Outline scheme of work for single award Catering

This scheme of work covers the following units for Catering:

- Unit 1: Catering skills related to food preparation and service
- Unit 2: Catering, food and the customer

This suggested scheme of work is based on six terms and is therefore suitable for a three-term year. Teachers should read the specification and accompanying notes before planning their own scheme of work.

Any scheme of work will depend on the following:

- number of lessons
- length of lessons
- facilities
- number of students
- ability of students
- staffing
- experience and confidence of staff
- money and resources.

There are also other factors to consider:

- Plan to teach basic skills (knife skills, vegetable cuts, sauce making, pastry making, cake making) early in the course so that students can build up their skills and confidence.
- Use a bank of tried and tested recipes so that the students can develop their skills.
- Allow plenty of time for each controlled assessment so that the students are well prepared for each task.

The following list shows how the main elements of the course can be taught.

| The industry – food and drink | Theory and visits |
| Jobs, employment and training | Theory and visits |
| Health, safety and hygiene | Practical and theory |
| Food preparation, production and presentation | Practical and theory |
| Nutrition and menu planning | Theory and practical |
| Costing and portion control | Practical and theory |
| Specialist equipment | Practical and theory |
| Communication and record-keeping | Theory and practical |
| Environmental considerations | Theory and practical |
### Term 1: Practical
- Vegetable cuts
- Sauces – béchamel
- Main-course dishes using chicken e.g. creamed chicken and mushrooms, chicken chasseur
- Desserts – simple cheesecake, gâteau, profiteroles
- Short-crust pastry – quiche
- Sugar pastry – Bakewell tart
- Ready made puff pastry – sausage rolls and pinwheels
- Christmas cookery – chocolate log and mince pies

### Term 1: Theory
- Knives
- Kitchen uniform
- Health, safety and hygiene – food hygiene laws, laws relating to food handlers, HACCP, fire and accident prevention, simple first aid, HASAWA, risk assessment
- Food contamination, food poisoning, temperature control
- Portion control and costing
- Types of establishments providing food and drink
- Restaurant comparison
- Qualities and duties of wait staff

### Term 2: Practical
- Afternoon tea – scones, butterfly cakes, biscuits, pastry items, sandwiches
- Finger buffet – vol au vents, mini quiches, chicken bites
- Fork buffet – cold curried chicken, salads
- Ploughman’s lunch – own bread rolls
- Bar snacks – filled rolls or sandwiches, pizzas, jacket potatoes, pastry item or salad
- Rich yeast mixtures

### Term 2: Theory
- Styles of food service – self-service, and wait service, fast food, cafeteria, take-away, buffet, plate, vended and travel service
- Kitchen and restaurant brigades (job roles)
- Communication and record-keeping
- Basic nutrition related to healthy eating guidelines
- Menu planning – basic menu plan
- Types of menu (à la carte, table d’hôte, themed)
- Writing menus (in correct order)

### Term 3: Practical
- Simple two-course meals
- Dishes showing use of commodities – eggs, dairy products, cereals, flour, rice, pasta, fresh fruit and vegetables
- Controlled assessment task 1

### Term 3: Theory
- Commodities (tasting and trialling sessions)
- Environmental issues – conserving water and energy
- Preparation and planning for controlled assessment task 1
### Term 4 Practical
- Hot and cold main-course dishes and desserts
- More advanced dishes using meat, fish and poultry
- Healthy eating – adapted recipes
- Wise use of convenience foods
- Preparation of meals for specific groups – elderly, children, vegetarians, vegans, people with special dietary needs and food intolerances

### Term 4 Theory
- Nutrition and menu planning for specific groups
- Food allergies and intolerances
- Multi-cultural influences
- Specialist equipment for food prep and food service
- Kitchen design and equipment
- Modern food preservation systems – cook-chill, cook, freeze and sous-vide
- Convenience foods

### Term 5 Practical
- Research, free choice and trialling in preparation for controlled assessment task 2
- Controlled assessment task 2

### Term 5 Theory
- Use of food tables or computer analysis programmes
- Costing and profit margins
- Preparation for controlled assessment task 2 (research, planning, time plans, evaluation to include customer acceptability, nutritional analysis, costing and profit margins)

### Term 6 Theory
- The catering industry – careers and training available
- Contract catering
- Current legislation
- Outstanding theory work
- Revision exercises – concentrate on health, safety and hygiene, and nutrition
- Preparation for theory examination

### Outline scheme of work for single award Hospitality

This scheme of work covers the following units for Hospitality and Catering:
- Unit 3: Hospitality skills related to events and functions
- Unit 4: Hospitality and the customer

This suggested scheme of work is based on six terms and is therefore suitable for a three-term year. Teachers should read the specification and accompanying notes before planning their own scheme of work. Your own scheme of work will depend on the number of lessons scheduled each week and how long the lessons are. Always ensure that you have enough time to plan the events effectively, and allow the students time to complete their portfolio of evidence. They should do this as they complete the work and not after the event.
The following list shows how the main elements of the course can be taught.

| The industry – hospitality | Theory and visits |
| Types of service provided and related client groups | Theory and visits |
| Jobs, employment and training | Theory and visits |
| Menu planning, preparation and presentation | Practical and theory |
| Planning for functions and events | Practical and theory |
| Costing menus and events | Practical and theory |
| Customer care | Theory and visits |
| Standards of service | Theory, visits and practical |
| Communication and teamwork | Theory, visits and practical |
| Environmental issues | Practical and theory |

**Term 1 Practical**
- Vegetable cuts
- Sauces – béchamel, lasagne
- Main-course dishes using chicken – creamed chicken and mushrooms, chicken chasseur
- Desserts – simple cheesecake, gâteau, profiteroles
- Short-crust pastry – quiche, lemon meringue
- Sugar pastry – Bakewell tart
- Ready made puff pastry – sausage rolls
- Christmas cookery – chocolate log and mince pies

**Term 1 Theory**
- Knives
- Kitchen uniform
- Health, safety and hygiene – food hygiene laws, laws relating to food handlers, HACCP, fire and accident prevention, risk assessment
- Food contamination, food poisoning, temperature control
- Portion control and costing
- Types of establishments providing food, drink and accommodation

**Term 2 Practical**
- Afternoon tea – scones, butterfly cakes, biscuits, pastry items, sandwiches
- Finger buffet – vol au vents, mini quiches, chicken bites
- Fork buffet – cold curried chicken, salads
- Practice hospitality event – suggest buffet-style service so that students can see how to hold an event

**Term 2 Theory**
- Styles of food service – self-service and wait service, fast food, cafeteria, take-away, buffet, plate, vended and travel service
- Kitchen and restaurant brigades (job roles)
- Basic nutrition related to healthy eating guidelines
- Menu planning for events
- Planning for hospitality events
- Costing for hospitality events
## Part 1: Schemes of Work

### Term 3 Practical
- Simple two- and three-course meals
- Dishes showing a range of skills already acquired
- Developing practical skills, turning vegetables, stocks and sauces
- Presentation of meals

### Term 3 Theory
- Types of service and relevant client groups
- Menu planning for specific client groups
- Preparation of dishes made

### Term 4 Practical
- Trialling recipes for hospitality event to include hot and cold starters, main-course dishes and desserts
- Adapted recipes – healthy eating
- Special dietary needs
- Hospitality event – suggest sit-down meal as it allows students to develop their skills
- Table laying skills

### Term 4 Theory
- Nutrition and menu planning for specific groups
- Food allergies and intolerances
- Multi-cultural influences
- Communication and teamwork
- Research and planning for a hospitality event
- Evaluation of event
- Customer care

### Term 5 Practical
- Accompaniments and garnishing
- Beverages – non alcoholic, cocktails, hot and cold drinks
- Snack dishes – paninis, toasties, pies, Ploughman’s lunch, filled rolls or sandwiches, pizzas, jacket potatoes
- Plan and prepare end of term party

### Term 5 Theory
- Standards of service
- Environmental issues
- Communication and teamwork, including ways to communicate and keep records
- Dealing with customer complaints
- Completing scenario exam questions

### Term 6 Theory
- The hospitality industry – careers and training
- Complete outstanding theory work
- Revision exercises – concentrate on customer care, job descriptions and roles, environmental issues, menu planning and standards of service
- Preparation for theory examination(s)
Your detailed schemes of work should be written specifically for the needs of your own students and centre. The following is a suggestion of how it may be done with reference to the textbook and this Guide. If you have a system where practical and theory lessons are separate, you would need to write the scheme accordingly.

**Detailed section of a scheme of work for single award Catering**

This detailed scheme of work is for an eight-week period of lessons. It could be used at the start of the catering course as it focuses on developing essential skills. It shows how the textbook and this Guide can be used as an integral part of lessons.

This example incorporates theory work into each practical session. Specific learning objectives and starter, plenary and homework activities may need to be added depending upon school policy.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Textbook/Teacher Guide</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1    | Discuss types of knives, uses, sharpening and safety  
Standard vegetable cuts and their uses  
Practical standard vegetable cuts | Page 41 of textbook  
1.6 of Guide | Ingredients and equipment – chopping board, knives, plate or paper for peelings |
| 2    | Classification of vegetables  
Vegetable soup using brunoise vegetable cuts | Pages 40, 41 and 57 of textbook  
1.6/7 of Guide | Ingredients and equipment as for week 1, plus pans |
| 3    | Bechamel sauce to make cauliflower cheese, eggs Mornay, tuna Mornay, chicken Mornay, macaroni cheese or leeks and ham in cheese sauce  
Theory work on sauces | Page 45 of textbook  
1.6 of Guide | Ingredients and equipment as for week 1, plus grater, jug and spoons |
| 4    | Velouté sauce to make creamed chicken and mushrooms  
Demonstration of garnishes: lemon wedges, butterflies twists; parsley chopped and sprig; tomato slices, wedges; bacon rolls  
Homework preparation of garnish | Page 45 of textbook  
1.6 of Guide  
Plus Activity 8 from 1.2 relating to serving food on different coloured backgrounds | Ingredients and equipment as for week 1, plus coloured card or napkins |
| 5    | Lemon cheesecake – special emphasis on portion control (and costing)  
Theory on portion control and costing | Page 94 of textbook  
1.8 and 1.11 of Guide  
Costing activity | Ingredients and equipment – bowl, whisk, spoons, grater and knives |
### Detailed section of a scheme of work for single award Hospitality

Using the detailed scheme of work shown earlier, this example shows how additional theory lessons (shaded) could be used between each practical lesson. This could be used at the start of the Hospitality course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Textbook/Teacher Guide</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discuss types of knives, uses, sharpening and safety</td>
<td>Pages 40, 41 and 57 of textbook</td>
<td>Ingredients and equipment – chopping board, knives, plate or paper for peelings</td>
</tr>
<tr>
<td></td>
<td>Standard vegetable cuts and their uses</td>
<td>1.6 and 1.7 of Guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical standard vegetable cuts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make into a soup</td>
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<tr>
<td>2</td>
<td>Types of establishments and service provided</td>
<td>Pages 1–7 and 126–32 of textbook</td>
<td>Textbooks, Guide and student workbooks</td>
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<tr>
<td></td>
<td></td>
<td>1.1, 1.2, 3.1 and 3.2 of Guide</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bechamel sauce to make lasagne</td>
<td>Page 45 of textbook</td>
<td>Ingredients and equipment</td>
</tr>
<tr>
<td></td>
<td>Recap on chopping onion</td>
<td>1.4 and 1.8 of Guide</td>
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<td></td>
<td>Theory work on culinary terms, sauces and food safety</td>
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<tr>
<td>4</td>
<td>Job roles, employment and training</td>
<td>Page 8–12 and 133–6 of textbook</td>
<td>Textbook, Guide, student workbooks and job roles game</td>
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<td>1.3 and 3.3 of Guide</td>
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<td></td>
<td></td>
<td>Job roles game</td>
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</tbody>
</table>
**Detailed scheme of work for the hospitality event**

This detailed scheme of work is for 18 theory lessons and could be used as a basis for your own scheme of work for the event.

This example shows the theory work only. Practical sessions will be dependant on the type of event and should include appropriate dishes for the students to trial prior to the actual event. Starter, plenary and homework activities may need to be included depending on school policy. It is recommended that these 18 lessons be taught in order to meet the criteria in the specification for Unit 3: Hospitality skills related to events and functions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Textbook/Teacher Guide</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to holding an event</td>
<td>Pages 137, 180 and 181 of textbook 3.4 (1) of Guide</td>
<td>Textbook, Guide and student workbooks</td>
</tr>
<tr>
<td>2</td>
<td>Analyse results of questionnaire</td>
<td>Pages 137–47 of textbook 3.4 (2) of Guide</td>
<td>Textbook, Guide, student workbooks and additional teacher notes</td>
</tr>
<tr>
<td>3</td>
<td>Decide on a venue for the event</td>
<td>Page 137 of textbook 3.4 (3) of Guide</td>
<td>Textbook, Guide, student workbooks and photographs of suitable areas</td>
</tr>
<tr>
<td>Week</td>
<td>Content</td>
<td>Textbook/Teacher Guide</td>
<td>Resources</td>
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<tr>
<td>4</td>
<td>Job roles required to hold the event successfully</td>
<td>Pages 8, 9 and 146 of textbook 3.4 (4) of Guide</td>
<td>Textbook, Guide, student workbooks and job roles game</td>
</tr>
<tr>
<td>5</td>
<td>The importance of teamwork when holding an event Qualities of a team leader</td>
<td>Pages 171–4 of textbook 3.4 (5) of Guide</td>
<td>Textbook, Guide and student workbooks</td>
</tr>
<tr>
<td>6</td>
<td>Research on nutrition and special diets</td>
<td>Pages 67–81 of textbook 3.4 (6) and 1.9 of Guide</td>
<td>Textbook, Guide and student workbooks</td>
</tr>
<tr>
<td>7</td>
<td>Research on types of menus suitable for the event</td>
<td>P138 Textbook 3.4 (7) of Guide</td>
<td>Textbook, Guide, student workbooks, sample menus and additional teacher note examples</td>
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<tr>
<td>8</td>
<td>How to set a table and serve customers correctly Napkin-folding techniques</td>
<td>Pages 92, 142 and 145 of textbook 3.4 (8) of Guide</td>
<td>Textbook, Guide, student workbooks, additional teacher notes, range of cutlery, crockery, tablecloths and napkins</td>
</tr>
<tr>
<td>9</td>
<td>How to write up a practical session as evidence for portfolio</td>
<td>Page 65 of textbook 3.4 (9) of Guide</td>
<td>Textbook, Guide, student workbooks and additional teacher notes</td>
</tr>
<tr>
<td>10</td>
<td>Food safety and hygiene (This section could take more than one lesson and could be incorporated within the practical sessions)</td>
<td>Pages 13–20 of textbook 3.4 (10) and 1.4 of Guide</td>
<td>Textbook, Guide, student workbooks and additional teacher notes</td>
</tr>
<tr>
<td>11</td>
<td>How to complete a risk assessment and fire drill for event</td>
<td>Page 21–3 and 184 of textbook 3.4 (11) and 1.4 of Guide</td>
<td>Textbook, Guide, student workbooks and additional teacher notes</td>
</tr>
<tr>
<td>12</td>
<td>Research on menu layouts Produce tickets and menus for event</td>
<td>Pages 138–9 of textbook 3.4 (12) of Guide</td>
<td>Textbook, Guide, student workbooks, additional teacher notes and examples of menus</td>
</tr>
<tr>
<td>13</td>
<td>Planning on types of service and serving customers correctly</td>
<td>Pages 138 and 142 of textbook 3.4 (13) of Guide</td>
<td>Textbook, Guide, student workbooks and equipment to practise serving</td>
</tr>
<tr>
<td>14</td>
<td>Costing out the event How to cost out individual dishes and include profit</td>
<td>Pages 143–4 and 148–9 of textbook 3.4 (14) and 3.5 of Guide</td>
<td>Textbook, Guide, student workbooks and list of ingredients used</td>
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</tbody>
</table>
### Lesson planning

The following pro forma can be used to write detailed lesson plans that your institution or Ofsted may require.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Textbook/Teacher Guide</th>
<th>Resources</th>
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<tbody>
<tr>
<td>15</td>
<td>Producing a time plan for the event to include group and individual work</td>
<td>Page 119 of textbook 3.4 (15) and 2.4 of Guide</td>
<td>Textbook, teacher guide, student workbooks, recipes for event</td>
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<tr>
<td>16</td>
<td>Planning the kitchen and restaurant for the event including cooking, serving and eating areas</td>
<td>Pages 131 and 169–70 of textbook 3.4 (16) of Guide</td>
<td>Textbook, Guide, student workbooks and examples of setting rooms for events</td>
</tr>
<tr>
<td>17</td>
<td>Writing up the event for portfolios including photographic evidence</td>
<td>Page 186 of textbook 3.4 (17) of Guide</td>
<td>Textbook, Guide, student workbooks and additional teacher notes</td>
</tr>
<tr>
<td>18</td>
<td>Evaluation of the event and theory work</td>
<td>Page 187 of textbook 3.4 (18) of Guide</td>
<td>Textbook, Guide, student workbooks and additional teacher notes</td>
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<td>Date</td>
<td>Lesson/period</td>
<td>Group/level</td>
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<td>Lesson title/topic</td>
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<td>Lesson objectives</td>
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<td>Learning outcomes</td>
<td>By the end of this lesson students should:</td>
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<td>Starter</td>
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<td>Student activities</td>
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<td>Comments</td>
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