

Curriculum Design

Curriculum Overview

WJEC Hospitality						
Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 10	AC4.1 Hygiene and Hazards Food spoilage Microbes Pathogens	AC4.2-4.3 Environmental Health Officer Legislation and regulations	AC1.1 What is hospitality and catering Job Roles Ratings and Reviews Services Accommodation	AC1.1-1.2 Services Suppliers Commercial/non commercial	AC1.2-1.3 Rates of pay Rights and responsibilities Qualifications Attributes	AC1.4 Influences to the hospitality and catering industry
Year 11	AC3.1-3.3 Legislation and regulations Health and safety procedures in the workplace	AC2.1 Operations Workflow Layout	AC2.3 Catering provisions Customer influence	AC1.3/3.1 Working conditions and requirements Customer care/complaints	AC5.1 Scenarios REVISION	EXAMS

Curriculum design | "Why this, why now?"

In Hospitality and Catering, we strategically plan for students' development of knowledge and academic confidence, to ensure that they understand the demands of both the Hospitality and Catering industry so many of them hope to join at the end of their study. This begins from the first lesson and ends on results day. We believe that this prepares them, from the outset, for the expectations of our department and the standard of work and effort that is expected of them.

Example 1- The exam board that is chosen enables pupils to have a broad understanding of many areas of the industry with key elements that are transferrable across different career paths

Example 2- Year 10 will start developing their understanding of nutrition and customer groups that have specific needs. This is to prepare for the final NEA brief that is released in September of each year.

Example 3- Students regularly return to the theoretical framework as the core set of concepts that underpin everything we do in the subject. Each lesson begins with a clear explanation of which element of the framework we'll be using across the lesson and students have access to knowledge organisers to help with this. We build in more complex concepts as we progress and carefully remove scaffolding to ensure that the students regularly can test their knowledge of the theoretical framework and to apply its core concepts to whatever we happen to be studying at any given point in the course.