback*  **Practical – Lasagne** denaturation • gelatinisation   * Emphasis – veg prep – garnishing – layering – use of pasta machine- simmering- * using cooker - sauce making - Roux sauce – de-boning - high risk food – coating – egg wash -   colour coded equipment – reducing – baking |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| LO2  Understand menu planning  AC2.2 | **AC2.2 explain how dishes on a menu address environmental issues (performance level 2 Pass)**  **Dishes**   * Preparation and cooking methods * Ingredients used * Packaging   **Environmental issues**   * Conservation of energy and water * Reduce, reuse, recycle * Sustainability e.g. food miles, provenance   <https://kindling.org.uk/sustainable-food-definition>  <https://www.youtube.com/watch?v=f0ZxyoN9ax0> |  |  |
| Practical | Practical sessions: seasonality  ***AC3.5*** *use food safety practices feedback*  **Practical – soup (seasonal ingredients) with savory scones** - dextrinization.   * Emphasis – knife skills – using high risk food product – veg prep – blending – baking – garnishing   Colour coded equipment. |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| LO2  Understand menu planning  AC2.3 | **AC2.3 explain how menu dishes meet customer needs (performance Level 2 Merit)**  *\*\*\*Pupils to create table and insert images of 4 dishes they would consider for Charr restaurant scenario 1.*  **Needs**   * Nutritional refer back to AC1.1 * Organoleptic (taste, texture, aroma and appearance) * Cost e.g. premium priced dishes, value for money  |  |  |  |  | | --- | --- | --- | --- | | Dish | Nutrient | Organoleptic | Cost | | Image x 4 | Explain nutrients of dish and relate the details and information to the client and brief setting | Describe the taste, texture, aroma and appearance of the dishes | How can they cutdown costs? Buy in bulk, freeze, buy local, buy in season, buying brand own ingredients | |  | Theory – Planning practical  Review practical’s – read recipes and look at the skills involved.  Discuss:  Timings  Equipment  Storage  Health and safety  High risk foods  Temperature control |
| Practical | ***AC3.5*** *use food safety practices feedback*  Practical sessions: seasonality  **Practical – soup (seasonal ingredients) with savory scones** -dextrinization.   * Emphasis – knife skills – using high risk food product – veg prep – blending – baking – garnishing   Colour coded equipment. |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| ***AC3.5*** *use food safety practices feedback*  Practical sessions: seasonality  **Practical – fish and chips**   * Emphasis – knife skills – using high risk food product – veg prep – filleting – garnishing – batter -presentation   Colour coded equipment. |  |

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| LO2  Understand menu planning  AC2.4 | **AC2.4** planproduction of dishes for a menu  Introduction to planning 2 meals – dovetailing  Two recipes printed on different colour paper. Pupils to place the order of work, considering dovetailing and time management  Pupils to include detail of   * Timings * Equipment * Special points (contingencies) * Waste of food (recycling) * Health and safety points including temperatures * Quality points * Ingredient list * Storage including temperatures |  | Look at the future practical’s – Read recipes and annotate potential hazards, type of hazard and how you might eliminate the hazard |
|  | **Mock C/A – individual project**  **Allowed class books and notes**  **Western Ave**   1. Propose four nutritional dishes for The Western Avenue Deli and Coffee Shop. 2. Plan for the production of two dishes that could be included on the menu. 3. Prepare, cook and present the two dishes that the apprentice will prepare and cook.   BRIEF Rochelle is a small pretty town by the sea. The town is populated with a number of elderly people that live in the large housing estate that was built in the 1960’s. Whilst the area was originally popular with families, it is now mainly students that live there as the university is close by. There are a number of hospitality and catering businesses in the town of Rochelle, however many of these businesses have had some negative comments on a website that reviews hospitality and catering providers. Much of the negative comments relate to the menus and food served. The main points in the negative comments online refer to the menus being unhealthy, high in salt and sugar. All of the businesses are take-away providers and their menus are mainly fast food (pizzas, burgers, kebabs and branded sugary drinks). All the take away businesses have noted a change in sale patterns, as recently sales have been falling/declining and fewer customers are using the facility. One of the hospitality and catering providers “Western Foods” have acted on this fall in sales and customers, and have reviewed the negative feedback from the website. The business owner has decided that “Western Foods” should have a revamp, including the shop layout and more importantly the menu, especially to cater for the change in needs of all the clients/customers of the town of Rochelle. The business owner of “Western Foods” has closed down the shop for a revamp. It will be renamed “The Western Avenue Deli and Coffee Shop” and is due to open in the next few weeks. It will open from 11:00 to 23:00. There will be four tables inside for dining and they will offer a takeaway and delivery service to customers. The business owner has employed a new catering manager together with a chef and three catering assistants who will support the kitchen and front of house. There are also plans to employ an apprentice from the local university. The catering manager and chef want the menu to meet the diverse needs of the local people. They also want to rid the premises of the reputation for unhealthy food. You have been asked to plan some of the dishes for the new menu. The dishes can be starters, main courses or desserts. The apprentice must be able to prepare and cook at least two of those dishes. You therefore need to ensure the dishes allow them to demonstrate three skills in cooking and three in preparation. To help the apprentice you also need to produce a plan that he/she can follow to cook two of the dishes. To make sure your plan works you should also prepare and cook the two dishes. |  | Assessment of MOCK CAT  Feedback to be detailed, this will be the only time this is allowed. |
| Practical  AC3.5 | ***AC3.5*** *use food safety practices*  Practical sessions: carbohydrates  **Practical – Bread**   * Emphasis – weighing – making dough – shaping – proving – baking – time management |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| ***AC3.5*** *use food safety practices*  Practical sessions:  **Practical – Raspberry and white chocolate loaf**   * Emphasis – weighing – mixing – whisking – layering – baking |  |
| **Assessment**  Assessment feedback to pupils  Work on areas to develop  Areas in mock that pupils need to progress further | | | |
| Practical sessions  **LO3** be able to cook dishes | Pupils to create dishes for the Western Ave. brief  Mock assessment guidance allowed and feedback can be given |  | Assessment on skills based on organoleptic  Marks to be added to personal assessment sheets for individual pupils |
| **Practical X 6-8 sessions**   * Discuss dish skills * Appearance, taste, texture and aroma * Garnishing and plating dishes * Portion control * Discuss marks of each dish and areas to improve * Chocolate runouts and decoration * Use of the dehydrator in preparation for exam * Fruit powder lesson, use of powder to decorate plates * Different plating styles |  |
| Practical - Panna cotta and coulis   * Emphasis – sauce making – setting   Using gelatin, setting, presentation |
| **LO3** be able to cook dishes | **AC3.2** assure **quality** of commodities to be used in food preparation  **Techniques**  **Pupils to peer and self-assess practical work against the quality assurance in food prep.**   Weighing and measuring   Chopping   Shaping   Peeling   Whisking   Melting   Rub-in   Sieving   Segmenting   Slicing   Hydrating   Blending  **Commodities**   Poultry   Meat   Fish   Eggs   Dairy products   Cereals, flour, rice, pasta   Vegetables   Fruit   Soya products |  |  |
| **LO3** be able to cook dishes | **AC3.2** assure **quality** of commodities to be used in food preparation  **Quality**  **Teacher assessment against the criteria:**   Smell/Aroma   Touch   Sight   Storage   Packaging |  | Feedback to pupils’ areas of strength and weaknesses  Base grades on the specification, in order for pupils to gain an understanding of the marking structure |
| **LO3** be able to cook dishes | **AC3.4** complete dishes using **presentation techniques**  **Presentation techniques**   Portion control   Position on serving dish   Garnish   Creativity |  |  |
| **CAT**  **9 HOURS**  Assessment Controlled assessment task  Give pupils brief  Breakdown timing for pupils (9 hours)  3 hours practical 2 dishes plus accompaniments (where required)  Computer room booked for 6 sessions (2 extra for pupils who have missed hour) | | | |
| **Teacher: mark CAT** | | | |
| **Unit 1 The Hospitality and Catering Industry**  **WJEC unit entry**  **Guided learning hours 48** | | | |
| **LO1** Understand the environment in which hospitality and catering providers operate | | | |
| **AC1.1** | * AC1.1 describe the structure of the **hospitality and catering industry** * Types of provider * Types of service * Commercial establishments * Non-commercial catering establishments * Services provided * Suppliers * Where hospitality is provided at non-catering venues * Standards and ratings * Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration)   Pupils are required to produce material that can be given to employees covering job details, working conditions including legal responsibility of personal safety of the employee and employer, covering dress code for front of house staff,  **Group activity** small group activity. Presentation/PowerPoint/leaflet/poster group presentation | **Activities**   * Kitchen brigade poster * Structure layout presentation of a large hotel * Leaflet explaining standards and rating * Match cards for commercial and non-commercial | |
| **AC1.2** | AC1.2 analyse job **requirements** within the hospitality and cateringindustry   * Supply and demand (availability of trained staff, seasonality, location) * Jobs for specific needs * Rates of pay * Training * Qualifications and experience * Personal attributes | **Activities**   * Job interviews * Prepare for a job role within the H&C sector * Research jobs, descriptions and rate of pay * Option evening presentation of job roles, rates of pay and qualification and experience required | |
| **Scenario 1:**  No.8 is a luxury high-end boutique hotel, which is £200 for a standard room rate. The hotel has swimming pool and gym facilities. The hotel is popular with business clients, as its close to the main railway into London.  .   * Describe the establishment * What type of services would you expect from No.8? * What factors affect the businesses during each season? * What type of jobs would you’d expect at No.8? * What qualification and experience would they expect front of house? * What services and facilities would they offer businesses? | | | |
| **AC1.3** | AC1.3 describe **working conditions** of different job rolesacross the hospitality andcatering industry **Working conditions**   * Different types of employment contracts * Working hours * Rates of pay * Holiday entitlement * Remuneration (tips, bonus payments, rewards) | **Research**  Using the internet pupils should create their own advert for a job role for No.8.  The description should include rate of pay, holiday entitlement, remuneration and contracts. They should complete two job roles: one part-time seasonal and one full- time skilled. | |
| **AC1.4** | AC1.4 explain **factors** affecting the success of hospitality and catering providers  **Factors**   * Costs * Profit * Economy * Environmental * Technology * Emerging and innovative cooking techniques * Customer demographics and lifestyle and expectations * Customer service and service provision generally * Competition * Trends * Political factors * Media | **Presentation**  Pupils should create a 10-minute presentation of how the economy has affected the H&C industry. They should highlight areas that have been affected and reasons why.  **Newspaper research**  Pupils should research how media can play a positive and negative impact on the H&C industry. Researching the internet to find examples | |
| **Assessment**  Use WJEC past papers for questioning on LO1  <https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2#tab_pastpapers>  Review and mark question paper against mark scheme.  Results to pupils and discuss answers and outcomes | | | |
| **LO2 Understand how hospitality and catering provision operates** | | | |
| **AC2.1** | **AC2.1** describe the **operation** of the kitchen  **AC2.2** describe the **operation** of front of house  **Operation**   * Layout * Work Flow * Operational activities * Equipment and materials * Stock control * Documentation and administration * Staff allocations * Dress code * Safety and security | **Activities**   1. Fill in stock control sheet for restaurant 2. Design a kitchen and front of house. Label the workflow of both. 3. Posters created on dress code of employees in;  * Kitchen * Restaurant * Hotel  1. Documentation   Complete risk assessment, first aid and stock control documentation for No.8 hotel | |
| **AC2.2** |
| **AC2.3** | **AC2.3** explain how hospitality and catering provision meet **customer** **requirements**  **Customer**  Leisure  Business/corporate  Local residents  **Requirements**  Customer needs  Customer expectations  Customer trends  Equality  Customer rights | **Discussion**  On different types of clients and how business meet there needs.  Visit local hotels; review business facilities and offers.  Visit hotel close to attractions for families and compare the different facilities and services.  **Presentation**  15 minute PowerPoint presentation on research and finds of the visit to each hotel: emphasis on leisure and business use covering customers requirements and needs. | |
| **Assessment**  Use WJEC past papers for questioning on LO2  <https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2#tab_pastpapers>  Review and mark question paper against mark scheme.  Results to pupils and discuss answers and outcomes | | | |
| **LO3 Understand how hospitality and catering provision meets health and safety requirements** | | | |
| **AC3.1** | **AC3.1** describe personal safety **responsibilities** in the workplace  **Responsibilities**  Of employees  Of employers  **In relation to**  Health and Safety at Work Act  Reporting of Injuries, Diseases and Dangerous Occurrences  Regulations (RIDDOR)  Control of Substances Hazardous to Health Regulations (COSHH)  Manual Handling Operations Regulations  Personal Protective Equipment at Work Regulations  <https://www.hse.gov.uk/legislation/hswa.htm>  <https://www.hse.gov.uk/riddor/>  <https://envirocare.org/what-is-coshh/>  <https://www.youtube.com/watch?v=OjkXzP9SDls>  <https://www.youtube.com/watch?v=-mD2hstt7DI> | **Homework set**   * Watch the linked videos and make notes * Highlight key words and statements from documentation * Role play manual handling operations * Introduction to the school COSHH cupboard | |
| **AC3.2**  **AC3.3** | **AC3.2** identify **risks** to personal safety in hospitality and catering  **AC3.3** recommend personal safety **control measures** for hospitality and catering provision  **Risks**   * To health * To security * Level of risk (low, medium, high) in relation to employers, employees, suppliers and customers   **Hotel and venue visit:** during the visit make note of all the hazards that you maybe able to see or predict could happen.  Refer to who may be at risk and what the risk level is (high – low)  What type of security is in place?  Why is this security there?  What further recommendations would you make to security and why? | **Activity:**  Hotel and venue visit: during the visit make note of all the hazards that you may be able to see or predict could happen. | |
| **LO4 Know how food can cause ill health** | | | |
| **AC4.1**  **AC4.4**  **AC4.5** | **AC4.1** describe food related **causes** of ill health  **AC4.4** describe **common types** of food poisoning  **AC4.5** describe the **symptoms** of **food induced ill health**  **Causes**   * Bacteria * Microbes * Chemicals * Metals * Poisonous plants * Allergies * Intolerances   **Common types**   * Campylobacter * Salmonella * E-coli * Clostridium perfringens * Listeria * Bacillius cereus * Staphylococcus aureus   **Symptoms**  Visible symptoms  Signs  Non-visible symptoms  Length of time until symptoms appear  Duration of symptoms  <https://www.nhs.uk/conditions/food-poisoning/>  <https://www.food.gov.uk/contactconsumersreport-problem/report-suspected-food-poisoning> | **Activities**  Watch YouTube clips collate notes on food poisoning and symptoms.  **Research**  Research latest articles on food poisoning. Review findings and summaries how the poisoning could have been prevented  **Create/design**  Design a website informing people what the comment food poison are and the symptoms  List the symptoms in visible and non-visible  Give information on how to prevent food poisoning  Summaries:  Food allergy deaths are still happening in the UK. Read the article below and summarise the findings. How could this death have been prevented?  <https://www.bbc.co.uk/news/uk-england-49688459> | |
| **AC4.2** | **AC4.2** describe the **role** and **responsibilities** of the Environmental Health Officer (EHO)  **Role**   * Enforcing environmental health laws   **Responsibilities**   * Inspecting business for food safety standards * Follow up complaints * Follow up outbreaks of food poisoning * Collecting samples for testing * Giving evidence in prosecutions * Maintaining evidence * Submitting reports   <https://www.youtube.com/watch?v=Ys7w4ly8UgQ>  <https://www.youtube.com/watch?v=h7Iag962qsg>  <https://www.indeed.co.uk/Environmental-Health-Officer-jobs>  <https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/environmental-health-officer> | **Activity**  Create a job description for EHO.  Interview a friend. | |
| **AC4.3** | **AC4.3** describe food safety **Legislation** (cover this assessment criteria throughout course, refer to regulations and Act during practical session)  **Legislation**   * Food Safety Act * Food Safety (General Food Hygiene Regulations) * Food Labelling Regulations |  | |
| **LO5 Be able to propose a hospitality and catering provision to meet specific requirements** | | | |
|  | **AC5.1 review** options for hospitality and catering provision  **AC5.2 recommend** options for hospitality provision  **Review**  Summarise different options  Advantages/disadvantages of different options  Use of supporting information which justify how this meet specified needs  **Recommend**  Propose ideas  Justify decisions in relation to specified needs  Use of supporting information e.g. structured proposal | **Activities**  Revision from LO5 questioning past papers  <https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2#tab_pastpapers> | |