

Level 1/Level 2 Hospitality and Catering

Curriculum Overview 2021-2022

Core aims of the subject at Key Stage 4

The intent of our Hospitality and Catering curriculum is to ensure students have the ultimate experience and understanding of food of the future. Hospitality and Catering gives students challenging opportunities to work in an industrial style environment, learning about food through a wide variety of topics, progressing from key stage 3. It challenges students in terms of nutrition, how techniques in food preparation, presentation and studying the functions of ingredients in making nutritional products for the food industry. The study of food choice is so important; we live in a world regarding dietary choices in terms of religion and in terms of moral choice. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn cultivates a self-confidence and belief in their abilities to achieve. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Every food product purchased in a hospitality establishment has been designed, assembled, a problem, solved and developed. The hospitality and catering industry can have great influence on the spiritual, moral, social and cultural development of a product and in some way, help prepare for our future. Students will be developing an understanding of the hospitality and catering industry, supporting the environment and their communities by taking part in the careers convention, visiting speakers and inter-house competitions. Students will also be able to visit factories in the community and visit the food show in Nantwich.

We also look at developing food presentation, innovation, critical thinking and practical skills to resolve challenges in the food industry. Students will be able to actively engage and take responsibility for their personal development in the process of manufacturing food to develop as effective and independent and life-long learners.

Students will learn to make decisions, consider food hygiene, sustainability, ethics, environment and combine skills with understanding in order to design and make quality products. We encourage students to explore ways in which aesthetics, technical, economic, environmental, ethical, economic, environmental, ethical and social dimensions interact to shape practical work. Students will develop an understanding of why analysing existing products and food establishments will help produce practical solutions to needs, wants and opportunities, recognising their impact on the food industry.

The Hospitality and Catering course provides students with knowledge of:

What types of establishments provide hospitality and catering service?

What job opportunities are there in the industry?

How do caterers ensure they are working safely?

How can food poisoning be prevented?

What laws need to be considered when providing hospitality and catering?

How do providers meet customers' needs?

When opening a new outlet what factors need to be considered?

Unit 1: The Hospitality and Catering Industry Learners apply their learning by considering all aspects of the vocational sector. Students 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 and 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.

Trips and visits

Visits to local industry based establishments would be useful Past

trips:

BBC Good Food Show

Nantwich Food Festival

Assessment

Unit 1: The Hospitality and Catering Industry will be externally assessed. The external assessment is available in June each year. Centres may choose to enter candidates for an on-screen or paper version.

Details of the external assessment are as follows: Duration: 90 minutes Number of marks: 90

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

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions. Grades will be awarded on the basis of the following performance descriptions.

Level 2 Pass Candidates recall, select and communicate sound knowledge and understanding of aspects of the hospitality sector. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses

to queries and issues, with an appreciation of factors that affect success in hospitality and catering. They demonstrate skills in processing hospitality and catering operations and may have some minor inaccuracies or omissions.

Level 2 Distinction Candidates recall, select and communicate detailed knowledge and thorough understanding of the hospitality sector. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting success in hospitality and catering. They demonstrate high levels of skills in effectively processing information on the hospitality and catering sector.

Homework

Exam preparation and practice questions

Clubs and/or intervention

Clubs ran on a regular basis according to Technology club timetable

Parental/Carer support

Revision trackers provided so students can check understanding at home

Helpful sources of information

www.hse.gov.uk/catering

www.springboarduk.net www.towards-sustainability.co.

www.bha.org.uk www.bighospitality.co.uk

www.catererandhotelkeeper.co.uk

www.food.gov.uk

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
------	-----------	------------	-------------------------	--------------------------------

Autumn 1

Understand the environment in which hospitality and catering providers operate

What is the structure of the Hospitality and Catering industry? What are the sectors and how do they link to each other? To understand the sectors, what they produce and why. To have an understanding sizes of organisations and the job roles and how to gain entry in to these fields.

<ul style="list-style-type: none"> ○ AC1.1 describe the structure of the hospitality and catering industry ○ Types of provider, for example restaurants, café, hotels (1-5star). ○ Types of service, for example table, buffet, counter and trolley. ○ Commercial establishments (profit related). Any business that relies on making profit to remain in business. ○ Non-commercial catering establishments can be defined as a business that isn't profit related to survive, for example a prison, hospital or school, however these all offer either food, drink or accommodation. ○ Services provided can be linked to food, drink and accommodation as well as other services such as entertainment and leisure. ○ Suppliers can be linked to suppliers of commodities and catering suppliers, such as a contract caterer. ○ Where hospitality is provided at non-catering venues, examples are football 	<ul style="list-style-type: none"> ○ Mini Tests Kahoot Quizzes ○ Students will receive verbal feedback throughout 	<ul style="list-style-type: none"> ○ Students will have some knowledge of the job roles within the kitchen as well as a basic understanding of the Industry from KS3. 	<p>Careers</p> <ul style="list-style-type: none"> ○ Food Scientist ○ Dietician / Nutritionist / Sports Nutrition ○ New Product Development Technologist ○ Chef / Business Owner ○ Quality Control / Environmental Health ○ Food Journalism <p>Future learning</p> <ul style="list-style-type: none"> ○ Level 3 Food Science and Nutrition
--	---	--	--

matches, festivals and fund raising/charity events.

- Standards and ratings, examples are the awards given to food establishments for the service (red stars and bib gourmet) or AA rosettes and Michelin stars. Hotels, guest houses and Bed and Breakfasts also receive grading such as diamonds and stars for services provided as well as the level of luxury.

- AC1.2 analyse job requirements within the hospitality and catering industry

- Rates of pay: See misconceptions

- Training: ALL hospitality staff should receive customer service/H&S as well as Hygiene training as a standard. Some job roles may require additional training.

- Qualifications and experience: NVQ Level 2 in Food Preparation; NVQ Level 2 in Food

	<ul style="list-style-type: none">• <u>Service:</u> Intermediate Food Hygiene; Advanced Pastry Level Diploma. – NVQ Level 3 – including kitchen, larder and pastry work; Diploma with culinary arts which include gastronomy, wines and supervision			
--	---	--	--	--

- AC1.3 describe working conditions of different job roles across the hospitality and catering industry
- AC1.4 explain factors affecting the success of hospitality and catering providers

Working conditions

- Different types of employment contracts
- Working hours: You can't work more than 48 hours a week on average or if you are under 18 you can't work more than 8 hours a day, or 40 hours a week
- Rates of pay depend on many factors, age, experience and qualifications
- Holiday entitlement (28 days or 5.6 weeks).
- Remuneration (tips, bonus payments, rewards) depend on the

- Past exam paper questions: Multiple choice

- Cross curricular links:
- Economics
- Literacy

company policy, all tips must be notified to the TAX department. Some companies add a 12.5% service charge to the final bill

- Costs: Students will look at overheads linked to running a Hospitality and Catering establishment. This will link into 2.1 NEA (Skills of Staff/Commodities and Equipment).
- Profit: Students will link commercial and noncommercial elements from 1.1 and be able to explain the importance of profit marking within the catering and hospitality industry. Students will link sections from 2.1 NEA (Costs) and also be able to calculate a selling price of a dish.
- Economy: Students will look at the local and national economy and explain how these can be benefited by a hospitality and catering venture/establishment. This is linked to 1.2 Job Roles.

**Autumn
2**

Understand how hospitality and catering provisions operate Why is a guest's information so important? How can an establishment keep safe? Why is keeping good levels of security important? Following the law is important, why? Why is a staff uniform so important to an establishment, employee and customer?

- LO2 Understand how hospitality and catering provisions operate
- AC2.1 describe the operation of the kitchen
- Layout: Equipment in the correct place to add service or production. Goods vehicles should have adequate access to premises, providing direct deliveries to catering areas. Storage should be near to the delivery area to limit delivery staff entering the catering area. Separate hand wash, pot wash and food wash areas/sinks need to be provided as well as separate areas for potential allergen containing food preparation. The food holding area should be near the food service area in order to keep the food at the right temperature (above 63°C). Some kitchens may require separate refrigerator

- Mock exam paper
- Mini Tests
- Kahoot quizzes

- Literacy
- Careers

Careers

- Food Scientist
- Dietician / Nutritionist / Sports Nutrition
- New Product Development Technologist
- Chef / Business Owner
- Quality Control / Environmental Health
- Food Journalism

Future learning

- Level 3 Food Science and Nutrition

	<p>areas to keep desserts chilled and away from raw foods.</p> <ul style="list-style-type: none"> ○ Work Flow: Kitchen work flow needs to be logical and safe. Deliveries and fridges/storage. Separate areas for food preparation and cookery to cleaning and pot washing areas. Wash Up Area: An integral part of the kitchen. If the dish washing area does not function, neither does the kitchen. Ample space should be given to both the size of dish washing area needed for the number of dishes, pots, pans etc. Operational activities. 			
	<ul style="list-style-type: none"> ○ AC2.2 describe the operation of front of house ○ AC2.3 explain how hospitality and catering provision meet customer requirements <p>Requirements</p> <ul style="list-style-type: none"> ○ Customer needs: Signage, loop stations, wheelchair access. 		<ul style="list-style-type: none"> ○ Literacy 	

	<ul style="list-style-type: none">○ Customer expectations: Convenient check-in/out times, Free Wi-Fi, Restaurant/Bar on site, Wheelchair/lift access (older guests), Website/email facility to view and send menu selections.○ Customer trends: Social media such as Facebook, Instagram and twitter. These change all the time, as often as the weather or season changes so do what people choose to eat. Menu trends are different by region too. Researching trends is big business in its own right.○ Equality: If you provide any sort of accommodation, serviced or self-catering, the Equality Act 2010 applies to you. The Act protects anyone who is disabled, is thought to be disabled or is associated with someone who is disabled. The Act gives these people rights of access to goods, facilities and services (including tourist accommodation) and ensures that they are			
--	---	--	--	--

	<p>treated no less favourably than other customers.</p> <p>You are also required to make reasonable adjustments to the way you deliver your services and to the physical features of your premises to make it easier for disabled guests to use them.</p> <ul style="list-style-type: none"> ○ Customer rights: The law protects your consumer rights when you buy goods or services. <p>You can get help if you're treated unfairly or when things go wrong.</p> <p>This includes: credit and store cards faulty goods counterfeit goods poor service</p>			
--	---	--	--	--

<p>Spring 1</p>	<p style="text-align: center;">Understand how hospitality and catering provision meets health and safety requirements</p> <p>Why do we need to follow these laws? What are the consequences of not following these laws? Which job roles can you link the laws to? Are laws a negative thing? Why do we need a risk assessment? Why is PPE so important? Can you link different PPE to different job roles?</p>
-----------------------------------	--

<ul style="list-style-type: none">● LO3 Understand how hospitality and catering provision meets health and safety requirements	<ul style="list-style-type: none">● Mock exam paper● Mini Tests● Kahoot quizzes	<ul style="list-style-type: none">● Careers● Literacy	<p>Careers</p> <ul style="list-style-type: none">● Food Scientist● Dietician / Nutritionist / Sports Nutrition● New Product Development Technologist
--	---	--	--

	<ul style="list-style-type: none"> ○ AC3.1 describe personal safety responsibilities in the workplace <p>Responsibilities:</p> <ul style="list-style-type: none"> ○ Of employees: Work in the way that has been agreed to in the contract and job description Follow all the organisation's policies and practices. Follow safety instructions and training received. Co-operate with their employer. Not to misuse or tamper with anything provided in the interests of health and safety. Take reasonable care of their own and other people's health and safety. Tell someone if you think the work or inadequate precautions are putting anyone's health and safety at serious risk. ○ Of employers: Provide the employee with a detailed job description and a contract of employment. Adhere to laws relating to employment of staff, including health and safety and food safety. Ensure the health, safety and welfare of employees. 			<ul style="list-style-type: none"> ○ Chef / Business Owner ○ Quality Control / Environmental Health ○ Food Journalism <p>Future learning</p> <ul style="list-style-type: none"> ○ Level 3 Food Science and Nutrition
--	---	--	--	--

	<p>Provide and maintain safe equipment and systems of work.</p> <p>Make arrangements for safe use, handling, storage and transport of articles and substances.</p> <p>Provide information, instruction, training and supervision.</p> <p>Provide a safe place of work, safe entrance, exit, and work environment.</p> <p>Provide adequate toilet, washing and changing facilities.</p>			
	<ul style="list-style-type: none"> ○ AC3.2 identify risks to personal safety in hospitality and catering ○ AC3.3 recommend personal safety control measures for hospitality and catering provision 		<ul style="list-style-type: none"> ○ Careers ○ Literacy 	
<p>Spring 2</p>	<p style="text-align: center;">Know how food can cause ill health AC4.1 describe food related causes of ill health</p> <p style="text-align: center;">How do we assess if food is safe to eat? What are good bacteria? Is food spoilage a good thing?</p>			

<ul style="list-style-type: none">○ LO4 Know how food can cause ill health○ AC4.1 describe food related causes of ill health	<ul style="list-style-type: none">○ Mock exam paper○ Mini tests○ Kahoot quizzes	<ul style="list-style-type: none">○ Science○ Careers	<p>Careers</p> <ul style="list-style-type: none">○ Food Scientist○ Dietician / Nutritionist / Sports Nutrition○ New Product Development Technologist
---	---	---	--

<ul style="list-style-type: none">○ Bacteria found in: Soil and Water Plant and Plant Products Air and Dust○ Microbes: Tiny fungi which grow from spores found in the air: Settle on food products and multiply. When visible, food is described as 'mouldy'. Causes food spoilage.○ Chemicals: Some of the chemicals used in farming may remain on or in the food we eat. These may cause us harm.○ AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)○ Role: Enforcing environmental health laws: At the end of their visit, in England, Wales, and Northern Ireland, they will present the establishment with a score from the Food Hygiene Rating scheme of 0 – 5.			<ul style="list-style-type: none">○ Chef / Business Owner○ Quality Control / Environmental Health○ Food Journalism <p>Future learning</p> <ul style="list-style-type: none">○ Level 3 Food Science and Nutrition
--	--	--	--

<ul style="list-style-type: none"> ○ The scheme is standardised across England and Wales to maintain a consistent assessment of safety standards. Any business should be able to achieve a “5 – very good” rating. If an establishment is perceived as high risk, officers will inspect it every 6 months. ○ If it is low risk, EHO officers may visit every 5 years. The risk depends on the type of business (for example, restaurants are higher risk than a shop selling packaged food), and the level of concern a business has caused from past inspections. 			
<ul style="list-style-type: none"> ○ AC4.3 describe food safety legislation ○ Legislation Food Safety Act: These regulations cover three main areas: Food premises Personal hygiene of staff Hygienic practices ○ HACCP: Hazard Analysis 		<ul style="list-style-type: none"> ○ Science ○ Literacy 	

	Critical Control Point			
--	------------------------	--	--	--

This is a process which assess each stage of food manufacture and identifies where a risk or hazard might occur. It is usually drawn onto a flow chart, then these risks can be checked to avoid problems.

- Food Safety (General Food Hygiene Regulations): Food premises must:
 - Be well maintained
 - Be regularly cleaned
 - Have lockers for employees
 - Have hand-wash facilities provided
 - Have clean cloakroom and toilet facilities
 - Have first aid available
 - Have clean storage areas
 - Have temperature-control fridges and freezers
 - Have equipment that is clean and in good working order
 - Be free from pets, pests, etc.
- AC4.4 describe common types of food poisoning
- Common types Salmonella:
 - Found in: raw meat, poultry and unwashed vegetables.
 - Can take 48hrs for symptoms to show: Fever

Vomiting
Abdominal
pain Diarrhoea
Can be fatal!

○ E-coli:

Found in: the gut of animals
and humans. Can take up to
5 days for symptoms to
show: Diarrhoea Can be
fatal!

○ Clostridium Perfringens:

Found in: raw meat and
poultry:
Fever
Headache
Abdominal pain
Diarrhoea

○ Listeria:

Found in: soil, vegetation,
meat, poultry, soft cheese and
salad vegetables. Symptoms
can range from:
Flu like symptoms
Meningitis At risk
groups:
Pregnant women
Elderly
Very young

○ Bacillus cereus:

	<p>Frequently found in: rice dishes. Two types: After 1-5hrs = Vomiting</p>			
--	---	--	--	--

After 8-18hrs = Diarrhoea and abdominal pain

○ Symptoms

Visible and Non-Visible symptoms: abdominal pain, diarrhea, vomiting, fever, nausea, tiredness/fatigue, headache, death. Length of time until symptoms appear: Onset period
Duration of symptoms: Can vary between bacteria types and person contaminated.

○ Some people may develop an allergy to peanuts or to the gluten in wheat. If they eat foods containing these, they may become very ill, and possibly die.

○ The 8 most common food allergies include:

Cow's milk

Eggs

Tree Nuts

Peanuts

Shellfish

Wheat

Soy

Fish

Symptoms can occur anywhere from a few minutes after exposure to a few hours

	<p>later, and they may include some of the following: Swelling of the tongue, mouth or face Difficulty breathing Low blood pressure Vomiting Diarrhea Hives Itchy rash</p>			
<p>Summer 1</p>	<p>Be able to propose a hospitality and catering provision to meet specific requirements</p> <p>What are the 4 W's? Why is it important to communicate well with customers and staff? Why should you understand what your competitors offer? Why is it important to understand your clients' needs?</p>			
	<ul style="list-style-type: none"> ○ LO5 Be able to propose a hospitality and catering provision to meet specific requirements 	<ul style="list-style-type: none"> ○ Mock exam paper ○ Mini Tests ○ Kahoot Quizzes 	<ul style="list-style-type: none"> ○ Science ○ PSHE ○ Numeracy 	<p>Careers</p> <ul style="list-style-type: none"> ○ Food Scientist ○ Dietician / Nutritionist / Sports Nutrition ○ New Product Development Technologist ○ Chef / Business Owner ○ Quality Control / Environmental Health ○ Food Journalism <p>Future learning</p> <ul style="list-style-type: none"> ○ Level 3 Food Science and Nutrition

<ul style="list-style-type: none">○ AC5.1 review options for hospitality and catering provision ○ Review Summarise different options: evaluate different hospitality outlets. Advantages/disadvantages of different options: looking at different services and standards. ○ Use of supporting information which justifies how this meets specified needs e.g. allergies. ○ AC5.2 recommend options for hospitality ○ Recommend Propose ideas for services, operations and menu design. Justify decisions in relation to specified needs linked to customers and operations. Use of supporting information e.g. structured proposal.		<ul style="list-style-type: none">○ Science○ PSHE○ Numeracy○ Literacy	
---	--	--	--

Be able to propose a hospitality and catering provision to meet specific requirements				
Final Exam preparation – summarise all of the above				
Summer 2	<ul style="list-style-type: none"> ○ Final Exam Preparation UNIT ONE Revision tasks Past papers How to answer extended questions 	<ul style="list-style-type: none"> ○ External Exam: UNIT ONE 90 minutes 	<ul style="list-style-type: none"> ○ Literacy ○ Science ○ Numeracy ○ PSHE ○ Careers 	Careers <ul style="list-style-type: none"> ○ Food Scientist ○ Dietician / Nutritionist / Sports Nutrition ○ New Product Development Technologist ○ Chef / Business Owner ○ Quality Control / Environmental Health ○ Food Journalism Future learning <ul style="list-style-type: none"> ○ Level 3 Food Science and Nutrition
	<ul style="list-style-type: none"> ○ AC5.1 review options for hospitality and catering provision ○ AC5.2 recommend options for hospitality 	<ul style="list-style-type: none"> ○ Mini Mock Coursework 	<ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ Science ○ RE 	

Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways

Autumn
1

Describe functions of nutrients in the human body.

What are the functions of Vitamins, Minerals, Carbs, Fat and Protein on the body?

○ AC1.1: Describe functions of nutrients in the human body.

○ Unit Two Coursework

- Literacy
- Numeracy
- Science
- RE
- Careers

Careers

- Food Scientist
- Dietician / Nutritionist / Sports Nutrition

<ul style="list-style-type: none"> ○ Macro/Micro nutrients (differences and types) ○ Food as energy source ○ Balanced eating/lifestyles ○ Water ○ Function in the body ○ Litres per day ○ Food Sources ○ Carbohydrates – Complex / Simple / Dietary Fibre (NSP) ○ Function in the body ○ Food Sources ○ Protein – LBV / HBV ○ Function in the body ○ Animal / Non-Animal Sources ○ Alternative Proteins – TVP / Quorn / Myco-Protein ○ Fat – Saturated / Unsaturated (Mono and Poly) ○ Function in the body ○ Animal / Non-Animal ○ Sources 	<ul style="list-style-type: none"> ○ Unit Two Coursework 	<ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ Science ○ RE ○ Careers 	<ul style="list-style-type: none"> ○ New Product Development Technologist ○ Chef / Business Owner ○ Quality Control / Environmental Health ○ Food Journalism <p>Future learning</p> <ul style="list-style-type: none"> ○ Level 3 Food Science and Nutrition 	
	<ul style="list-style-type: none"> ○ Omega 3 and 6 Fatty Acids 			

LO2 Understand how hospitality and catering provision operates

What are the advantages of employing skilled staff? High quality products, fewer complaints, less wastage.
 What are the disadvantages of employing non-skilled staff? Have to buy in pre-prepared food, expensive, high in fat, salt and sugar.
 If a chef has a certain set of skills how can the manager utilise these? What types of menus might you need to create to suit the needs and skills of your staff?

Autumn
2

<ul style="list-style-type: none"> ○ AC2.1: Explain factors to consider when proposing dishes for menus. 	<ul style="list-style-type: none"> ○ Unit Two Coursework 	<ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ Science ○ RE ○ Careers 	<p>Careers</p> <ul style="list-style-type: none"> ○ Food Scientist ○ Dietician / Nutritionist / Sports Nutrition ○ New Product Development Technologist ○ Chef / Business Owner ○ Quality Control / Environmental Health ○ Food Journalism <p>Future learning</p> <ul style="list-style-type: none"> ○ Level 3 Food Science and Nutrition
<ul style="list-style-type: none"> ○ AC2.1: Explain factors to consider when proposing dishes for menus. 	<ul style="list-style-type: none"> ○ Unit Two Coursework 	<ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ Science ○ RE ○ Careers 	

L03 Produce a Two Course Meal

Have a comprehensive range of techniques been used effectively and independently with speed and precision? Has consideration to food safety been given throughout?

Spring
1

- AC3.1 Use techniques in preparation of commodities.
- AC3.2 Assure quality of commodities to be used in food preparation.
- AC3.3 Use techniques in cooking of commodities.
- AC3.4 Complete dishes using presentation techniques.
- AC3.5 Use food safety practices.

○ Unit Two Coursework

- Literacy
- Numeracy
- Science
- RE
- Careers

- Careers
- Food Scientist
 - Dietician / Nutritionist / Sports Nutrition
 - New Product Development Technologist
 - Chef / Business Owner
 - Quality Control / Environmental Health
 - Food Journalism

- Future learning
- Level 3 Food Science and Nutrition

- Unit Two:
Controlled assessment:
Intro to:
Research
Planning
Practical
Evaluation

○ Unit Two Coursework

- Literacy
- Numeracy
- Science
- RE
- Careers

Spring 2	<p>L03 Produce a Two Course Meal</p> <p>Have a comprehensive range of techniques been used effectively and independently with speed and precision? Has consideration to food safety been given throughout?</p>
---------------------	---

	<ul style="list-style-type: none"> ○ Unit Two: Controlled Assessment Research Planning Practical Evaluation 	<ul style="list-style-type: none"> ○ Unit Two Coursework 	<ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ Science ○ RE ○ Careers 	<p>Careers</p> <ul style="list-style-type: none"> ○ Food Scientist ○ Dietician / Nutritionist / Sports Nutrition ○ New Product Development Technologist ○ Chef / Business Owner ○ Quality Control / Environmental Health ○ Food Journalism <p>Future learning</p> <ul style="list-style-type: none"> ○ Level 3 Food Science and Nutrition
	<ul style="list-style-type: none"> ○ Unit Two: Controlled Assessment 		<ul style="list-style-type: none"> ○ Literacy ○ Numeracy ○ Science ○ RE ○ Careers 	

Summer 1	<p>LO5 Be able to propose a hospitality and catering provision to meet specific requirements</p> <p>Final exam preparation (only if they are re-sitting)</p>
---------------------	---

	<ul style="list-style-type: none"> ● Unit Two Practical Assessment Submission Date: 5th May 	<ul style="list-style-type: none"> ● Unit Two Coursework Exam board deadline: 5th May 		<p>Careers</p> <ul style="list-style-type: none"> ● Food Scientist ● Dietician / Nutritionist / Sports Nutrition ● New Product Development Technologist ● Chef / Business Owner ● Quality Control / Environmental Health ● Food Journalism
				<p>Future learning</p> <ul style="list-style-type: none"> ● Level 3 Food Science and Nutrition
	<ul style="list-style-type: none"> ● Unit One Revision (if resitting) 			