

SUBJECT Long-Term Plan

The Hospitality and Catering curriculum aims to inspire students to become knowledgeable, skilled and confident young people who understand the importance of food, nutrition, customer service and the hospitality industry.

Through a balance of theoretical knowledge and practical application, students develop the ability to think critically, work independently and apply their learning to real-world situations.

We are committed to providing an ambitious, inclusive and engaging curriculum that develops both academic understanding and practical competence. Students learn how hospitality and catering businesses operate, how food can support health and wellbeing and how professional standards of food safety, organisation and customer care contribute to success within the industry.

Through a carefully sequenced curriculum, learners build the knowledge, technical skills and confidence required to succeed in the WJEC qualification whilst developing transferable skills such as communication, teamwork, problem-solving, resilience and creativity. Practical experiences enable students to experience success, develop independence and take pride in producing high-quality outcomes.

Our curriculum prepares students for further education, apprenticeships and employment within the hospitality, catering and wider food industries, whilst encouraging a lifelong appreciation of food, nutrition and the role hospitality plays within society.



Key Stage 4 Long-Term Plan	Year 10	Year 11
Autumn 1	Students are introduced to the WJEC Level 1/2 Vocational Award in Hospitality and Catering and begin developing the fundamental knowledge and practical skills required for success throughout the course. The term focuses on food safety, health and safety legislation and core practical skills, providing the foundation for both Unit 1 theory and Unit 2 practical work. Learners explore the principles of Hazard Analysis and	Students begin Year 11 by revisiting and strengthening key Unit 1 theory content identified through mock examination analysis. The term focuses on developing examination confidence, improving extended writing skills and addressing areas of weakness in preparation for the external examination. Learners revisit high-frequency examination topics including the role of the

	Critical Control Points (HACCP), identifying biological, chemical and physical hazards and understanding how food businesses manage risks through effective control measures. Students investigate the role of the Environmental Health Officer (EHO), examining how inspections, evidence gathering and enforcement help maintain food safety standards within hospitality and catering establishments. They also develop an understanding of key health and safety legislation, including the Health and Safety at Work Act, RIDDOR, COSHH regulations and food labelling requirements. Through these topics, students begin to appreciate the responsibilities shared by employers and employees in creating safe working environments. Alongside theoretical learning, students develop core practical skills through a series of food preparation activities. Learners are introduced to safe knife handling and professional knife skills, applying techniques such as the bridge hold, claw grip and classical knife cuts. These skills are then used within practical lessons where students prepare and present dishes whilst demonstrating effective mise-en-place, organisation and food safety practices. Students explore the importance of presentation, hygiene and accuracy, recognising how these contribute to successful outcomes in hospitality and catering environments. Throughout the term, students develop their understanding of industry terminology, improve their ability to apply knowledge to real-world hospitality scenarios and begin to build the confidence required for examination-style questions and practical assessments. By the end of the term,	Environmental Health Officer (EHO), food safety legislation, HACCP, food poisoning bacteria and preventative control measures, developing a deeper understanding of how these concepts apply within hospitality and catering environments. Students also investigate hospitality provision, customer requirements, inclusion and accessibility, employment contracts, employee benefits and customer service. Through a range of vocational scenarios, learners develop the analytical skills needed to justify decisions, compare options and evaluate hospitality and catering situations. Particular emphasis is placed on improving performance in extended-response questions by encouraging students to apply subject knowledge using appropriate hospitality and catering terminology. Alongside theory lessons, students continue to develop practical food production skills through a range of advanced dishes that build confidence, independence and technical competence. Practical activities focus on presentation, organisation, time management and food safety whilst providing opportunities to refine existing skills and develop new techniques. Students are challenged to replicate dishes, analyse products and produce high-quality outcomes that demonstrate creativity and precision. Throughout the term, learners make connections between theoretical knowledge and practical application, strengthening their understanding of
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	learners have established a strong foundation in food safety, legislation and professional kitchen practice that will underpin future learning across the course.	how hospitality and catering businesses operate. Regular examination practice, retrieval activities and whole-class feedback help students identify gaps in knowledge and improve their ability to apply content to realistic hospitality and catering situations. By the end of the term, students will have consolidated key Unit 1 content, improved examination technique and further developed the practical skills required for successful progression into the Non-Exam Assessment and final examination preparation later in Year 11
Autumn 1 Assessment:	This assessment is designed to evaluate students' understanding of the key theoretical content covered during Autumn Term 1. Learners will demonstrate their knowledge of food safety, health and safety legislation and the role of external agencies responsible for maintaining standards within the hospitality and catering industry. The assessment consists of a range of question types, including short-answer recall questions, scenario-based application tasks and an extended-response question. Students will be required to apply their understanding of HACCP, Environmental Health Officers (EHOs), COSHH, RIDDOR, food labelling and workplace health and safety to realistic hospitality and catering situations. Particular emphasis is placed on students' ability to identify hazards, explain control measures, apply legislation and justify the importance of food safety procedures within	This assessment evaluates students' understanding of the core Unit 1 theory content studied during Autumn Term 1. Learners demonstrate their ability to recall knowledge, apply understanding to vocational scenarios and construct extended responses using appropriate hospitality and catering terminology. Particular emphasis is placed on the application of knowledge, as students analyse customer needs, evaluate hospitality provision, explain food safety procedures and justify decisions relating to customer service and business operations. The assessment is designed to strengthen examination technique and build confidence in answering the range of question types found within the WJEC examination.

	hospitality and catering businesses. The assessment also develops examination technique by encouraging students to explain, discuss and apply their knowledge using industry-specific terminology. The assessment provides an opportunity for students to identify strengths and areas for development before progressing to the next area of study: Understanding the Importance of Nutrition. It also supports the development of the analytical and evaluative skills required for success in the WJEC Unit 1 examination.	The assessment also provides an opportunity to identify strengths and areas for development before beginning the Non-Exam Assessment and the final stages of Unit 1 preparation. Results will be used to inform targeted intervention, retrieval activities and revision planning for the remainder of Year 11. The assessment prepares students for the demands of the external examination by developing confidence, improving exam technique and encouraging the application of knowledge to realistic hospitality and catering situations.
Autumn 2	Students develop their understanding of nutrition and begin applying nutritional knowledge to food preparation and menu planning. The term focuses on the role of nutrients within the body, the nutritional requirements of different individuals and the ways in which cooking methods can influence the nutritional value of food. This knowledge forms an important foundation for both Unit 1 examination content and future NEA work. Learners investigate macronutrients and micronutrients, exploring the functions and sources of carbohydrates, proteins, fats, vitamins and minerals. Students consider the consequences of nutrient deficiencies and excesses, whilst developing an understanding of how a balanced diet supports health and wellbeing. They also explore how nutritional requirements vary throughout the life cycle, examining the specific needs of infants, children,	Students continue to develop their knowledge and understanding of the Hospitality and Catering industry through a structured programme of theory lessons, retrieval practice and practical skill development. Learners revisit key examination topics including food safety, food poisoning bacteria, customer requirements, communication, customer service, employment practices, hospitality operations and service styles. Particular emphasis is placed on addressing areas of weakness identified through previous assessments and strengthening examination technique. Students continue to refine their ability to apply knowledge to hospitality and catering scenarios through a range of examination-style questions and extended writing activities. Learners develop

	adolescents, adults and older adults. Students examine how food preparation and cooking methods can affect nutritional value, considering factors such as nutrient retention, heat sensitivity and cooking losses. Through a range of theoretical and practical activities, learners develop the ability to make informed decisions about food choices and preparation methods, linking nutrition to real-life hospitality and catering situations. Alongside theoretical learning, students continue to develop their practical skills through a variety of dishes that introduce key food science concepts. Learners investigate gelatinisation through macaroni cheese, reduction through sauce-making, emulsification through homemade mayonnaise and fermentation through bread production. Practical lessons provide opportunities to improve organisation, time management, presentation and food safety skills whilst reinforcing the scientific principles that underpin successful food preparation. Throughout the term, students strengthen their ability to apply nutritional knowledge to hospitality and catering scenarios, develop confidence in responding to examination-style questions and continue building the practical competence required for future assessment tasks. By the end of the term, learners have a secure understanding of nutrition and its importance within the hospitality and catering industry.	confidence in responding to command words such as explain, discuss, analyse and justify, while improving their use of subject-specific terminology and evidence-based responses. Alongside theory lessons, students continue to develop advanced practical skills through a range of increasingly challenging dishes. Learners demonstrate greater independence, improve organisation and time management, and further develop food preparation, cooking and presentation techniques. Practical lessons encourage students to work to professional standards whilst maintaining high levels of food safety and hygiene. Throughout the term, students make connections between theoretical knowledge and practical application, helping them understand how hospitality and catering businesses operate in real-world contexts. Retrieval activities, examination practice and whole-class feedback enable learners to consolidate learning from across the specification and prepare effectively for the Year 11 mock examination. By the end of the term, students will have strengthened their understanding of the Unit 1 specification, improved examination confidence and developed the practical and organisational skills required for the formal Non-Exam Assessment in Spring Term 1.
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Autumn 2 Assessment:	This assessment evaluates students' understanding of the importance of nutrition within hospitality and catering. Learners demonstrate their knowledge of macronutrients, micronutrients, life stages and dietary requirements, whilst applying their understanding to a range of realistic food and customer scenarios. The assessment combines recall, application and extended-response questions to test both subject knowledge and examination technique. Students will identify nutrient functions and sources, explain how nutritional requirements vary between individuals and assess how cooking methods can affect the nutritional value of food. Particular emphasis is placed on students' ability to justify food choices and link nutritional knowledge to the needs of specific customer groups. Learners are encouraged to use accurate subject terminology and support their responses with relevant examples. The assessment provides an opportunity to identify strengths and areas for development before progressing to Food-Related Causes of Ill Health and Menu Planning. It also develops the analytical and evaluative skills required for success in the WJEC Unit 1 examination and future NEA work.	This assessment is designed to replicate the structure, challenge and expectations of the WJEC Unit 1 examination. Students will demonstrate their understanding of the key theory content studied throughout Years 10 and 11, applying their knowledge to a range of realistic hospitality and catering scenarios. The assessment combines recall, application and extended-response questions to develop examination technique and prepare students for the external examination. Particular emphasis is placed on the ability to apply knowledge, analyse information and justify decisions using accurate hospitality and catering terminology. The assessment provides an opportunity for students to identify strengths and areas for development before beginning the Unit 2 Non-Exam Assessment in Spring Term 1. It also supports targeted intervention and revision planning by highlighting knowledge gaps and improving confidence with examination-style questions.
Spring 1	Students develop their understanding of food-related causes of ill health and explore the measures used within the hospitality and catering industry to protect customers from harm. The term focuses on food poisoning bacteria,	Students complete the WJEC Unit 2 Non-Exam Assessment (NEA), applying the knowledge, understanding and practical skills developed throughout the course to a realistic hospitality and

	allergies, intolerances and contamination, allowing learners to build upon the food safety knowledge developed earlier in the course. Learners investigate the main causes of food-induced ill health, including bacteria, allergens, intolerances and chemical contamination. Students study the food poisoning bacteria required by the WJEC specification, examining their sources, associated foods, symptoms and methods of prevention. They develop an understanding of how contamination can occur within hospitality and catering environments and explore the consequences for both customers and businesses. Students examine preventative control measures used throughout the food journey, including temperature control, safe storage, personal hygiene and the prevention of cross-contamination. Through a range of hospitality and catering scenarios, learners apply their knowledge to identify hazards and recommend suitable control measures, strengthening the application skills required for the Unit 1 examination. Alongside theoretical learning, students continue to develop their practical skills through a variety of dishes designed to reinforce food science principles and professional cooking techniques. Learners build confidence in handling high-risk foods safely, managing multiple processes simultaneously and applying effective time management, organisation and presentation skills. Practical work provides opportunities to demonstrate food safety procedures whilst producing increasingly complex dishes. The term also introduces students to factors affecting menu	catering brief. The term focuses on planning, producing and evaluating dishes that meet the needs of specified customers, allowing learners to demonstrate their ability to combine theory and practice within a vocational context. Students begin by analysing the assignment brief and identifying the requirements of the target customers. Learners apply their understanding of nutrition, menu planning and customer requirements to recommend suitable dishes and justify their decisions. They assess how their chosen dishes meet nutritional needs and explain how cooking methods impact the nutritional value of ingredients and finished dishes. Learners then develop detailed production plans, considering timings, equipment, ingredients, food safety requirements, quality points and contingencies. Through this process, students strengthen their organisational and planning skills whilst preparing for the practical assessment. Particular emphasis is placed on sequencing tasks effectively and ensuring all production decisions are linked to the requirements of the brief. During the practical assessment, students independently prepare, cook and present two dishes under assessment conditions. Learners demonstrate food preparation skills, cooking techniques, time management, organisation and food safety practices whilst working from their production plans. Practical work provides an opportunity for students to showcase the technical
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	planning. Learners begin exploring how cost, customer requirements, nutrition and environmental considerations influence decisions made within hospitality and catering businesses. By the end of the term, students have developed a secure understanding of food-induced ill health and the importance of preventative controls, whilst beginning to appreciate the wider commercial factors that influence food provision.	skills developed throughout Years 10 and 11. Following production, students complete a detailed evaluation of their dishes and review their own performance throughout the assessment process. Learners assess the effectiveness of their planning, practical skills and decision-making, identifying strengths, areas for improvement and realistic recommendations. By the end of the term, students will have completed the Unit 2 Non-Exam Assessment and developed valuable analytical, evaluative and independent working skills that support progression towards the final Unit 1 examination.
Spring 1 Assessment:	This assessment evaluates students' understanding of food-related causes of ill health and the preventative measures used within hospitality and catering businesses to protect customers. Learners demonstrate their knowledge of food poisoning bacteria, allergies, intolerances and contamination, whilst applying their understanding to realistic hospitality and catering scenarios. The assessment combines recall, application and extended-response questions to develop both subject knowledge and examination skills. Students will identify food safety risks, analyse sources of contamination and explain how businesses can implement effective control measures to prevent food-induced ill health. Particular emphasis is placed on students' ability to apply food safety knowledge to workplace situations and justify preventative actions using appropriate hospitality and	During Spring Term 1, students complete the WJEC Unit 2 Non-Exam Assessment (NEA) under the required assessment conditions. Learners produce evidence across all required sections of the assignment, including analysis of the brief, nutritional understanding, dish selection, production planning, practical food production and evaluation. Upon completion of the assessment, all work is marked by teaching staff using the WJEC assessment criteria. Marks are awarded across each assessment objective to determine a final Unit 2 score for every candidate. Following the completion of marking, an internal moderation process is undertaken to ensure consistency and standardisation of assessment

	catering terminology. Learners are encouraged to make links between food safety procedures, customer protection and business reputation. The assessment provides an opportunity to identify strengths and areas for development before progressing further into menu planning and hospitality operations. It also develops the analytical and evaluative skills required for success in the WJEC Unit 1 examination.	decisions across all students. Assessment evidence and marking decisions are reviewed against the published mark scheme to ensure the accurate application of the assessment criteria. Once internal moderation has been completed, marks are finalised and submitted to the examination board in accordance with WJEC procedures. Samples of student work may then be requested by the examination board as part of the external moderation process. This assessment contributes directly towards the final qualification grade and provides evidence of students' ability to apply hospitality and catering knowledge and practical skills within a realistic vocational context.
Spring 2	Students develop their understanding of the factors that influence menu planning within the hospitality and catering industry. The term focuses on how hospitality businesses design menus that meet customer needs whilst balancing nutritional, financial and environmental considerations. Learners begin to appreciate the range of decisions that must be made when planning food provision in professional settings. Students investigate the factors affecting menu planning, including cost, profit, customer requirements, dietary needs and current nutritional guidance. They explore how customer demographics, business type and service style influence menu choices and examine the importance of organoleptic qualities such as appearance, aroma, flavour	Students focus on consolidating and strengthening their knowledge of the Unit 1 specification in preparation for the external examination. The term is primarily dedicated to revision, retrieval practice and examination preparation, allowing learners to revisit content from across the course and develop confidence in applying their knowledge to hospitality and catering scenarios. Students revisit key areas including hospitality provision, customer requirements, food safety, food-induced ill health, employment practices, customer service, health and safety legislation and hospitality operations. Through a range of structured revision activities, learners strengthen

	and texture in creating dishes that appeal to customers. Learners also explore environmental influences on menu planning, including sustainability, food miles, seasonality, waste reduction and the principles of reduce, reuse and recycle. Through a range of hospitality and catering scenarios, students consider how businesses can minimise their environmental impact whilst maintaining customer satisfaction and profitability. Alongside theoretical learning, students continue to develop advanced practical skills through a variety of dishes that reinforce food science principles, production planning and presentation techniques. Learners further develop their independence, time management and organisational skills whilst producing increasingly complex dishes. Practical work encourages students to apply professional standards of food safety, hygiene and quality control throughout production. The term introduces students to the principles of production planning and dish development. Learners begin planning and producing signature-style dishes, considering customer appeal, nutritional value, presentation and practicality. By the end of the term, students have developed a secure understanding of menu planning and the factors that influence hospitality and catering businesses whilst continuing to refine the practical skills required for future assessment tasks.	their understanding of core concepts and address any gaps in knowledge identified throughout the course. Particular emphasis is placed on examination technique. Students practise responding to a variety of question types, including recall, application and extended-response questions, developing their ability to explain, discuss, analyse and justify decisions using appropriate hospitality and catering terminology. Regular retrieval activities, walking-talking mocks and examination practice help learners improve confidence and fluency when applying knowledge to vocational contexts. As many formal examinations begin during May, students are encouraged to develop effective revision strategies and independent study habits. Through focused revision sessions, learners consolidate their understanding of the specification and prepare for the demands of the external examination. By the end of the term, students will have revisited the full Unit 1 specification, refined their examination technique and developed the confidence required to successfully complete the WJEC Hospitality and Catering examination.
Spring 2 Assessment:	This assessment evaluates students' understanding of the factors that affect menu planning within the hospitality and	

	catering industry. Learners demonstrate their knowledge of customer requirements, cost, profit, nutrition and environmental considerations, whilst applying their understanding to realistic hospitality and catering scenarios. The assessment combines recall, application and extended-response questions, allowing students to demonstrate both subject knowledge and their ability to make informed decisions when planning menus. Students will analyse the needs of different customer groups, consider financial and operational constraints and evaluate how sustainability influences menu choices. Particular emphasis is placed on students' ability to justify decisions and apply knowledge to vocational contexts, mirroring the style of questions found within the WJEC Unit 1 examination. Learners are encouraged to use appropriate hospitality and catering terminology and support their opinions with evidence. The assessment provides an opportunity to identify strengths and areas for development before progressing to hospitality operations, customer service and employment within the hospitality and catering industry. It also develops the analytical and evaluative skills required for future examination success.	
Summer 1	Students develop their understanding of the operation of the hospitality and catering industry by exploring customer requirements, equality and diversity, employment practices and service methods. The term focuses on how hospitality businesses meet the needs of a diverse range of customers whilst maintaining high standards of customer service and	

	operational efficiency. Learners investigate the requirements of different customer groups, including business customers, leisure customers and local residents. Students explore how hospitality and catering providers adapt their facilities, services and products to meet customer expectations and improve customer satisfaction. They also examine the importance of inclusion, accessibility and equality within the industry, considering how businesses support customers with disabilities, families with young children and those with specific dietary requirements. Students develop an understanding of employment within the hospitality and catering industry by investigating different types of employment contracts, employee benefits, working conditions and qualifications. They explore career pathways and consider how training and professional development support progression within hospitality and catering roles. Learners also examine the structure and operation of hospitality businesses, including front and back of house operations, methods of communication and the importance of teamwork. They investigate a range of service styles and evaluate how different approaches to customer service influence efficiency, profitability and customer satisfaction. Alongside theoretical learning, students continue to refine their practical skills through increasingly complex dishes that require greater independence, organisation and technical accuracy. Practical lessons provide opportunities to further develop production planning, time management, presentation and food safety skills, helping prepare learners	
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	for the demands of Year 11 and the Non-Exam Assessment. By the end of the term, students have developed a secure understanding of customer service, hospitality operations and employment within the industry, whilst continuing to build the practical confidence and technical competence required for future assessment and progression.	
Summer 1 Assessment:	This assessment evaluates students' understanding of hospitality operations, customer service and employment within the hospitality and catering industry. Learners demonstrate their knowledge of customer requirements, front and back of house operations, communication, service styles, employment contracts and the importance of equality and diversity. The assessment combines recall, application and extended-response questions, encouraging students to apply their knowledge to realistic hospitality and catering scenarios. Learners will analyse customer needs, recommend suitable service approaches and explain how businesses can create positive customer experiences. Particular emphasis is placed on students' ability to justify decisions using hospitality and catering terminology and to apply knowledge within vocational contexts. The assessment develops analytical and evaluative skills whilst preparing students for the style of questions encountered in the WJEC Unit 1 examination. The assessment provides an opportunity to identify strengths and areas for development before the final	

	revision and consolidation phase of Year 10, ensuring students are well prepared for the transition into Year 11.	
Summer 2	Students consolidate and apply the knowledge, understanding and practical skills developed throughout Year 10 whilst preparing for the transition into Year 11. The term focuses on bringing together learning from across the specification, enabling students to make links between hospitality operations, customer requirements, food safety, nutrition and practical food production. Learners continue to develop advanced practical skills through a range of increasingly challenging dishes, building confidence in planning, organisation, time management and presentation. Students are encouraged to work more independently, applying food safety procedures, production planning techniques and quality control measures whilst producing dishes that demonstrate technical skill and creativity. Students are introduced to the structure and requirements of the Non-Exam Assessment (NEA) and begin developing the analytical and planning skills required for successful completion in Year 11. Through a mock NEA, learners analyse a brief, identify customer needs, select suitable dishes and justify their decisions using nutritional and hospitality knowledge. Students also begin developing production plans and evaluating how dishes meet the requirements of specific customer groups. Throughout the term, learners strengthen their ability to apply theory to vocational contexts, using knowledge from nutrition, menu planning, customer requirements and	

	practical food production to support decision-making. Opportunities are provided for students to evaluate dishes, justify choices and reflect on their own performance, developing the extended writing skills required for both the NEA and Unit 1 examination. The term concludes with revision, retrieval and reflection activities that allow students to revisit key concepts from across Year 10. Students identify strengths and areas for development, review examination-style questions and evaluate their progress throughout the course. By the end of the term, learners have developed the confidence, independence and subject knowledge required to begin Year 11 and successfully undertake both the Unit 1 examination and Unit 2 Non-Exam Assessment.	
Summer 2 Assessment:	Students complete a mini mock NEA designed to assess their ability to apply knowledge and skills from across the Year 10 curriculum. Learners analyse a hospitality and catering brief, identify customer requirements, select suitable dishes and justify their choices using nutritional and hospitality knowledge. Students produce planning documentation that demonstrates their understanding of menu planning, customer needs, nutrition and practical food production. They will select appropriate dishes, explain how the dishes meet the needs of the customer and create a production plan showing organisation, timing and food safety considerations. Practical work is used to assess students' ability to apply	

	food preparation, cooking, presentation and food safety skills independently. Learners are expected to demonstrate effective organisation, time management and quality control while producing dishes that meet the requirements of the brief. The assessment concludes with a written reflection in which students evaluate their choices, practical performance and overall outcomes. This develops the evaluative and analytical skills required for both the formal NEA and the Unit 1 examination.	
What will a student know by the end of each year? Why?	By the end of Year 10, students will have developed a secure foundation of knowledge and practical skills across the WJEC Hospitality and Catering specification. They will understand the importance of food safety, nutrition, customer requirements, menu planning and the operation of the hospitality and catering industry, whilst developing the practical food production skills required for successful progression into Year 11. Students will know how hospitality and catering businesses operate, including the roles and responsibilities of staff, front and back of house operations, types of service, customer requirements and employment practices. They will understand how businesses meet the needs of a diverse range of customers whilst maintaining high standards of customer service, safety and professionalism. Learners will understand the causes of food-induced ill health and the measures used to prevent it. They will have developed knowledge of food safety legislation, HACCP,	By the end of Year 11, students will have developed a comprehensive understanding of the hospitality and catering industry and the knowledge, skills and confidence required to succeed in both the WJEC Unit 1 examination and Unit 2 Non-Exam Assessment. They will understand how hospitality and catering businesses operate and how organisations meet customer needs whilst maintaining high standards of food safety, professionalism and customer service. Students will know the different types of hospitality and catering provision and be able to analyse how services, facilities and operations vary between establishments. They will understand customer requirements, inclusion, accessibility and customer service, enabling them to explain how businesses adapt their provision to meet the needs of a wide range of customers.

	Environmental Health Officers, food poisoning bacteria, allergies, intolerances and contamination, enabling them to explain how hospitality businesses protect customers and comply with legal requirements. Students will have developed a strong understanding of nutrition, including the functions and sources of macronutrients and micronutrients, the nutritional needs of different groups and the effect of cooking methods on nutritional value. They will be able to apply this knowledge when making decisions about dishes, menus and customer needs. Learners will understand the factors that affect menu planning, including customer requirements, cost, profit, nutrition, sustainability, food miles and seasonality. They will be able to justify food choices and evaluate how hospitality businesses make decisions when planning menus and food provision. Through a wide range of practical activities, students will have developed confidence in food preparation, cooking and presentation techniques. They will demonstrate safe and hygienic working practices, effective organisation, time management and production planning skills whilst producing increasingly complex dishes. Students will also have been introduced to the requirements of the Non-Exam Assessment and will have completed a mock NEA, enabling them to analyse briefs, select suitable dishes, justify decisions, plan production and evaluate outcomes. This knowledge and skill development provides the	Learners will have a secure understanding of health and safety and food safety within hospitality and catering environments. They will understand HACCP, food safety legislation, the role of the Environmental Health Officer, food poisoning bacteria and the causes of food-induced ill health. Students will be able to apply this knowledge to realistic scenarios and justify the control measures required to protect customers, employees and businesses. Students will understand the principles of nutrition and be able to explain the functions and sources of macronutrients and micronutrients, the nutritional requirements of different groups and the impact of cooking methods on nutritional value. They will be able to apply nutritional knowledge when analysing customer needs, planning dishes and evaluating food choices. Learners will understand the factors affecting menu planning, including cost, profit, nutrition, customer requirements and environmental considerations such as sustainability, seasonality and food miles. They will be able to evaluate how hospitality businesses make menu decisions and justify choices using evidence and vocational understanding. Students will understand employment practices within the hospitality and catering industry, including contracts of employment, benefits and remuneration, qualifications, training opportunities and career progression. They will also understand
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	foundation for success in Year 11 by preparing students for both the Unit 1 examination and the Unit 2 Non-Exam Assessment. It equips learners with the theoretical understanding, practical competence and analytical skills required to perform successfully in the qualification and supports progression into further study and careers within the hospitality and catering industry.	the operation of front and back of house departments, communication, teamwork and the different types of service used within the industry. Through the completion of the Unit 2 Non-Exam Assessment, students will have developed the ability to analyse a brief, identify customer requirements, justify dish choices, assess nutritional suitability, create production plans and evaluate their own performance. They will have demonstrated independence, organisation, problem-solving and evaluative skills whilst producing dishes under assessment conditions. Students will also have developed a wide range of practical food preparation and cooking skills. They will be able to work safely and hygienically, manage their time effectively, follow production plans and apply a variety of preparation, cooking and presentation techniques to produce dishes of a professional standard. This knowledge and skill development equips students with the theoretical understanding, practical competence and analytical skills required for success in the WJEC qualification. It also prepares them for further education, apprenticeships and future careers within the hospitality, catering and wider food industries.
Extra-Curricular Opportunities Opportunities to get involved in preparing food for open evening and other events		

Visiting professionals