

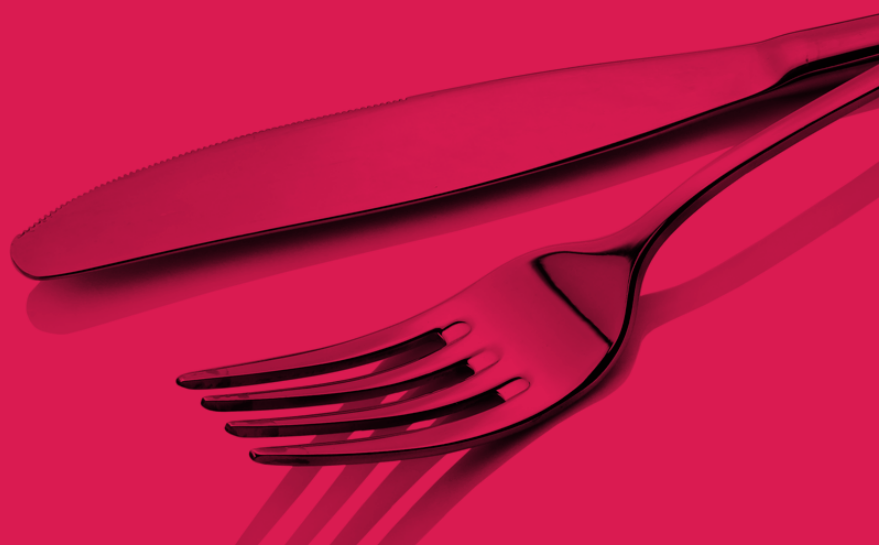
VOCATIONAL



WJEC LEVEL 1 / 2 AWARD in  
HOSPITALITY AND  
CATERING  
SPECIFICATION A

# GUIDANCE FOR TEACHING

Teaching from 2016  
For award from 2018



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## 1. INTRODUCTION

Welcome to your WJEC tutor support pack, which has been designed to assist you in the delivery of the Level 1/2 Award in Hospitality and Catering Specification A. This resource includes a variety of learning activities, which have been directly matched to the requirements of the specification.

It is the intention of this guidance for teaching is to be but one of several ways in which WJEC provides assistance to teachers delivering the specification, sitting alongside the specimen papers and CPD.

WJEC provides the following as part of its support for all specifications:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to the specification and other key documents on the main website
- CPD
- Easy access to both the Subject Officer and to administrative sections

Contact points for Level 1/2 Award in Hospitality and catering:

Subject Officer:	Telephone:	029 2026 5093
	E-mail:	<a href="mailto:allison.candy@wjec.co.uk">allison.candy@wjec.co.uk</a>

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## 2. MAKING TEACHING APPLIED AND PURPOSEFUL

Ofqual defines applied learning as 'the acquisition and application of knowledge, skills and understanding through tasks set in sector contexts that have many of the characteristics of real work or are set within the workplace. Most importantly, the purpose of the task must be relevant to real work in the sector'. Source: <http://www.ofqual.gov.uk/501.aspx>

It is important that learners recognise that the knowledge, understanding and skills they develop are vocationally relevant. Applied learning can give learners 'real-life' purposeful experiences within and outside the school/college environment.

The activities within this guidance for teaching document where possible adopt an applied and purposeful approach to learning.

### 3. MAXIMISING EMPLOYER LINKS

Some of the suggested approaches and activities are designed to enable learners to work on 'live' projects. Links with retailers are recommended to enhance the learning experience. Learning involving different types of organisations within the hospitality and catering sector will support the learners' knowledge of the wider sector. The 'live' projects benefit the learners, the school/college and the employer. The table below gives some examples of the benefits of working with employers for this qualification.

Benefits to the learner	Benefits to the school/college	Benefits to the employer
<ul style="list-style-type: none"> <li>• more enjoyable and purposeful</li> <li>• improved aspirations</li> <li>• ability to apply skills, knowledge and understanding in future contexts and situations</li> <li>• prepared for future research</li> <li>• better prepared for the assessment</li> <li>• develops employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• more motivated learners</li> <li>• improved attainment and achievement</li> <li>• better links with employers</li> <li>• community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• free research</li> <li>• can improve the flow of young people into retail</li> <li>• cuts recruitment costs</li> <li>• become the employer of choice</li> <li>• brand awareness</li> <li>• learners may use the hospitality and catering provider and tell others due to the employers involvement</li> </ul>

#### 4. FORMATIVE VERSUS SUMMATIVE ASSESSMENT

**Formative** – assessment for learning. This should be used throughout the learning process to analyse the learning and feedback progress to learners.

Throughout this guidance for teaching document, the activities indicate suggested formative assessment.

**Summative** – assessment of learning. This is used once learning of the unit is complete. This assessment certifies the individual achievement of learners.

## 5. SUGGESTED ROUTE THROUGH THE SPECIFICATION

### WJEC Level 1/2 Award in Hospitality and Catering Specification A

This document is a **suggestion** for delivery of the content for both units. It can be used as guidance for teachers who are new to delivering the course.

GLH: Unit 1 - externally assessed: 48 hours.

Unit 2 - internally assessed: 72 hours.

The delivery of the course should take two years of single time (3 hours a week or 5 hours a fortnight) or one year if you get double time.

Term 1: 12 weeks	
Theory work to be covered	Practical work to be covered (LO3)
<b>Unit 1</b> LO4: Know how food can cause ill health.	<b>Unit 2</b> LO3: Be able to cook dishes.  Developing and improving skills learnt at KS3.
<p>One of the first things candidates should be aware of prior to cooking is food safety.</p> <p>Candidates could take an external food safety course, either online or through an external agency.</p> <p>Candidates should be aware of and be able to analyse, identify explain or describe:</p> <ul style="list-style-type: none"> <li>• food-related causes of ill health</li> <li>• common types of food poisoning</li> <li>• symptoms of food induced ill health</li> <li>• food safety hazards in different situations</li> <li>• risks to food safety</li> <li>• control measures</li> <li>• food safety regulations</li> </ul>	<p>Basic skills would be taught this first term:</p> <ul style="list-style-type: none"> <li>• knife skills e.g. soups, salads, vegetable cuts</li> <li>• methods of cake making</li> <li>• yeast doughs</li> <li>• pastry making</li> <li>• sauces</li> </ul> <p>With emphasis on food safety and hygiene.</p> <p>Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons.</p> <p>Candidates could develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a dessert.</p>

Term 2: 12 weeks	
Theory work to be covered	Practical work to be covered (LO3)
<b>Unit 2</b> LO1: Understand the importance of nutrition when planning meals. LO2: Understand menu planning.	Use of commodities.
Candidates should be able to: <ul style="list-style-type: none"> <li>• describe the functions of nutrients</li> <li>• compare the nutritional needs of specific groups</li> <li>• explain what happens if you don't have a balanced diet</li> <li>• know how the different cooking methods impact on the nutritional value of foods</li> <li>• know the factors to consider when planning menus</li> <li>• be aware of environmental issues when cooking</li> <li>• explain how the dishes meet the customer needs</li> <li>• produce time plans for practical outcomes</li> <li>• be aware of how to check ingredients are of good quality</li> </ul>	Producing dishes using a range of commodities: <ul style="list-style-type: none"> <li>• meat</li> <li>• fish</li> <li>• poultry</li> <li>• eggs</li> <li>• dairy</li> <li>• vegetarian alternatives</li> </ul> <p>When working with commodities links could be made to the needs of specific groups, including special dietary needs and allergies.</p> <p>Candidates should continue to use a range of cooking techniques when preparing the dishes.</p>



Term 3: 12 weeks	
Theory work to be covered	Practical work to be covered (LO3)
<b>Unit 1</b> LO1: Understand the environment in which hospitality and catering providers operate.	Produce dishes to be served on a range of different menus.
<p>Gain an understanding of the different types of establishments and the types of foods that the produce for customers.</p> <ul style="list-style-type: none"> <li>describe the structure of the hospitality and catering industry</li> <li>be aware of and be able to describe the job roles and working conditions.</li> <li>explain the factors affecting the success of providers</li> </ul> <p>LO5: Be able to propose a hospitality and catering provision to meet specific requirements.</p> <p>Introduce learners to this type of activity.</p>	<ul style="list-style-type: none"> <li>they could also look at presentation techniques and accompaniments for a range of dishes including:               <ul style="list-style-type: none"> <li>vegetarian, vegan dishes</li> <li>dairy free</li> <li>gluten free</li> <li>low fat diets</li> <li>healthy school meals</li> </ul> </li> </ul>

Term 4: 12 weeks	
Theory work to be covered	Practical work to be covered (LO3)
<p><b>Unit 1</b></p> <p>LO1: Understand the environment in which hospitality and catering providers operate.</p> <p>LO2: Understand how Hospitality and catering providers operate.</p> <p>LO3: Understand how Hospitality and catering provision meets health and safety requirements.</p> <p>For this section arranging a range of speakers or visits to enable the candidates to see first-hand how the industry works is recommended. This could include visits to:</p> <ul style="list-style-type: none"> <li>• local hotels</li> <li>• restaurants</li> <li>• food suppliers</li> <li>• event services</li> </ul> <p>Guest speakers from:</p> <ul style="list-style-type: none"> <li>• hotel management</li> <li>• event organisers</li> <li>• wedding planners</li> <li>• food suppliers</li> <li>• health and safety executive from local industry</li> </ul>	<p>In small groups (a groups of six is suggested) candidates plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group, or target catering outlet.</p> <p>They could complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety.</p> <p>Each candidate must produce an individual portfolio but the planning for the meal can be completed as a team.</p> <p>The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include:</p> <ul style="list-style-type: none"> <li>• meat/poultry/fish/vegetarian alternatives</li> <li>• eggs and dairy produce</li> <li>• cereals, rice, pasta, or flour</li> <li>• fruit and vegetables</li> </ul>
Term 5: 12 weeks	
<p>This term would be used to further develop practical skills, finish any content not covered and complete the internal assessments for the course.</p> <p>Candidates may be given the task chosen, along with the mark scheme for unit 2 so they are aware of how marks are given. They should be given a breakdown of the time allowed to complete the tasks set. Preparation time should also be allowed along with opportunity for them to study exemplar work so that candidates are fully aware of the requirements of the tasks.</p> <p>Candidates will also need to practice examination papers in preparation for the examination.</p>	

## 6. UNIT 1 THE HOSPITALITY AND CATERING INDUSTRY

### 6.1 Introduction to the unit

The applied purpose of the unit is for learners to propose a new hospitality and catering provision to open in a specified location. The suggested activities are designed to develop the learners' knowledge about the industry.

### 6.2 Planning for the delivery of the unit

**The activities in this guidance for teaching are suggestions only.** Each centre will have to decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. It is strongly recommended that learning involves different types of hospitality and catering providers and is supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' environment.

Although the suggested activities involve employer engagement please note that the majority of the activities are designed to take place within the classroom.

The suggested learning activities for this unit are broken down in to two projects (Project 1 and Project 2). Learners are to develop the knowledge, understanding and skills through the experience they will acquire in carrying out each project. Formative feedback is crucial to the learning.

### 6.3 Suggested learning activities: activity sheets

A selection of lesson starter activities may be found at the end of this document.

## 6.4 Suggested learning activities: scenarios

### Unit 1: The Hospitality and Catering Industry

#### Suggested Programme of Delivery

##### Introduction

One way of covering the learning outcomes for this unit is to teach learners holistically using numerous scenarios, which will allow an applied process of learning to be followed.

Each scenario will take a number of sessions to complete and the content will be delivered with reference to each scenario.

<p><b>Scenario 1</b></p> <p>GLH Approx. 7 hours</p>	<p>You have just moved to a small but busy coastal 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&amp;Bs, along with a number of cafés, restaurants and public houses and one national fast food outlet chain.</p> <p>A number of locally owned hotels and restaurants have recently closed down within the area. <i>No.8</i> which was a luxury high-end boutique hotel, which was £200 for a standard room rate and <i>Belle Buda</i>, which was a 5* hotel with a swimming pool at £250 per night. The local restaurant, <i>“The Charr”</i>, has now closed and was a fine dining establishment, with a wine bar attached.</p> <p>Some of the most thriving businesses have been the local fish and chips shop, the National fast food chain and the local run B&amp;Bs.</p> <p>You have started a new job with the local tourist board of the town; you have been given a number of new and interesting tasks to complete. These tasks mainly include the designing of a new map to indicate the range of the hospitality establishments that there are within the area; and analysing and discussing the factors affecting the Hospitality businesses within the town. You are also tasked with understanding why some establishments are thriving and others are closing. The findings will be used to open a new, successful hospitality establishment within the town.</p>
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<b>Questions for learners</b>	<p>What types of hospitality establishments are there?</p> <p>What service do they provide?</p> <p>What type of people visit the town?</p> <p>What factors affect the businesses in the town during quieter season such as winter?</p> <p>What kind of hospitality establishment would be successful in an area such as this?</p>
<b>Activities</b>  2 hours	<p>Learners need to highlight the Hospitality and Catering industry within the area for the tourist map. This could be completed as part of an area map highlighting key services, providers, suppliers and standard and star rating, so visitors to the area can see what is on offer.</p> <p>Learners should be given a map of the local area, they will need to research and highlight: Different types of providers (<i>Hotel, B&amp;B, café, fast-food outlet, restaurant, public house, and school canteen/hospital.</i>) They will need to state the type of service each provider offers, including services provided, standard and star rating of the hospitality establishment.</p>
2 hours	<p>Learners could investigate different suppliers to the hospitality establishments and possibly add to the map. (<i>e.g. a local fish and chips shop may use a wholesaler e.g. Bookers as a supplier.</i>)</p> <p>A group discussion should take place about the factors affecting the success of the establishments within town. The discussion should start with why some establishments have closed within the town and why some are thriving, the main factors can be discussed within the group.</p>
3 hours	<p>In small groups learners should decide on a <i>range</i> of hospitality establishments which could be created in the town. Learners should look back over the factors that make an establishment within this town successful. Learners could communicate their ideas for new hospitality establishments using PowerPoint presentation or by creating a brief business proposal to the rest of the group.</p>
<b>Resources</b>	<p>Google maps</p> <p><a href="http://www.people1st.co.uk/">http://www.people1st.co.uk/</a></p> <p><a href="https://www.visitbritain.com/gb/en/visitbritain">https://www.visitbritain.com/gb/en/visitbritain</a> or local tourist website</p>

<p><b>Scenario 2</b></p> <p>GLH Approx. 8 hours</p>	<p>You are opening your first restaurant “Red” in the business district of the busy and fashionable city of London.</p> <p>Your restaurant “Red” is a fine dining establishment and will be catering for mostly business people who will dine their clients at your restaurant.</p> <p>You are new to the business and need to make sure that the restaurant is a huge success from the outset. In order to meet this expectation, you will need to hire the best staff available, understand your customers and their needs and make sure that the layout, flow and operations are the best for your restaurant to run efficiently and smoothly.</p> <p>You have decided to have an open day at the restaurant for potential employees to come and view the restaurant and to collect details of all the different job roles on offer.</p> <p>You have also hired a commercial kitchen designer to create a new kitchen for Red, to make sure that you get the most out of the space that is available back of house.</p>
<p><b>Questions for learners</b></p>	<p>What do you think the customers’ needs will be for Red?</p> <p>How will the employer ensure his/her new staffs work safely?</p> <p>What makes the restaurant fine dining?</p> <p>What types of customers are going to use Red?</p> <p>What do you perceive will be their expectations?</p>
<p><b>Activities</b></p> <p>1 hour</p> <p>3 hours</p> <p>2 hours</p> <p>2 hours</p>	<p>It may be a good start to get learners to analyse the scenario, identifying how they will meet customer’s needs for the restaurant. This could be completed a group discussion.</p> <p>Learners need to produce information that can be given to potential 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, pay and typical working hours. This information could be completed as a small group activity, which could be delivered to the rest of the group via power-point/leaflet/poster or/and group presentation.</p> <p>Learners can take on the role of the commercial kitchen designer. They should be given a layout of the space at back of house at Red. Learners will need to design the layout, flow, equipment and materials needed to successfully build the ultimate kitchen which should include details of stock control.</p> <p>Learners are to discuss and identify risks to personal injury regarding health and security within the establishment. Suggestions should be made on control measures for the restaurant for staff and customers.</p>

<b>Resources</b>	<p>Learners should be provided with fictional layout of the back of house space at Red's in order to produce a description of the kitchens operations.</p> <p><b>Useful websites:</b></p> <p>Google images on commercial kitchen layouts, which can be given to learner prior to them designing their own.</p> <p>Smart draw is a free download that learners could use to aid them in completing their new kitchen layout.</p> <p><a href="http://www.smartdraw.com/software/kitchen-planning.htm">http://www.smartdraw.com/software/kitchen-planning.htm</a></p> <p>Information on job roles and descriptions within the H&amp;C sector.</p> <p><a href="http://jobs.thecaterer.com/">http://jobs.thecaterer.com/</a></p> <p><a href="http://www.totaljobs.com/careers-advice/job-profile/catering-hospitality-jobs/catering-hospitality-job-description">http://www.totaljobs.com/careers-advice/job-profile/catering-hospitality-jobs/catering-hospitality-job-description</a></p>
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<p><b>Scenario 3</b></p> <p>GLH Approx. 15 hours</p>	<p>After having had experience of working for the local tourist board in a coastal town then opening up your own restaurant <i>Red</i> in London, which has been a complete success; you now have the knowledge, a successful name/logo and drive to start up "<i>Pop-up Red</i>", which is a fashionable pop-up restaurant.</p> <p>The restaurant has already pre-booked venues in the fashionable seaside town of Brighton and the bustling city of Cardiff where "<i>Pop-up Red</i>" will be trialled and held.</p> <p>It is now your responsibility, using you knowledge of the business to create and review different options for the pop-up restaurant, to show Brighton and Cardiff councils before full permission for opening can be granted.</p> <p>You need to consider: the customer needs of the town and city, structure and service offered, risks and control measures required, job roles within the pop-up restaurant, and the factors that would affect the success of <i>Pop-up Red</i>.</p> <p>Overview of each place and venue:</p> <p>Cardiff is a busy, vibrant City, full of people from all walks of life. There is big student presence within the city and it's popular for its interesting and diverse night life.</p> <p>Brighton is on the south coast made up of about 480,000 inhabitants; (this number is growing every year). The town boast the name of Silicon beach from the large variety of digital and new media companies that have blossomed here. A number of "Londoners" use Brighton as a weekend getaway. Brighton is considered an affluent area.</p>
<p><b>Questions for learners</b></p>	<p>What is a "pop-up" restaurant?</p> <p>Identify the "gap" in the market within each proposed area for opening the pop-up restaurant?</p> <p>Who are the potential clients?</p> <p>What factors should be considered when creating menu and décor ideas for the pop-up restaurant?</p> <p>What research would I need to complete in order to understand the area and my potential clients?</p> <p>What key point have I learnt that I can use to create my proposal for my options for the pop-up restaurant?</p>



<b>Activities</b> 2 hours	It may be a good start to get learners to analyse the scenario, identifying how they will meet customer's needs and factors within the areas that would affect the success of the pop-up restaurant. This could be completed as a group discussion. In this learners should create a mind-map of all the key factors that they need to analyse and summarise.
2 hours	Learners should be given 2 venues/floor plans to work with for their idea of " <i>Pop-up Red</i> ". Learner can draw upon previous knowledge to design one venues front of house and the other venues back of house. Taking in the operations of both e.g. layout, flow, activities, stock control, dress code and administration.
2 hours	Learners are to discuss and identify risks to personal injury regarding health and security within the pop-up restaurant. Suggestions should be made on control measures for the restaurant for staff and customers. This should include responsibilities of the employer and employees in regards to legislation within the work place.
3 hours	Learners need to review their options for the hospitality and catering provision. Summarising and analysing the different options using support material.
4 hours	Learners will need to communicate their options for the proposed "pop-up" restaurant. They can use images, diagrams, PowerPoint etc. to enhance their key points.
2 hours	Learners need to produce information and proposal that can be given to the council of Cardiff and Brighton. This could be completed as a written plan or power point presentation. Highlighting their target client from research completed factors that have affected their choice of clients, venues, styles and services of the pop-up restaurant.

<b>Resources</b>	<p>Learners should be provided with a fictional layout of the back and front of house space at pop-up Red's in order to produce a description of the kitchen and front of house operations.</p> <p><b>Useful websites:</b></p> <p>Google images on commercial kitchen layouts, which can be given to learner prior to them designing their own.</p> <p>Smart draw is a free download that learners could use to aid them in completing their new kitchen layout: <a href="http://www.smartdraw.com/software/kitchen-planning.htm">http://www.smartdraw.com/software/kitchen-planning.htm</a></p> <p>Information on job roles and descriptions within the H&amp;C sector.</p> <p><a href="http://jobs.thecaterer.com/">http://jobs.thecaterer.com/</a></p> <p><a href="http://www.totaljobs.com/careers-advice/job-profile/catering-hospitality-jobs/catering-hospitality-job-description">http://www.totaljobs.com/careers-advice/job-profile/catering-hospitality-jobs/catering-hospitality-job-description</a></p>
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## 6.5 Assessment : 90 minute online examination

It is recommended that the Sample external Assessment paper is used as a “mock” paper:

<http://www.edugas.co.uk/qualifications/hospitality-and-catering/WJEC-Level-1-2%20Award-Hospitality-and-Catering-Unit-1-eSAM.pdf>

Questions taken from GCSE Hospitality and Catering papers (available on the open website) can be used for on-going assessment through the delivery of the subject content. Learners will need to practice all the different question types used on the SAMs and on legacy GCSE papers:

<http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&level=GCSE&pastpaper=true>

They will need to respond to questions based on the whole of the subject content in addition to responding to questions based on a scenario for the final question.

Learners will also benefit from trialling the “online papers” for the legacy specification subjects

<http://web.download.wjec.co.uk/secureassess-demos/h-and-c/unit2/eng/>

<http://web.download.wjec.co.uk/secureassess-demos/h-and-c/unit4/eng/>

Question types will vary according to the content being assessed

All the subject content from unit 1 will be assessed over the life span of the specification and every LO will be assessed each series but not every AC.

### LO1 Understand the Environment in which hospitality and catering providers operate

Match the correct description to the type of accommodation, by placing the letter in the box. [3]

For example, if you think that the description for (i) is **A** write **A** in the box.

- |  |                      |  |
|--|----------------------|--|
| (i) Five star hotels                   | <input type="text"/> | <b>A.</b> Are small and often family run.                                  |
| (ii) One star hotels                   | <input type="text"/> | <b>B.</b> Offer luxurious facilities.                                      |
| (iii) Bed and Breakfast establishments | <input type="text"/> | <b>C.</b> Are basic and comfortable but may not have their own restaurant. |

Hospitality establishments can be **commercial** or **non-commercial**. [4]

(a) Name **two** types of **commercial** establishment.

- (i) .....
- (ii) .....

(b) Name **two** types of **non-commercial** establishment.

- (i) .....
- (ii) .....

The hospitality industry offers many forms of employment. [3]  
Give **three** benefits of being a **permanent** member of staff.

- (i) .....  
.....
- (ii) .....  
.....
- (iii) .....  
.....

(Unit 4 June 2015)

## L02 Understand how hospitality and catering providers operate

It is important to present a positive image to the customer.

- (a) Suggest the ways in which this can be achieved by the

(i) staff

[4]

[illegible]

(ii) establishment.

[4]

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(Unit 4 Winter 2013)

**LO3 Understand how hospitality and catering provision meets health and safety requirements**

(a) List **three** ways to prevent accidents in a catering kitchen caused by slips, trips or falls. [3]

(i) .....

.....

(ii) .....

.....

(iii) .....

.....

(b) Identify **three** safety points a chef should follow when deep fat frying. [3]

(i) .....

.....

(ii) .....

.....

(iii) .....

.....

(Unit 2 Winter 2014)

**LO4 Know how food can cause ill-health**

Temperature control is very important in catering.

Complete the following table.

[3]

	°C
(i) Temperature of a freezer.	.....
(ii) Core temperature of cooked food.	.....
(iii) 'Hot-held' food.	.....

(Unit 2 Winter 2012)

The chef can expect a visit from an **Environmental Health Officer** at any time.

(c) Discuss the role of an EHO when carrying out a routine visit.

[10]

.....

.....

.....

.....

.....

.....

.....

(Unit 2 Winter 2013)

**L05 be able to propose hospitality and catering provision to meet specific requirements**

**N.B. This section of the specification is bespoke to this qualification.**

*An empty factory unit has come up for sale opposite your school. One of the food teachers has decided to set up a food business in the unit.*

*Discuss the type of provision she could open and justify which you would recommend as the best idea.*

## 7. UNIT 2 HOSPITALITY AND CATERING IN ACTION

### 7.1 Introduction to the unit

The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

### 7.2 Planning for the delivery of the unit

**The activities in this tutor support pack are suggestions only.** Each centre will have to decide whether the activities are appropriate for your learners, and it is acknowledged that local conditions may determine the approach adopted. It is strongly recommended that learning involves different types of hospitality and catering providers and is supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' environment.

### 7.3 Suggested learning activities: activity sheets

A selection of lesson starter activities may be found at the end of this document.

### 7.4 Suggested learning activities: scenarios

Unit 2: Hospitality and Catering in action

Suggested Programme of Delivery

Introduction

One way of covering the learning outcomes for this unit is to teach them holistically using numerous scenarios which will allow the learners to follow an applied process of learning. Each scenario will take a number of sessions to complete and the content will be delivered with reference to each scenario.

*It is suggested that learners take part in related practical cooking sessions throughout the delivery of the content. This will enable them to consolidate the knowledge, make links to working practices in the hospitality and catering sectors and cover the content for LO3 – Be able to cook food.*

*Learners should be taught, during practical lessons, the correct preparation techniques, method of making, service and presentation of the dishes being made.*



<p><b>Scenario 1</b></p> <p>GLH Approx. 20 hours</p>	<p>On 2 June 2013, 12 individuals who had taken part in a sporting event in London experienced gastrointestinal symptoms after eating a buffet lunch served by the commercial catering company servicing the event. The day of the outbreak was the final day of the two week event and was reported to be less busy at lunch time than previous sittings. Within hours of eating, all 12 individuals fell ill with symptoms including vomiting, diarrhoea and abdominal cramping. Six people were transported to hospital.</p> <p>A selection of breads, cold meats (ham, chicken, turkey and silverside beef), green salad, prawn vol-au-vents, coleslaw, meatballs, cannelloni, boiled rice, fried rice, chicken stir-fry, trifle and yoghurt were served for dinner.</p> <p>It is important that customers have confidence that food produced by a food business is safe.</p>
<p><b>Questions for learners</b></p>	<p>What could have been the source of infection?</p> <p>How could the bacteria have been transmitted?</p> <p>How could the catering company control the outbreak of food poisoning and reduce the chance of recurrence during preparation, cooking, storage and service of food?</p>
<p><b>Activities</b></p> <p>2 hours</p> <p>5 hours</p> <p>10 hours</p>	<p>Learners could analyse the scenario and demonstrate knowledge of food related causes of ill health.</p> <p>Learners could investigate the common types of food poisoning, the symptoms of each one and the foods that pose a risk in order to identify possible sources of infection at the sporting event.</p> <p>Learners could also look at eggs as a commodity and the techniques of cooking them.</p> <p>Practical tasks – egg dish, shellfish.</p> <p>Learners could look at food safety hazards in different situations and investigate measures that need to be used to minimise food safety risks whilst preparing, cooking, storing, delivering and serving food including hot holding techniques. A guest chef or a visit to a kitchen could be used for learners to gain an insight into the hygiene procedures carried out in the hospitality industry.</p>

	<p>Learners could participate in a practical experiment on correct hand washing using a Hand Hygiene Training Kit.</p> <p>Poultry and rice as commodities could be studied further to include correct preparation, cooking and storage of the foods.</p> <p>Possible practical tasks to consolidate food safety measures required during food production and service – chicken dish, egg fried rice, desserts using cream, main course with a sauce.</p> <p>Guest chef could demonstrate knife skills and the different cuts of vegetables</p> <p>Practical Task – Soup</p>
3 hours	<p>Learners could produce a risk assessment flow chart for one of the high risk dishes served during the buffet lunch. Environmental Health Officer could be used to explain the procedure when hygiene checks are carried out on catering establishments.</p> <p>Practical task – meat dish</p>
1 hour	<p>Learners could be given information on current Food Safety Legislation.</p>
<b>Resources</b>	<p>Guest speaker – Environmental Health Officer, Chef or a visit to a kitchen.</p> <p>ICT access for research</p> <p>Fellows S, Stedman P (2013) <u>Level 2 Food Safety Made Easy</u>, Quallsafe Ltd</p> <p>Recipe books</p> <p><a href="http://www.food.gov.uk/">http://www.food.gov.uk/</a></p> <p><a href="http://www.food.gov.uk/business-industry/caterers/training/hygiene-videos">http://www.food.gov.uk/business-industry/caterers/training/hygiene-videos</a></p> <p><a href="http://www.foodsafetydirect.co.uk/index.html">http://www.foodsafetydirect.co.uk/index.html</a></p> <p>Gardiner J, Housley J (2012) <u>WJEC Hospitality and Catering for GCSE</u>, Hodder Education.</p>

<p><b>Scenario 2</b></p> <p>GLH Approx. 30 hours</p>	<p>By Jennifer Smith for Mail Online</p> <p>A patient left worried for his own nutritional well-being, has revealed the pitiful meals he was given while being cared for at a new hospital. Every day, the 29-year-old was given tiny portions of food. Among the meals Paul was given was a roast dinner with just one head of broccoli, two small pieces of cauliflower, two potatoes and fatty beef.</p> <p>On another day he was given a half-plate portion of chilli con carne with rice. 'I ordered some cheese and biscuits one night. There were just two crackers and a travel pack of cheese. One night there was jacket potato with pasta. I asked for beans or cheese instead but that's all they had.'</p> <p>40% of adult hospital patients and 15% of children are malnourished on admission, half of these severely so, according to the malnutrition charity BAPEN. The majority who depend on hospital food for all their nutritional needs continue to lose weight while in hospital, reflecting the inadequacy of current feeding policies.</p> <p>Guidance from the British Dietetic Association (BDA) stipulates that adults of a healthy weight (classed as nutritionally well) should consume between 1,810 and 2,550 kilo-calories a day while in hospital. Those classed as 'nutritionally vulnerable' should be given between 2,250 - 2,625 kilo-calories. Hospitals should be following the strict guidelines when it comes to providing food for clients, according to the British Dietetic Association.</p>
<p><b>Questions for learners</b></p>	<p>Do Paul's meals meet nutritional guidelines?</p> <p>What effect might these meals have on Paul's body?</p> <p>How could the hospital improve the meals offered to patients?</p>
<p><b>Activities</b> 6 hours</p>	<p>Learners will need to find out if Paul's meals meet nutritional guidelines by investigating the nutrients found in food and the functions of these nutrients in the body, to include discussions on the effects that could be experienced through a lack of the correct nutrients. Learners need to be taught about the Eatwell plate and RDAs.</p> <p>Meat as a commodity could be studied to include preparation, different methods of cooking, quality and correct storage.</p> <p>Practical tasks – Dish using the braising method of cooking – Meat dish.</p>

12 hours	<p>Learners could investigate how different cooking methods can help to produce a healthier end product. Foods that may be cooked by the identified methods e.g. vegetables and pasta, could be researched further and the quality points that the chef would need to consider discussed and consolidated during practical lessons e.g. what to look for when purchasing fresh vegetables, correct storage to limit deterioration, texture and colour of cooked vegetables. Foods could be cooked using the different methods, tasted and evaluated e.g. boiled vegetables and steamed vegetables.</p> <p>Practical Tasks – A selection of dishes that use the following methods of cooking: boiling, grilling, steaming, stir frying and baking.</p>
8 hours	<p>Learners should investigate the nutritional needs of different hospital patients – children, teenagers, adults, the elderly, vegetarians, people with medical conditions e.g. diabetes, coeliac and religious diets. Dairy products as commodities could be studied to include preparation, different methods of cooking, quality and correct storage.</p> <p>Practical Tasks – Dishes suitable for vegetarians and a special diet – Selection of dishes suitable for children and elderly.</p>
4 hours	<p>Learners could suggest appropriate meals that could be served to hospital patients. A booklet or leaflet that includes nutritional information on the meals could be produced.</p> <p>Learners could use ICT to analyse the meals.</p> <p>Practical Tasks – A main course and dessert from the leaflet that are suitable for an adult male.</p>
<b>Resources</b>	<p>Gardiner J, Housley J (2012) <u>WJEC Hospitality and Catering for GCSE</u>, Hodder Education.</p> <p><u>GCSE WJEC Catering</u> (2013) GCP Books.</p> <p>Gardiner J (2012) <u>WJEC GCSE Hospitality and Catering</u>, Hodder Education.</p> <p>Drummond K, Brefere L (2013) <u>Nutrition for Food Service and Culinary Professionals</u>, John Wiley &amp; Sons.</p> <p>Denby N et al (2006) <u>Nutrition for Dummies</u>, John Wiley &amp; Sons</p> <p>Eatwell plate <a href="http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx">http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx</a></p>

<p><b>Scenario 3</b></p> <p>GLH Approx. 28 hours</p>	<p>You have just started working for a local restaurant and the manager has just taken a booking for a Silver Wedding Anniversary (25 years) dinner. The couple have guests of all ages attending and have asked to see a menu for the meal that includes a selection of starters, soups, fish, meats, vegetables and desserts so that they may select the most appropriate meal for their guests.</p> <p>The restaurant manager is keen to develop your skills and has asked for a selection of dishes that could be used for the celebration meal. Each dish selected should use different main ingredients.</p>
<p><b>Questions for learners</b></p>	<p>What factors do you need to consider when planning menus?</p> <p>What dishes could be served to demonstrate your skills?</p> <p>How could you ensure the dishes were appropriately presented during food service according to the agreed timescale?</p>
<p><b>Activities</b></p> <p>4 hours</p> <p>8 hours</p> <p>2 hours</p>	<p>Learners could be taught the factors to consider when planning menus and how they can address environmental issues such as food miles, reduce, reuse and recycle. Practical Task – Rechauffe dish</p> <p>Learners could investigate a range of menus for different occasions and hospitality businesses – 3*, 5* restaurants, budget eating places, pub meals etc.</p> <p>Fish products as commodities could be studied to include preparation, different methods of cooking, quality and correct storage.</p> <p>Practical Tasks - Fish dish - poached, steamed or fried - Dishes that could be served for the Anniversary meal</p> <p>Learners could evaluate the presentation of a selection of dishes and discuss portion control and the equipment used for portion control. Practice garnishing and decorating techniques.</p> <p>Practical Task – Garnishing and decorating techniques using fruit and vegetables.</p>

10 hours	<p>Learners will need to review techniques of cooking from previous lessons and extend research into the following techniques – blanching, roasting and baking.</p> <p>Cereal products, including flour, and fruit as commodities could be studied to include preparation, different methods of cooking, quality and correct storage.</p> <p>Practical Tasks - selection of baked goods – cakes, biscuits, pies - fruit desserts - use of fruit as a starter – e.g. Florida Cocktail</p>
4 hours	<p>Learners could be introduced to planning the production of dishes for food service. Time plan documents could be written for two or three course meals. To consolidate and practice sequencing learners could prepare, cook and present the finished meal, working to a realistic timescale, as it would be served to a customer.</p> <p>Practical Task – Two course meal.</p>
<b>Resources</b>	<p>Gardiner J, Housley J (2012) <u>WJEC Hospitality and Catering for GCSE</u>, Hodder Education.</p> <p><u>GCSE WJEC Catering</u> (2013) GCP Books</p> <p>Gardiner J (2012) <u>WJEC GCSE Hospitality and Catering</u>, Hodder Education</p> <p>Foskett D, et al (2012) <u>Practical Cookery 12<sup>th</sup> Edition for NVQ and Apprenticeships</u>, Hodder</p> <p>Foskett D, Paskins P (2011) <u>The Theory of Hospitality and Catering</u>, Hodder</p>

## 8. PREPARING LEARNERS FOR ASSESSMENT

### Externally assessed units

#### Unit 1: The Hospitality and Catering industry

Sample question papers should be attempted prior to candidates sitting the final examination during the summer series.

### Internally assessed units

#### Unit 2: Hospitality and Catering in action

A model assignment has been provided by WJEC. The controls are clearly set within the unit specification and the model assignment.

This is called a “model assignment” as it is the exact model that needs to be followed to cover all the required criteria.

This one can be used as the “live task” if kept confidential from the learners or centres can produce their own scenarios for the final task and use the “model” one as a sample.

If you do decide to write your own the following tick list may be used to ensure any changes to the assignment take account of the control requirements. If you answer no to any of the following, the assessment will require adjusting before it is submitted to learners.

Checklist			
Unit 2	Yes	No	Notes
Is the assessment exactly as in the model assignment			
Do the tasks remain the same?			
Does the purpose of the assessment remain the same?			
Is the time allocated to the task a total of 9 hours?			
Is it an individual rather than group assessment?			
Is the assignment summative?			

## Internally assessed units: exemplar work

N.B. Additional exemplar work will be made available after the first award for Specification for first award in 2016.

# Sample Unit 2 Hospitality and Catering

## TASKS

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.

*N.B. evidence included has been taken from GCSE Hospitality and Catering coursework  
It is purely an example of how the written evidence assessment could be approached.*



### Task 1: Propose 4 nutritious dishes

In order for to make the dishes I chose more healthy, I may need to look at healthier possibilities such as replacing certain foods with the wholegrain ones e.g. wholegrain or brown bread instead of white as these release energy more slowly meaning people can last longer without getting tired or feeling drained. By having all varieties of foods groups in my dishes will prove that the dishes are nutritionally balanced, also I will be making my meals in small portions as I want them to consist of portion control, which is also important, to avoid over eating or under eating. Also I could add whole fruit drinks e.g. I could squeeze the oranges myself in order to make pure/fresh orange fruit juice instead of having dilute juice as the pure fruit will contain a higher and better amount of nutrients. Also I could introduce beans in with my meals, beans are an excellent source of slowly digested carbohydrates. They also provide a healthy dose of protein.

Learners may include background notes on Nutrition prior to proposing 4 dishes

When considering the dishes for the menu there are several factors to consider they are:

- Special dietary needs such as vegetarian, religious and ethnic diets as well as intolerances.
- The time of year, generally foods are cheaper and taste better when they are in season. For example, stews and casseroles in winter when it is cold. There are also traditional foods that are associated with certain times of the year such as Turkey at Christmas.
- The type of customer. We should think about the clientele, its no good having a menu that is too expensive for the café. Customers might just want a snack while others may want a full meal.
- The time available, it is important to ensure you have the time to prepare and cook the dishes for your customers. This will determine what goes on the menu. Some dishes can be prepared in advance and reheated, others will require cooking from scratch.
- Cost. Cost is an important factor, can we afford the ingredients and still make a profit. Will the price be too high for the meals.
- Portion control is important too. Customers will all expect the same size portion, if they are not happy they will complain and we will lose custom.
- The skills of the chef, can they make the proposed dishes on the menu.
- The equipment required to make the dishes, do we have the equipment or do we need to buy it? This has a cost implication.

Learners may identify factors to consider when planning the dishes

Good practice would be draw conclusions on any research prior to proposing 4 dishes

As the area surrounding the deli and coffee shop is mainly populated by young people, as most of the people are from university, it is important to meet their needs. The students tend to want to try new foods that are trendy so we must ensure we cater for them. Whereas the older people like more traditional foods and smaller portions. So we should cover a range of dishes from sandwiches to wraps, curries to shepherd's pies. Cheesecakes to Victoria sandwich cake. This way we will ensure that our customers are happy. Happy customers = good feedback = more customers.

### My proposals

Proposal 1: Thai red chicken curry

Proposal 2: Lasagne

Choice 3: Lemon cheese cake

Choice 4: Eton mess

### Reasons for choice

Lasagne - lasagne is mince layer with a sheet of pasta and a white sauce. I chose it because I thought it would be nice to make and because it quite good for you. The dairy products in lasagne is the white sauce because it has cheese and milk in it.

Eton mess - Eton mess is meringues smash up with whipped cream and strawberry's or raspberry's. I choose it because it's quite different to all my other dishes, the dairy products in Eton mess is eggs in the meringue and the whipped cream.

The two dishes I will make are Thai red chicken curry  
Lasagne

Candidates must include information on the nutritional value of their dishes and how they can ensure their chosen dishes meet the needs of the client group

### 3. Plan for the production of dishes.

Time	Method	Special points
830	Prepare yourself - wash hands	Use soap
840	Prepare ingredients	Use correct equipment
845	In a mixing bowl, mix together the biscuit crumbs and Demerara sugar. Add in the melted butter and mix well.	Biscuit crushed evenly and mix together well
855	Spoon the biscuit mixture into a 20cm spring-form cake tin lined with silicon paper or baking parchment. Use a metal spoon to press the biscuit crumbs down firmly and evenly. Chill in the refrigerator until set.	Evenly spread out
905	In a large mixing bowl, using a whisk or a wooden spoon beat together the cream cheese, icing sugar and Vanilla pod seeds or Vanilla extract until well mixed.	Leave no lumps
910	Fold in the double cream, mixing well.	Mixed together well
920	Spoon the cream mixture over the chilled biscuit base, making sure that there are no air bubbles. Smooth the top of the chocolate cake with a palette knife or metal spoon.	Evenly spread out and no lumps
925	Chill the chocolate cake in the refrigerator for 1 hour until set.	Know what time you put it in
925	To serve, remove from the cake tin and cut into slices.	Evenly slices

Plans can be per dish or include dove-tailed methods for the two dishes

Task 3. Prepare, cook and present the two dishes that the apprentice will prepare and cook.



Photographic evidence is essential. Evaluation of outcomes can support marks awarded for task 3

## 9. APPENDICES

### Starter lesson activity sheets

UNIT: 1.0 EXAMINATION LEVEL: Level 1/2

#### AREA OF STUDY

LO1 Understand the environment in which hospitality and catering providers operate (AC1.1, AC1.2, AC1.3).

Key points:

Learners should be able to describe the structure of the industry.

Learners should be able to compare and contrast job roles and conditions of service.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information ICT; Working with others - plan, do and review.

#### INSPIRATION FOR TEACHING

##### Example

Activity Name: What do we know about the industry?



- Split the class into groups of around 3-6 students, 4-6 groups ideally.
- Teacher to produce cards indicating a type of hospitality and catering provider e.g. Hotel, café, fast food outlet
- Ask each group to write about the different job roles that would be available
- Randomly choose a spokesperson from each group to write their list on the interactive white board
- Invite the other groups to ask questions or give feedback to initial group.

*This activity could be repeated for the difference working conditions, or used as a focus for a number of research extension lessons.*

<http://www.totajobs.com/careers-advice/job-profile/catering-hospitality-jobs>

UNIT: 1.0 EXAMINATION LEVEL: Level 1/2

## AREA OF STUDY

LO1 Understand the environment in which hospitality and catering providers operate (AC1.4)

Key Points:

Learners should be able to discuss factors affecting success of hospitality and catering providers.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Presenting findings; Improving own learning and performance; Working with others - plan, do and review.

## INSPIRATION FOR TEACHING

### Example

Activity Name: Will we be successful?



- Split class into pairs
- Prior to the lesson the teacher should place a poster on the wall which has been divided into two sections: Successful and non- successful and place post-it notes around the room with examples of what makes a successful provider and what would lead to a provider being unsuccessful. e.g. wide range of dishes available, no vegetarian options.
- Each pair to collect at least one post-it note
- Allow maximum of 5 minutes for the groups to discuss what is on the post-it note
- One person to place post-it note on the poster sheet, rest of group to agree or disagree
- Teacher to lead and control discussion

Extension activity: Teacher to name some establishments in the area or nationally.

Learners to indicate whether they feel they are successful or not.

UNIT: 1.0 EXAMINATION LEVEL: Level 1/2

## AREA OF STUDY

LO2 Understand how hospitality and catering provision operates

### Key Points:

Learners need to be able to describe the operation of the kitchen AC2.1.

Learners need to be able to identify links between the kitchen and front of house AC2.2.

Learners need to be able to identify activities pertinent to each area.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others- plan, do and review.

## INSPIRATION FOR TEACHING

### Example

Activity Name: How does this work?



- Show a video clip of a restaurant kitchen and front of house
- Learners to discuss in groups the flow of operation in the kitchen
- Learners to use ICT to produce resources to highlight main systems used in both areas

## USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific

<http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=491>

<http://www.bbc.co.uk/skillswise/video/food-chef-watch-your-oven>



UNIT: 1.0 EXAMINATION LEVEL: Level 1/2

## AREA OF STUDY

Understand how hospitality and catering provision meets health and safety requirements (LO3)

### Key Points:

Learners need to know legislation.

Learners need to be able to identify risks to personal injury.

Learners need to be able to identify control measures for staff and customers.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others - plan, do and review.

## INSPIRATION FOR TEACHING

### Example

Activity Name: An accident waiting to happen!



- Show learners a video clip from a TV programme e.g. Hell's kitchen or a PowerPoint e.g. safe use of knives
- Ask students to work in pairs to create a list of accidents that could happen
- Randomly choose a pair from the class to write their list on the interactive white board
- Randomly select a second group and ask them to suggest how the accidents could be prevented
- Repeat the exercise to cover a range of accident types

## USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

<http://www.hse.gov.uk/catering/knives.htm>

<http://www.food.gov.uk/business-industry/caterers/training/hygiene-videos>

UNIT: 1.0 EXAMINATION LEVEL: 1/2

## AREA OF STUDY

LO4 Know how food can cause ill health

Key Points:

Learners need to be able to identify food safety hazards in different situations.

Learners need to be able to assess risks to food safety in different situations.

Learners need to be able to explain control measures.

Learners need to be able to describe food safety legislation.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Presenting findings; Finding, selecting and exchanging information; Improving own learning and performance; Working with others- plan, do and review.

## INSPIRATION FOR TEACHING

### Example

Activity Name: Managing food safety



- Show the a scenario describing a food safety related issue on the interactive white board
- Learners to make a note of the issues identified
- Learners to discuss the issues
- Learners to discuss control measures
- Learners to identify legislation linked to the issues shown.

## USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

<http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=493>



UNIT: 1.0 EXAMINATION LEVEL: Level 1/2

## AREA OF STUDY

LO4 know how food can cause ill health

### Key Points:

Learners need to be able to describe food related causes of ill health.  
Learners need to be able to describe common types of food poisoning.  
Learners need to be able to describe the symptoms of food induced ill health.

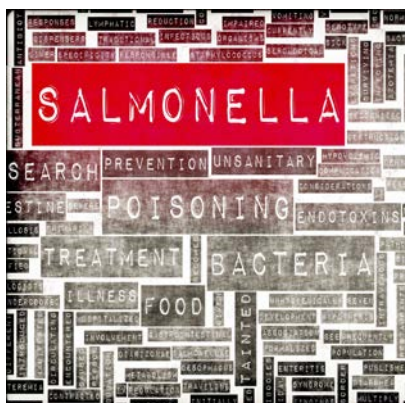
Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Finding, selecting and exchanging information; Improving own learning and performance; Working with others - plan, do and review.

## INSPIRATION FOR TEACHING

### Example

Activity Name: Is it safe to eat it?



- In pairs or groups of three, Learners to use ICT to find a newspaper article on food poisoning – 10 minutes
- Each group to give a quick verbal feedback on their chosen article: type of food poisoning, cause, symptoms
- Other groups asked to suggest how this case could have been avoided

UNIT: 2.0 EXAMINATION LEVEL: LEVEL 1/2

## AREA OF STUDY

LO1 understand the importance of nutrition in planning menus

### Key Points:

Learners need to know about nutrients.

Learners need to know how different factors affect nutritional needs.

Learners to be able to analyse given diet plans.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Working with others- plan, do and review.

## INSPIRATION FOR TEACHING

### Example

Activity Name: Who's diet is well balanced



- Split class into pairs
- Learners to produce a food diary for the day previous (can be their own or fictitious)
- Learners to swop over diet plans
- Learners to identify nutrients in the meals
- Learners to comment whether they plans are "healthy" and nutritionally balanced.

### Extension task:

- learners to revisit these plans after gaining additional knowledge and suggest modifications for improvement e.g. changing ingredients or cooking methods (AC3.4).
- learners to develop numerical key skills by using food tables (paper or online) to work out nutritional content of one meal type.

UNIT: 2.0 EXAMINATION LEVEL: Level 1/2

## AREA OF STUDY

LO2 Understanding menu planning

### Key Points:

Learners need to be able to identify and explain the factors to consider when planning menus.

Learners need to be able to explain how dishes meet customer needs.

Learners need to be able to explain how dishes on a menu address environmental issues.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Presenting findings; Finding, selecting and exchanging information; Improving own learning and performance; Working with others - plan, do and review.

## INSPIRATION FOR TEACHING

### Example

Activity Name: A New menu is urgently needed in the school canteen.



- Split the class into groups
- Ask students to create a list of the factors the school caterer needs to consider when planning the new menu (approx. 5 minutes, no guidance)
- Randomly choose a pair from the class to write their list on the interactive white board
- Randomly select a second group and ask them to add to the list already provided
- Carry out a thought shower activity on how the canteen could be more "green aware"

## USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

<http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=494>

<http://www.foodmiles.com/>