

Lever Park, Bolton Impact Trust Vocational Development Curriculum

Rationale

The Vocational Development Curriculum rests in our determination that all young people enjoy a wide range of subjects and practical experiences to re-engage and reduce the 'fear factor' towards learning. Our Vocational Development Curriculum gives our students a greater sense of purpose as they experience learning as a direct conduit into industry, training and ultimately employment. Students grow in confidence, think independently and creatively through the explicit teaching of knowledge and skills they need to understand in order to master the introductory standards in their Vocational discipline. While providing continual development, students gain an insight into the local and national world of work through frequent encounters with higher education providers and experts from the labour market. For many of our students this is where they experience success and find an enjoyment in education for the first time which supports them to grow as well-rounded and responsible citizens who can fulfil their potential and their ability to play a positive role in society. Our Vocational development curriculum retains a dual-purpose with course specifications (knowledge, understanding, skill) set alongside relationship building and personal development – that is, developing young people into trusting, engaged and responsible members of family units, future education establishments, future workplaces and wider society.

The aim and vision of the Vocational Development Curriculum at Lever Park is to provide every pupil an opportunity to sample contextualized real-life experiences in an array of fields, including: Farming and horticulture, Motor Mechanics and associated fields, Photography and the catering industry. The department aims to ensure that pupils can experience and build up skills/ qualities closely in line with those which they would experience in a working setting. The vocational offer provided covers a broad spectrum of skills, experiences and fields of work. Each course has uniquely selected units that provide each pupil with the basic skills needed to successfully transition onto further educational studies. Each course within the vocational department ensures that all pupils can successfully follow timely and manageable progression, building up a knowledge of basics skills before extending to advanced practices and qualification.



Knowledge

We ensure that throughout the Vocational Development curriculum pupils acquire the key knowledge required to:

- Keep themselves safe in the workplace
- Understand industry practices
- Make informed decisions about their future career
- Learn the skills required to do the job correctly and safely
- Understand how knowledge and skills from academic subjects like maths and English are used in the economics of industry and to do jobs successfully



Character

We aim to encourage pupils to re-engage in learning and be ambitious for themselves and their future. We ensure that pupils develop their character by developing their employability skills and learning what is expected of an employee. We teach and promote positive attitudes, skills and attributes such as:

- Independence
- Self-motivation
- Thinking ahead
- Relationship building
- Well-informed decision making
- Punctuality
- Being well-planned and organised
- Presenting themselves professionally
- Acting upon instructions
- Working as part of a team
- Responding constructively to feedback
- Helping colleagues to develop
- Communicating effectively
- Dealing with people effectively and compassionately
- Following rules around health and safety



Creativity

We ensure that pupils have the opportunity to be creative in their vocational studies and we enable them to confidently express themselves. Pupils learn to listen to clients' needs and respond appropriately; to observe demonstrations and the work of others and through experience and practice to develop their confidence to deliver their own creative vision.



Innovative Thinking

We inspire pupils to:

- Think innovatively
- Problem-solve
- Plan effectively and creatively
- Work around problems and issues, thinking about the best products and tools to use for the job
- Work safely and hygienically
- work economically and to understand the importance of image and marketing



Transform

We will ensure that pupils have the skills and knowledge to:

- Pursue a career in a specific vocation
- Build a professional mindset and characteristics
- Build a passion and enthusiasm for their career
- Develop a good work ethic
- Have an economic understanding for life and work
- Understand productive working practices
- Develop Independence into adulthood
- Take pride in their work and their achievements
- To become confident in their ability
- To present themselves to the world in a professional manner

Curriculum Design

Curriculum Design

The Vocational Development Curriculum at Lever Park is designed to ensure that all aspects of cultural capital are met. We ensure that within each course there is opportunity to experience genuine experiences outside of the classroom, including those of sheep sheering on a farm in the Yorkshire Dales, working within a local restaurant (Spice Valley), meeting industry practitioners such as those within the motor mechanic industry (suppliers) and numerous other experiences. Cultural capital is very much a focus within the department and ensuring an authentic experiences is paramount to the success of each area.

The Vocational Development Curriculum is based very much around successful transition into further education and job opportunities. The courses are all taught with industry practices in mind and are delivered to ensure that an authentic experience and learning environment is achieved. Progression steps are available in each course with pupils being able to study courses from entry level through to level 2. Each course carefully considers the industry standards and expectations in its planning. Courses within the department begin by providing pupils with basic knowledge which will support further development within their chosen area. The courses have identified key areas within each profession and build knowledge progressively to enable successful development.

Careful evaluation of destination data is carried out each year to inform future practices and adaptation to course and unit delivery. Each subject teacher strives to gain further knowledge of career/progression aspiration of each individual pupil and will adapt courses to meet/ support their aspirations. Each subject within the vocational department will and can alter units according to need. E.g., if a pupil has shown a significant interest to work as a welder or as a car paint technician then units linked to these jobs will be supplemented.

Key stage 3 pupils are offered 2 sessions of Vocational studies a week and this is on a carousel so pupils experience all the different areas within the vocational curriculum. Pupils in Key Stage 4 are timetabled 2 afternoons per week (4 lessons in total) where they choose 2 of the vocational options they would like to continue and they complete the course within the subjects chosen.

Our Key Stage 4 curriculum offer allows flexibility within the BTEC qualifications where pupils can gain either a pass, merit or distinction based on their ability. This also supports pupil who may arrive at Lever Park part way through a year as Unit 1 and 2 for the BTEC qualification is completed during the Careers timetabled lessons. Pupils are also able to claim multiple units from different subjects such as Sport, Science, Careers, Vocational subjects and skill gain a qualification to help support pupils post 16.

At Lever Park School we offer the following vocational subjects:

Animal Care
Motor Vehicle
Land Based Studies
Art and Design
Hospitality and Catering
Photography
Vocational Studies

By creating positive educational experiences for our young people our mission is to re-engage young people with a meaningful education and prepare them for their next steps. Therefore, Vocational subjects at key stage 4 follow Pearson's Btec specifications, City and Guilds and NCFE which are all recognised nationally by colleges, post-16 training providers and apprenticeships.

Lever Park offer taster sessions in Vocational Subjects at Key stage 3 again to re-engage young people in education and to expose them to the world of work and potential career choices.

Reading is a vital part of our curriculum to develop not only reading skills but also students' range of vocabulary and comprehension skills. Our Vocational subjects focus the importance of subject vocabulary within their delivery to develop content knowledge and aid reading in lessons. In class, subjects design engaging and enjoyable activities that encourage students to read for information. Vocational subjects will use a range of 'real life' texts from the specific industry to illustrate how companies target an audience and create clarity of purpose.

Vocational subjects are delivered by teachers and Level 7 Learning Mentors, all of whom have worked in the industry that they teach about. They bring their industry expertise and knowledge to the classroom and are able to provide pupils with a real insight into the world of work within that particular subject.

The vocational curriculum acknowledges that for most of our pupils these are subjects that they will not have studied before. They may have some knowledge and experience of them stemming from an outside interest or hobby but are unlikely to have studied them before in a school setting. The individual subjects plan schemes of learning which is sequenced so that pupils are introduced to the subject and their knowledge and experiences are developed over time, and also highlight to pupils where links exist between these new subjects and the subjects that they have been studying in school for some time. Key knowledge and skills which are common across vocational subjects and more traditional subjects are highlighted and delivered in the same way.

Schemes of learning are produced using the standard Trust template below:

Topic:	Key Outcomes:	Knowledge required to be revisited and retrieved to help pupils make links to new knowledge and to deepen their understanding:	New Component Knowledge:	Subject Specific Vocabulary:	Planning for Common Misconceptions:

Assessment and Progress in Vocational Development

In Key Stage 4 the assessment criteria used is from the BTEC qualification. Each unit delivered has very clear assessment criteria broken up into Pass, Merit or Distinction. Pupils are assessed against these criteria for each unit. For every subject there are robust moderation and verification processes in place. We have an Exams officer, Quality Nominee, Internal Verifier and Lead Internal Verifier who work closely with Pearsons to ensure all standardisation processes are completed to a high standard. All assessment plans are sent to the external verifier, to make them aware of which units are being completed and when. All units completed by all pupils are internally verified, which allows the vocational lead to monitor all pupils' progress across the Trust. It also allows the Vocational studies lead to monitor the quality of teaching and learning across the Trust.

Once work is verified and if agreed, the exams officer can submit the awarded grades onto Edexcel online. The external verifier will select a number of units across all subjects and will ask for a list of pupils who have completed the chosen units and their grades. They will then select a range of pass, merit and distinction work. They will wish to see this along with the Internal verifier's paperwork. Once all samples are checked and agreed a QCF report is released, enabling certification to be claimed for all pupils for all subjects.

In order to be ambitious for our pupils who study vocational qualifications we have agreed upon our expectations for 'good progress' in all subjects. We expect pupils to progress through from Award, to certificate and to diploma as per the table below:

Time spent studying the subject-	Expected Curriculum Journey
Two terms or more	Award
One full year	Certificate
Two full years	Diploma

For every unit completed we record the grade, our expectations of what good progress is in vocational studies is set out in the table below:

	Progress Measure	Vocational Subject grade
	Not Met	Fail
	Expected	Pass
	Exceeded	Merit
	Excelled	Distinction

A qualification in Land based studies can lead to a career for those who enjoy the outdoors, in the fresh air or like working with animals. It can also lead to working within the STEM sector, involving engines or machinery, or have an inspiration to help save the world from the impact of global warming. This career can also stretch across many disciplines, abilities, and area of expertise, from science or forestry to fishing or mechanics.

The Land Based sector, which is referred to by the UK Government as the agriculture, environmental, and animal care sector, offers a wide range of career opportunities. The term Land Based traditionally relates to farming and industries connected to the land and environment, including horticulture, food production, forestry, conservation, landscaping, and equine (horses).

The Students are given 2 years to complete a diploma qualification consisting of 10 Units. If time isn't available then 5 Units reward them with a Certificate, giving them the opportunity to further their education at college, take an apprenticeship or employment in garden centres, agricultural chemical manufacturing companies, livestock farms or fisheries, floristry, veterinary surgeries, educational institutions, stable and riding schools, zoos and wildlife parks, animal shelters and conservation trusts to name a few.

This subject focus:

- Animal care
- Growing plants
- Caring for and keeping plants healthy,
- Finding out about the Land-based sector,
- Horse riding under supervision
- Assist with the Care and non-ridden exercise of horses
- Caring for and feeding animals
- Moving and accommodating animals
- Using workshop tools in a land-based setting
- Using land-based machinery
- Preparing soil for planting
- Developing estate maintenance skills
- Riding horses under supervision
- Maintain the health of animals
- Maintaining sports fisheries
- Aquatic environments

Beyond the written curriculum, we aim to inspire pupils to broaden their horizons by working with employers and businesses that offer a wide range of opportunities within this job sector, immersing them in real life industry experiences.

Curriculum Intent

Autumn	Spring	Summer
Caring for and Feeding Animals	Moving and Accommodating Animals	Assist with Care and Non-ridden Exercise of Horses
<p>Plan for the routine care and feeding of specified animals to ensure their needs are met</p> <p>Carry out routine care and feeding tasks that meet the needs of specified animals</p> <p>Knowledge:</p> <p>Planning considerations for animal care and feeding, ensuring animal needs are met</p> <p>Basic equipment and techniques used for handling, health checking and feeding animals</p> <p>Transferable Skills:</p> <p>Planning</p> <p>Self-management</p> <p>Sector Skills:</p> <p>Basic assessment of animal health</p>	<p>Prepare to move and accommodate animals, ensuring their needs are met</p> <p>Work with others to move and accommodate animals safely</p> <p>Knowledge:</p> <p>Animal needs</p> <p>Equipment and techniques for moving, handling and restraining animals</p> <p>Equipment and resources involved in preparing accommodation for animals</p> <p>Awareness of animal movement/transport legislation</p> <p>Transferable Skills:</p> <p>Planning</p> <p>Working with others</p>	<p>Assist with the care and exercise of horses</p> <p>Review a horse's care and exercise needs.</p> <p>Knowledge:</p> <p>Planning considerations for horse care and exercise</p> <p>Sequence of activities required when caring for and exercising horses</p> <p>Basic equipment and techniques for handling horses</p> <p>Identifying signs of ill health and knowing procedures to follow</p> <p>Factors that affect a horse's care and exercise needs</p> <p>Transferable Skills:</p> <p>Planning</p>

<p>Following care and feeding plans and providing feed and water to animals</p> <p>Managing own safety when caring for and feeding animals Using appropriate equipment and tools</p>	<p>Sector Skills:</p> <p>Animal handling and movement skills</p> <p>Preparing accommodation for animals</p> <p>Managing own safety when moving animals and preparing accommodation</p> <p>Using appropriate equipment and techniques</p>	<p>Self-management and development</p> <p>Sector Skills:</p> <p>Basic assessment of horse's health</p> <p>Following care and exercise plans</p> <p>Managing personal safety and that of the horses when working with them</p> <p>Following guidance when using tools and equipment to ensure own and others safety</p> <p>Reviewing care and exercise needs</p>
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Assessment Descriptors

Unit	Pass	Merit	Distinction
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<p>Unit LBS6 Caring for and Feeding Animals</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Produce an outline plan in preparation for routine care and feeding tasks to meet the needs of specified animals. • Carry out animal care and feeding tasks, meeting some of the needs of the animals. 	<p>Learners:</p> <ul style="list-style-type: none"> • Produce a plan in preparation for routine care and feeding tasks for specified animals, outlining how it meets their needs. • Carry out routine care and feeding tasks efficiently, meeting most of the needs of the animals. 	<p>Learners:</p> <ul style="list-style-type: none"> • Produce a detailed plan in preparation for routine care and feeding tasks for specified animals, describing how it meets their needs. • Carry out routine care and feeding tasks confidently, meeting the needs of the animals.
<p>Unit LBS 7 Growing Plants</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Produce an outline plan to prepare to move and accommodate an animal to meet its needs. • Demonstrate limited ability to follow procedures correctly when moving and accommodating an animal. • Demonstrate some ability to work with others when moving and accommodating an animal. 	<p>Learners:</p> <ul style="list-style-type: none"> • Produce a plan to prepare to move and accommodate an animal, outlining how it meets its needs. • Demonstrate ability to follow procedures correctly when moving and accommodating an animal. • Demonstrate ability to work with others positively when moving and accommodating an animal. 	<p>Learners:</p> <ul style="list-style-type: none"> • Produce a detailed plan to prepare to move and accommodate an animal, describing how it meets its needs and covering contingencies. • Demonstrate ability to follow procedures correctly and confidently when moving and accommodating an animal. • Demonstrate ability to work with others responsibly and reliably when moving and accommodating an animal.
<p>Unit LS15 Assist with Care and Non-ridden Exercise of Horses</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Demonstrate limited ability to follow procedures correctly and safely when caring for and assisting with exercising horses. • Review the care and exercise needs for a given horse and scenario to produce a basic plan. 	<p>Learners:</p> <ul style="list-style-type: none"> • Demonstrate ability to follow most of procedures, correctly and safely when caring for and assisting with exercising horses. • Review the care and exercise needs for a given horse and scenario to produce a coherent plan. 	<p>Learners:</p> <ul style="list-style-type: none"> • Demonstrate ability to follow procedures safely and confidently when caring for and assisting with exercising horses. • Review the care and exercise needs for a given horse and scenario to produce a detailed and comprehensive plan.

Animal Care

In 2019 the animal care sector was worth approximately £1 billion to the UK economy. This sector covers 20,000 businesses, 78,000 employees and many volunteers. Career opportunities range from working in veterinary care, zoological collections, animal welfare charities, retail work, and agriculture.

The BTEC Animal care course is recognised and respected by employers, professional institutions and higher education establishments. A qualification in Animal Care can lead to many further education options, from academic A-levels to Level 3 qualifications. Our recently developed school farm also supports pupils with significant needs and a disrupted school history to re-engage and reduce the ‘fear factor’ towards learning. Animal Care gives our students a greater sense of purpose, supports them to grow in confidence and to think independently.

Curriculum Intent

KS3	Recognising farm animals	Providing food and water for poultry	Feed farm animals	Clean farm animal housing	Understanding animals	Handling animals.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entering (Typically outreach or pupils requiring significant support)	Pupils focus their emotions and wellbeing on spending time with animals and learning the basics of looking after animals. Pupils will benefit from building relationships with some of our animals and benefiting from animal therapy. This is regularly reviewed and pupils will then follow the curriculum outlined below once these gaps have been addressed.					
Emerging (Typically year 7 age-related level)	Pupils will know: <ul style="list-style-type: none"> Recognising farm animals Recognising male, female and young terms for farm animals. Understanding why animals’ sexes need to be identified. 	Pupils will know: <ul style="list-style-type: none"> Prepare and provide food and water. Why does the correct food need to be given Importance of cleaning. Safely using PPE and tools.	Pupils will know: <ul style="list-style-type: none"> Prepare and provide food and water. Why does the correct food need to be given Importance of cleaning equipment Different types of food. Feeding various different farm animals. Safely using PPE and tools. 	Pupils will know: <ul style="list-style-type: none"> How to prepare and clean farm animal housing Check tools and equipment are safe Use the correct PPE Have a good understanding of how to keep themselves and others safe. Using the correct equipment. 	Pupils will know: <ul style="list-style-type: none"> Understanding behaviours in animals. How to approach animals safely. What can spook an animal. 	Pupils will know: <ul style="list-style-type: none"> How to handle different animals. Keeping yourself and others safe. Wearing PPE Working well as a team.

<p>Developing (Typically year 8 age-related level)</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Developing a good understanding of how to identify animals. • Having a good understanding around the signs of male and female animals. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Maintain safety for self, others and animals. • Importance of providing food for animals • Importance of providing fresh water for animals 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • To follow instructions regarding feeding animals. • Measuring the correct amount of food. • Ensuring a healthy and balanced diet in animals. • Dangers of feeding the wrong food to animals 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Be able to clean animal housing out correctly and safely as part of a team. • Be able to clean arm animal housing out correctly independently. • Identify and report equipment and tools. • Monitor and report cleaning programmes and tasks completed. • Understanding the importance of cleaning housing out. • Working safely with equipment and tools. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Developing relationships with animals • Providing a calm and safe environment for animals. • A good understanding around basic health care in farm animals 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Key skills to handle farm animals. • Regular contact with various livestock • Importance of building confidence while working with animals
<p>Securing (Typically year 9 age-related level)</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Confidently being able to recognize farm animals • Ensuring animals are identified and reported • Completing identifications and your findings. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Treating animals to government legislation • Understanding how to look after an animal correctly. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Understanding the importance of a healthy balance diet for animals. • Feeding animals the correct feed. • Developing the best procedures for feeding animals. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Identify risks from poor hygiene and cleanliness. • Daily completed tasks around cleaning farm animal housing. • The dangers of not cleaning farm animal housing. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Providing the care and welfare for an animal. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Daily handling of farm animals. • Confidence in dealing with a distressed animal • Providing the care and welfare for an animal.

KS4	Recognising farm animals, their genders and their health	Clean farm animal housing	Feed young farm animals	Farm animal health	Principles and assist with the care of animals	Principles and assist with the care of animals
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Entering (Typically outreach or pupils requiring significant support)</p>	<p>Pupils will be taught the Animal care curriculum to help gain key skills in how to look after and assist with the care of animals. They will focus initially on the basics of looking after an animal and understands its needs. They will gain skills and knowledge of the welfare and wellbeing of looking after an animal. Some of the topics that they will touch on will on give them skills to be able to confidently look after an animal and guide them in the correct direction of how to treat and look out for animals.</p> <p>Pupils will also have the opportunity to work alongside various animals from domestic pets, reptiles to livestock animals. Pupils can develop a relationship with these animals and benefit from animal therapy as well as broadening their knowledge and developing new skills.</p> <p>This is regularly reviewed and pupils will then follow the curriculum outlined below once these gaps have been addressed.</p>					
<p>Emerging and Developing (Typically year 10 age-related level)</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Be able to recognise different farm animals. • Be able to discuss/ recognise the difference between a male and a female farm animal. • Recognise signs of health in farm animals. • Inspect and report an animal's health. • Maintain safety and hygiene while inspecting animals. • Have a good understanding of why animals 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • How to prepare and clean farm animal housing • Check tools and equipment are safe • Use the correct PPE • Have a good understanding of how to keep themselves and others safe. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Ensure feeding equipment is safe and ready to use. • Understand why feeding equipment should be checked for safety and cleanliness. • Prepare milk and feed milk to young farm animal. • Maintain their own safety during operations. • Understand the reasons why milk substitute is given to young farm animals. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Recognising genders and breeds of animals. • Recognising signs of good and poor health in animals. • Recognising farm animal identification and recording information. • Moving animals from one area to another safely. • Handle and restrain an animal during inspection and treatment. • Maintain safety and be able to identify hazards and risks that may occur. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Treat animals according to legislations. • How to minimise and what to look out for in stress in animals. • Provide animals with the opportunity to display natural behaviour and optimise health and well-being. • Monitor and report behaviour, physical condition, housing/ living areas and general health. • Feed animals correctly. • Maintain health and safety. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Describe how to promote the health and wellbeing of animals. • Understand health and safety and animal welfare legislation. • Understand why animals needs exercise and how much animals need. • Understanding ill health in different animal species. • Discuss examples of preventative care that will promote animals' welfare. • Understand why emergency

	should be checked.					<p>situations should be reported.</p> <ul style="list-style-type: none"> • Understanding feeding habits and appropriate methods of feeding. • Working in a safe and controlled manner.
<p>Developing and Securing (Typically year 11 age-related level)</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> • To be confident and develop a better understanding of different farm animal species. • Develop and maintain self-control while using equipment. • Develop team work skills. • Being able to work on a single task independently • Confidently identify farm animals. • The difference between working safely with animals. • The difference between working safely with others. • What a healthy animal looks like. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Understanding the importance of cleaning housing out. • Working safely with equipment and tools. <p>Identify risks from poor hygiene and cleanliness.</p> <ul style="list-style-type: none"> • Be able to clean animal housing out correctly and safely as part of a team. • Be able to clean farm animal housing out correctly independently. • Identify and report equipment and tools. • Monitor and report cleaning programmes and tasks completed. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The risks around feeding equipment not being checked regular. • The importance of milk supplement. • Understanding the risks if milk supplements aren't used. • Confidently prepare and feed milk supplement to a young farm animal (lamb/kid) • Identify risks of a young farm animal not being with its mother. • Why young farm animals have to be taken away from their mothers. • Safety of equipment. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • The importance of maintaining good animal health. • Promoting good health in farm animals. • How to handle animals • Understanding how and why an animal may need restraining. • How medicine, vaccinations and immunisations affect an animal's health. • Promoting good health in farm animals. • What are the effects of mistreating an animal • What are the consequences of mistreating/neglecting an animal • Identifying risks on the farm. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Agencies that support welfare and wellbeing of animals. • How to manage a team. • How to manage difficult situations. • Decision making. • Allowing animals to live a happy and stress-free life. • What laws exist to protect animals • The laws and acts around animal welfare. • Importance of reporting incidents. • Where to get help and advice if you feel an animal is being mistreated. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • Allowing animals to display natural behaviour. • Providing a natural environment for animals. • What the legal requirements are for keeping animals. • The dangers and risks associated with working with animals. • Understanding that every animal is different. • Some animals have had a poor start to life. • How to manage a team and develop leadership skills. • How important allowing animals to display natural behaviours. • The benefits that animals can have on people.

	<ul style="list-style-type: none"> • What poor health in an animal looks like. 			<ul style="list-style-type: none"> • What support is around for animals in need. 	<ul style="list-style-type: none"> • What sources of support are there for anyone struggling to look after an animal. 	<ul style="list-style-type: none"> • How to support an animal that is sick or unwell. • What to do if an animal is being mistreated or neglected.
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Assessment Descriptors

Unit	Success Criteria
Farm Animal Health	Recognise different farm animal breeds and gender types 2.1. Recognise signs of good health in different farm animals 2.2. Recognise signs of ill health in different farm animals 3.1. Recognise different farm animal identification 3.2. Carry out basic recording of farm animal information for farm management purposes 4.1. Move farm animals from one place to another on foot or onto a vehicle 5.1. Handle and restrain farm animals for inspection and treatment 5.2. Assist in treating farm animals with veterinary medicines 6.1. Maintain a safe and tidy working environment 6.2. Identify hazards while working with farm animals 6.3. Identify risks while working with farm animals 6.4. State how to minimise risks while working with farm animals
Feed Young Farm Animals	Collect and check feeding equipment is safe to use 1.2. State why feeding equipment should be checked for safety/cleanliness before use 1.3. Prepare milk substitute to feed to young farm animals 1.4. Prepare feeding equipment 1.5. Feed milk substitute to young farm animals 1.6. Maintain own safety and hygiene during operations 2.1. Give a reason for feeding milk substitute to young farm animals
Clean Farm Animal Housing	1.1. Prepare to clean farm animal housing 1.2. Check that tools and equipment are safe to use 1.3. Clean out farm animal housing 1.4. Use, clean and store PPE, tools and equipment safely 1.5. Maintain own safety and personal hygiene during operations

	<p>1.6. List safety procedures to follow during cleaning</p> <p>2.1. State reasons for cleaning farm animal housing</p>
Recognise Farm Animals	<p>1.1 Recognise and name farm animal species</p> <p>1.2 Recognise male, female and young farm animals</p>
Assist With the Care of Animals	<p>1.1. Treat animals according to relevant legislation</p> <p>1.2. Minimise any likelihood of stress and injury to the animals</p> <p>1.3. Optimise the health and well-being of animals during their work</p> <p>1.4. Provide animals with the necessary opportunity to display natural behaviour, e.g. appearance, posture and movement, behaviour, bodily functions, social interaction</p> <p>1.5. Monitor and report physical condition, behaviour and the general health and well-being of animals clearly and accurately to others</p> <p>1.6. Monitor and report on the animal's environment</p> <p>1.7. Maintain health and safety, and the welfare of animals, during work</p> <p>2.1. Feed animals in accordance with instructions</p> <p>2.2. Supply water to the animals from the correct sources, in the correct quantities and using the system in accordance with instructions</p> <p>2.3. Monitor and report on the animal's feeding and drinking habits</p> <p>2.4. Clean and maintain equipment ready for use and store it safely and securely in an appropriate place</p> <p>2.5. Dispose of any waste from feeding in the correct manner and place</p> <p>2.6. Maintain health and safety, and the welfare of animals, during work</p>
Principles of the Care of Animals	<p>1.1. Describe how to promote the health and well-being of animals and minimise any stress or injury</p> <p>1.2. State their responsibility under health and safety and animal welfare legislation</p> <p>1.3. State why animals need exercise and how the type and amount of this varies between different species and different animals</p> <p>1.4. State how animals optimise their own physical functioning and appearance</p> <p>1.5. Describe signs of health in different animal species in relation to appearance, posture and movement, behaviour, bodily functioning, social interaction</p> <p>1.6. State signs which indicate potential problems with an animal's health and well-being and state appropriate actions which could be taken when this occurs</p> <p>1.7. List signs of stress in animals</p> <p>1.8. Give examples of preventative care which is designed to maintain the health and well-being of animals</p> <p>1.9. State how the environment may be adjusted to maintain the animal's health</p> <p>1.10. State how to recognise an animal health emergency and what should be done if this occurs</p> <p>1.11. State why it is important to report unusual signs</p> <p>2.1. State an appropriate method and system for feeding three types of animals</p> <p>2.2. Describe the normal feeding habits of the animals</p> <p>2.3. State the hygiene requirements for feeding and watering of animals</p> <p>2.4. State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</p> <p>2.5. State why waste should be disposed of in a safe manner and place</p>

Motor Vehicle

The Automotive Retail Industry provides employment for over half a million employees and is a major contributor to the economy in England, generating £129 billion of total turnover in England in 2018.

The Level 1 certificate provides an introduction into motor vehicle systems, with a focus on the main vehicle operating systems and vehicle maintenance. While learning, students will use a number of modern tools and work on real cars in our industry-standard workshop. Students will build on and retain knowledge, experience and skill-set, ready to progress onto the next level.

- Careers related to motor vehicle and the wider engineering sphere include mechanical engineer, garage manager, vehicle electrician, motor mechanic and careers in STEM industries
- Our purpose-built workshops include a full-size garage, a variety of vehicles, motorcycles and other engineering projects
- On completion of this course, students can progress to the level 2 programmes, apprenticeships or further training in the automotive and engineering sector
- The course gives learners a wide introductory experience of the automotive industry while adding depth to key areas of learning:

Health and safety for motor vehicle studies: the learner will explore the responsibility of the employer and employee and the requirements of basic Health and Safety legislation. They will identify workshop hazards and basic safety procedures.

Introduction to steering and suspension: the learner will find out about the layout of basic steering and suspension systems and the performing of routine maintenance tasks for these systems, following all relevant safety precautions.

Introduction to vehicle braking systems: the learner will explore the layout of basic braking systems and the performing of routine maintenance tasks for these systems, following all relevant safety precautions.

Introduction to spark ignition power units: the learner will find out about the main components of an engine, the operating principles of the four stroke spark ignition engine and the function of gaskets, seals and locking devices.

Introduction to Vehicle Inspection: the learner will learn the different types of vehicle inspections and how to carry out each to a specification. They will find out about the reasons for using and completing service records.

Introduction to Vehicle Wheels and Tyres: the learner will learn how to identify modern types of road wheels and tyres, their construction and correct usage including the carrying out of practical activities regarding wheels and tyres.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Induction and Health and Safety in Motor Vehicle Studies</p> <p>Introduction to the course Health and Safety Appeals processes Building relationships Assessing skill levels</p> <p>Knowledge: School/ organisation hierarchy in relation to responsibilities for health and safety</p> <p>Core understanding of rules around operating safely in a workshop including work practices and assembly points and fire evacuation procedures</p> <p>Housekeeping and working in a clean, safe and hygienic environment</p> <p>Transferrable skills Working as part of a team.</p>	<p>Introduction to Vehicle Braking Systems</p> <p>Knowledge: Use safe working practices when working on brakes</p> <p>The main components in a hydraulic braking system</p> <p>The basic construction and operation of Disc and Drum brakes</p> <p>The purpose of the servo</p> <p>The type of fluid used in a braking system</p> <p>Know how to remove and replace wheel</p> <p>Transferrable skills: Planning, using time-management techniques, managing information, prioritising information received Communication with customer and with members of the team</p>	<p>Introduction to Vehicle Inspection</p> <p>Knowledge: Use safe working practices when undertaking vehicle inspections</p> <p>Key reasons for periodic inspections Differences between time and mileage based maintenance inspections Effects of not carrying out routine maintenance inspections</p> <p>An effective checklists when carrying out routine inspections</p> <p>Statutory responsibilities around vehicle inspection and maintenance</p> <p>Transferrable skills: Planning, using time-management techniques, managing information, prioritising information received Communication with customer and with members of the team Working with industry standard documentation</p>	<p>Introduction to Wheels and Tyres</p> <p>Knowledge: Use safe working practices when working with wheels and tyres</p> <p>How to remove and replace road wheels safely</p> <p>Knowledge of common wheel faults</p> <p>To identify criteria for visual inspection of road wheels for serviceability with particular attention to damage and attachment devices</p> <p>Transferrable skills: Planning, using time-management techniques, managing information, prioritising information received Communication with customer and with members of the team Working with industry standard</p>	<p>Introduction to Spark Ignition Power Units</p> <p>Knowledge: Use safe working practices when working with engine ignition systems Know main components of an engine, the operating principles of the four stroke spark ignition engine and the function of gaskets, seals and locking devices</p> <p>Know about specialist engine tools used with spark ignition engines</p> <p>Transferrable skills: Planning, using time-management techniques, managing information, prioritising information received Communication with customer and with members of the team Working with industry standard documentation to</p>	<p>Introduction to Engine Liquid Cooling and Engine Lubrication Systems</p> <p>Knowledge: Use safe working practices when working on engine cooling and lubrication systems Identify the major components of the engine cooling system using methodical procedures</p> <p>To mix and install antifreeze solution for a given percentage and system capacity</p> <p>To test percentage of antifreeze solution</p> <p>To use a cooling system pressure tester and to test a vehicle's system for leaks</p> <p>Transferrable skills: Planning, using time-management techniques, managing information, prioritising information received</p>

<p>Independent learning.</p> <p>Whenever in doubt, always ask a member of the teaching team.</p> <p>Being aware of your own personal space and its impact on the wider working environment</p>	<p>Working with industry standard documentation to identify findings of vehicle inspections.</p> <p>Sector Skills: This unit can be delivered in a sector context</p>	<p>to identify findings of vehicle inspections Statutory responsibilities around vehicle inspections</p> <p>Sector Skills: workshop health and safety practices, working as a team, understanding of current legislation, working as a customer facing operation and communication skills needed for this kind of environment</p>	<p>documentation to identify findings of vehicle inspections Statutory responsibilities around wheel and tyre maintenance</p> <p>Sector Skills: workshop health and safety practices, working as a team, understanding of current legislation, working as a customer facing operation and communication skills needed for this kind of environment</p>	<p>identify findings of vehicle inspections Statutory responsibilities around engine ignition systems</p> <p>Sector Skills: workshop health and safety practices, working as a team, understanding of current legislation, working as a customer facing operation and communication skills needed for this kind of environment</p>	<p>Communication with customer and with members of the team Working with industry standard documentation to identify findings of vehicle inspections Statutory responsibilities around engine pressure and cooling systems</p> <p>Sector Skills: workshop health and safety practices, working as a team, understanding of current legislation, working as a customer facing operation and communication skills needed for this kind of environment</p>
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Unit	Success Criteria
Health and Safety IN Motor Vehicle Studies	1.1 Identify personal responsibilities and the responsibilities of others in the working environment 1.2 Identify and use correctly equipment and procedures provided for health and safety in the workplace 1.3 Demonstrate good housekeeping routines in the working environment 2.1 Select and use correct Personal Protective Equipment 3.1 Identify four substances hazardous to health according to current regulations 3.2 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance 4.1 Know the principles of safe manual handling 4.2 Demonstrate safe manual handling using appropriate equipment 5.1 Identify the principles of fire prevention 5.2 Identify the type and location of fire extinguisher(s) in the working area 5.3 State the procedure to follow in the event of an emergency evacuation
Introduction to Compression Ignition Power Units	1.1 Use safe working practices when working on compression ignition power units 2.1 Identify the major components of the compression ignition engine 2.2 Using methodical procedures, dismantle and reassemble the main components of a four stroke compression ignition engine 3.1 Identify the most common sealing devices used on spark ignition engines to seal: <input type="checkbox"/> Oil <input type="checkbox"/> Water <input type="checkbox"/> Gas <input type="checkbox"/> Fuel 3.2 Identify from samples the main types of locking devices used on spark ignition engines 4.1 Give examples of specialist engine tools used with spark ignition engines 4.2 Select and use specialist workshop tools for appropriate purpose, to include: <input type="checkbox"/> Torque wrench <input type="checkbox"/> Piston ring clamp
Introduction to Spark Ignition and Compression Ignition Fuel Systems	1.1 Use safe working practices when working on engine fuel systems 2.1 Identify the major parts of the fuel system of both the spark ignition and compression ignition engines, to include <input type="checkbox"/> Fuel tank <input type="checkbox"/> Fuel line <input type="checkbox"/> Fuel filter <input type="checkbox"/> Fuel pressurising system <input type="checkbox"/> Fuel metering system <input type="checkbox"/> Fuel delivery system <input type="checkbox"/> Air intake and filtration 3.1 Change an engine air filter element 3.2 Change a spark ignition engine fuel filter 3.3 Change a compression ignition engine fuel filter and bleed system 3.4 Perform visual check for fuel leakage 4.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance
Introduction to Vehicle Inspection	1.1 Use safe working practices when undertaking routine vehicle inspection 2.1 Identify key periodic inspections that should be performed on a vehicle and the main reasons for carrying them out. 2.2 Perform straightforward periodic maintenance to include checking and reporting on: <input type="checkbox"/> Engine oil level <input type="checkbox"/> Coolant level <input type="checkbox"/> Tyre condition, pressure and tread depth <input type="checkbox"/> Operation of all external lights <input type="checkbox"/> Screen washer fluid level <input type="checkbox"/> Brake/clutch fluid reservoir level 3.1 Identify key pre delivery inspections that would be undertaken by a professional vehicle retailer on a new vehicle and the main reasons for carrying them out 3.2 Identify key pre delivery inspections that would be undertaken by a professional vehicle retailer on a used vehicle and the main reasons for carrying them out 3.3 Perform straightforward pre-sale inspection on a used vehicle to include checking and reporting on <input type="checkbox"/> Engine oil level <input type="checkbox"/> Coolant level <input type="checkbox"/> Tyre condition, pressure and tread depth <input type="checkbox"/> Operation of all external lights <input type="checkbox"/> Screen washer fluid level <input type="checkbox"/> Brake/clutch fluid reservoir level <input type="checkbox"/> Condition of seatbelts <input type="checkbox"/> Foot pedal and handbrake lever travel <input type="checkbox"/> Driver information warning lights <input type="checkbox"/> Condition of interior and exterior

	<p>body, paint and trim □ Operation and condition of in car entertainment □ Vehicle and passenger comfort systems □ Vehicle security system □ Vehicle documentation</p> <p>3.4 Employ industry standard documentation to identify findings of vehicle inspections</p>
Introduction to Vehicle Braking Systems	<p>1.1 Use safe working practices when working on vehicle braking systems</p> <p>2.1 Remove and replace road wheels with special attention to: □ safe jacking procedure □ use of correct jacking points □ use of axle stands □ use of torque wrench</p> <p>3.1 Identify and locate the main components of a vehicle braking system to include □ Master cylinder □ Brake servo □ Disc brakes 54 □ Drum brakes □ Parking brake □ Warning lights</p> <p>3.2 Identify the wheels that the parking brake operates</p> <p>3.3 Remove and replace disc pads and report on the condition of: □ Brake pads □ Brake discs □ Brake calliper □ Flexible brake hose</p> <p>3.4 Remove and replace brake drum and report on condition of: □ Brake drum □ Brake shoes □ Brake wheel cylinders</p> <p>3.5 Perform checks on condition of: □ Brake fluid □ Operation of brake warning lights</p> <p>3.6 Check and top-up brake fluid reservoir</p> <p>4.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance</p>
Introduction to Vehicle Wheels and Tyres	<p>1.1 Use safe working practices when working with wheels and tyres</p> <p>2.1 Remove and replace road wheels with special attention to: □ Safe jacking procedure □ Use of correct jacking points □ Use of axle stands □ Use of torque wrench</p> <p>3.1 Give examples of common wheel faults 3.2 Perform visual inspection of road wheels for serviceability with particular attention to 77 damage and attachment devices 3.3 Identify key findings of inspection</p> <p>4.1 Using methodical procedures, carry out routine tyre maintenance with regard to: □ Checking and adjusting tyre pressures □ Measuring tread depth □ Removing inclusions from tread area □ Inspecting sidewalls for damage</p> <p>4.2 Identify from samples common tyre faults</p> <p>5.1 Remove a tyre (including valve assembly where appropriate) from a road wheel</p> <p>5.2 Identify the correct replacement tyre for a specified vehicle</p> <p>5.3 Fit a tyre in accordance with manufacturers guidance</p> <p>5.4 Re-inflate to correct pressure</p> <p>6.1 Explain the purpose of balancing a wheel and tyre assembly</p> <p>6.2 Balance a wheel and tyre assembly in accordance with manufacturers guidance</p> <p>7.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance</p>

Hospitality and Catering is an introductory course designed to provide students with a basic understanding of the hospitality and catering industry. This course is aimed at those who are new to the industry and may not have any prior experience or qualifications in this field.

The course covers a range of topics related to the industry, including customer service, basic food preparation, using equipment and health and safety. Students will develop practical skills through hands-on activities, such as preparing and cooking food. In this subject, students will plan a dish to meet specified requirements of a given recipe and prepare and cook food safely and hygienically. Students will also provide food and drink services to customers safely and hygienically and learn to communicate and prioritise activities when serving food and drink to customers. Exploring local catering establishments allows students to find out information about current practices and provisions that are local to the area, they will then be asked to present information about customer needs that they have experienced and how they were met at the establishments they have visited.

Assessment for the course is designed to fit the purpose and objective of this qualification and all units are internally assessed, giving learners the opportunity to demonstrate skills developed and applied in scenarios. There is a range of assessment styles suited to skills, and sector-based qualifications at this level. All units are graded to encourage skills development and performance. Pupils can gain either an award, certificate or diploma.

The Level 1 Hospitality and Catering is an excellent starting point for those who are considering a career in the industry, as it provides a foundation for further study onto apprenticeships or employment. The transferable and sector skills that can be developed in the unit contribute to life skills required for post 16 career pathways.

Curriculum Intent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to the Hospitality Industry Customer Service in the Hospitality Industry Serving Food and Drink Know the main outlets in the hospitality industry	Basic Food Preparation Introduction to Food Commodities Be able to prepare food for cold presentation or cooking	Basic Cooking Introduction to Meal Planning and Preparation Be able to cook basic food items and dishes Be able to plan a two course meal	Introduction to the Hospitality Industry Customer Service in the Hospitality Industry Know the structure of the hospitality industry	Introduction to Healthy Eating Basic Food Preparation and Cooking Know the effects of food on the body Know the different food groups and their	Using Kitchen Equipment Health and Safety and Food Safety Awareness in Catering Food Safety in Catering Know about different types of kitchen equipment Be able to select and use kitchen equipment

<p>Know the job opportunities within the hospitality industry</p> <p>Know the importance of good customer service</p> <p>Be able to communicate with customers</p> <p>Know the importance of good personal presentation</p> <p>Be able to serve food and drink to customers</p> <p>Be able to work as part of a food and drink service team</p>	<p>Know the main food commodities</p> <p>Know where the main food commodities can be obtained</p> <p>Know how the main food commodities should be stored</p>	<p>Be able to prepare and cook a two course meal</p> <p>Be able to clean the food preparation area</p>	<p>Know the career opportunities in the hospitality industry</p> <p>Know the benefits of good customer service</p> <p>Be able to communicate with customers in the hospitality environment</p> <p>Know the importance of good personal presentation</p>	<p>contribution to a healthy, balanced diet</p> <p>Know the principal methods of cooking</p> <p>Be able to prepare , cook and present simple dishes</p>	<p>Know the importance of health and safety in a catering environment</p> <p>Know the importance of food safety in a catering environment</p> <p>Know how to keep self-safe, clean and hygienic</p> <p>Know how to keep the work area clean and hygienic</p> <p>Understand how individuals can take personal responsibility for food safety</p> <p>Understand the importance of keeping clean and hygienic</p> <p>Understand the importance of keeping the work areas clean and hygienic</p> <p>Understand the importance of keeping food safe</p>
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Unit	Success Criteria
Introduction to the Hospitality Industry	1.1 Give examples of outlets in the hospitality industry 1.2 State different services offered within the hospitality industry 2.1 List job roles in the hospitality industry 2.2 List the job opportunities available in the industry
Basic Food Preparation	1.1 Select the correct ingredients for basic dishes 1.2 Choose the correct equipment and handle safely and hygienically 1.3 Prepare food items for cold presentation or cooking, safely and hygienically 1.4 Set aside or store prepared food items ready for use according to instructions 1.5 Clean work areas and equipment safely and hygienically during and after
Basic Cooking	1.1 Select the correct ingredients for basic dishes 1.2 Choose the correct equipment and handle safely and hygienically 1.3 Cook food items safely and hygienically 1.4 Clean work areas and equipment safely and hygienically during and after
Introduction to the Hospitality Industry	1.1 Identify different types of outlets within the industry 1.2 Outline the services offered within the industry 2.1 Describe job roles in the industry 2.2 Describe career opportunities in the industry 2.3 State different working patterns in the industry 2.4 Identify sources of information on training and career opportunities
Introduction to Healthy Eating	1.1 State what the body uses food for 1.2 State the benefits of a healthy diet 1.3 State why different groups of people require different diets 2.1 List the major food groups 2.2 Describe a healthy, balanced diet 2.3 Check food labels for nutritional information 2.4 Describe the importance of regular fluid/water intake in relation to a balanced diet
Using Kitchen Equipment	1.1 Give examples of large kitchen equipment and describe how they are used 1.2 Give examples of small kitchen equipment and hand tools and describe how they are used 1.3 State the safety requirements for using kitchen equipment 2.1 Select the correct equipment for routine tasks 2.2 Use different kitchen equipment for routine tasks safely and hygienically 2.3 Follow correct procedures when cleaning equipment
Customer Service in the Hospitality Industry	1.1 State why good personal service is important 2.1 Communicate positively in routine situations (practical) 3.1 Present self appropriately to serve customers

Serving Food and Drink	<p>1.1 List the stages in serving a customer food and drink</p> <p>2.1 Work with others to serve food and drink</p> <p>2.2 assist in the preparation/assembly of food and drink</p> <p>2.3 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas.</p>
Introduction to Food Commodities	<p>1.1 Describe the main types of food commodities</p> <p>2.1 State where the different commodities can be obtained</p> <p>2.2 State the benefits of using different suppliers of commodities in different settings</p> <p>3.1 State safe and hygienic storage methods for the main food commodities</p>
Introduction to Meal Planning and Preparation	<p>1.1 Select a two course meal</p> <p>1.2 Prepare an ingredients list</p> <p>1.3 Prepare an order of work</p> <p>2.1 Prepare dishes safely and hygienically following the order of work</p> <p>2.2 Cook dishes independently, following the recipe and order of work</p> <p>2.3 Present dishes for service</p> <p>3.1 Clean the food preparation area safely and hygienically</p>
Customer Service in the Hospitality Industry	<p>1.1 Outline what good customer service is</p> <p>1.2 State the benefits of good customer service</p> <p>1.3 Give examples of good service for different customer groups within the industry</p> <p>2.1 Communicate positively in a hospitality environment (Practical)</p> <p>2.2 Identify the benefits of good communication</p> <p>2.3 State how to deal with routine customer needs</p> <p>3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment</p> <p>3.2 Identify different dress codes for roles in a hospitality environment.</p>
Basic Food Preparation and Cooking	<p>1.1 state the principal methods of cooking</p> <p>1.2 state typical cooking methods for different commodities</p> <p>2.1 prepare, cook and present simple dishes safely and hygienically, using wet and dry methods</p> <p>2.2 clean work areas and equipment safely and hygienically during and after preparing and cooking food. 2.3 state safe working practices for different cooking methods</p> <p>2.4 review own performance and make suggestions for future improvements.</p>
Health and Safety and Food Safety Awareness in Catering	<p>1.1 state the main responsibilities of employers and employees towards health and safety</p> <p>1.2 identify health and safety hazards in the workplace</p> <p>1.3 state why health and safety hazards must be reported 1.4 state how a risk assessment can help prevent accidents in the workplace</p> <p>1.5 state the importance of following instructions, safety rules and safe procedures at work.</p> <p>2.1 state the individual's responsibility towards food safety</p> <p>2.2 define the terms:</p> <ul style="list-style-type: none"> • hazard • risk • control measure • food hygiene • contamination • food safety management system <p>2.3 identify food hazards in the workplace</p> <p>2.4 state how food should be handled to prevent contamination</p> <p>2.5 state the importance of time/temperature controls</p> <p>2.6 state the importance of stock rotation.</p>

	<p>3.1 state the reasons for maintaining personal hygiene</p> <p>3.2 state the ways in which you can maintain personal hygiene.</p> <p>4.1 state how to keep the work area clean and hygienic</p> <p>4.2 state the purpose of a cleaning schedule</p> <p>4.3 state how waste should be stored and disposed of</p> <p>4.4 state the reasons</p>
Food Safety in Catering	<p>1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour</p> <p>1.2 Describe how to report food safety hazards</p> <p>1.3 Outline the legal responsibilities of food handlers and food business operators</p> <p>2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination</p> <p>2.2 Describe effective personal hygiene practices e.g., protective clothing, hand washing, personal illness, cuts and wounds</p> <p>3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials and waste disposal</p> <p>3.2 State how workflow, work services and equipment can reduce contamination risks and aid cleaning</p> <p>3.3 Outline the importance of pest control</p> <p>4.1 State the sources and risks to food safety from contamination and cross-contamination</p> <p>4.2 Explain how to deal with food spillage including recognition, reporting and disposal</p> <p>4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation</p>

Photography is an introductory Level 1 Award course which is aimed to individuals who wish to develop an understanding of basic photographic processes. The course covers a range of topics with a focus on the study of photography and provides opportunities to acquire a number of practical and technical skills within photography. Additional skills acquired within the course of study are skills such as appreciation for appropriate behaviour, interpersonal skills and communication with professional colleagues/peers, these skills are transferable skills which supports pupils post 16.

Assessment for the course is moderated both internally and externally. Learners must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes association with each unit. Work is provided on a portfolio basis through a variety of different forms including discussions, observation reports, evaluations and portfolio paperwork

Our photography offer is a great starting point for those who are considering a career within the industry. Pupils who achieve this qualification can then progress onto further study or employment in creative industries including photography, art and design, craft, animation and moving image production.

Curriculum Intent

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Identify the use of camera controls</p> <p>Identify a range of recording media used in film or digital cameras</p> <p>To know how to use Camera controls: shutter speed, aperture, focus, zoom, ISO setting, menu settings</p> <p>To know how to identify a range of recording media used</p>	<p>Outline basic visual language and composition</p> <p>Outline how to use cameras and lenses safely</p> <p>To know what each category is for their camera settings such as Visual language: composition, monochrome, mood, rule of thirds, tone, colour, viewpoint, framing, leading lines</p>	<p>Select appropriate lenses and camera positions for a range of subjects.</p> <p>Select subjects for creative capture</p> <p>Use equipment and accessories to capture images</p> <p>To know which camera lens to choose for different subjects.</p> <p>To know a range of different camera angles to</p>	<p>Produce a range of exploratory photographs using simple processing procedures</p> <p>To use the digital cameras to produce a range of photographs of different subjects using the key skills they have used.</p> <p>To use the different camera lenses to create different photographs.</p>	<p>Produce a range of exploratory photographs using simple processing procedures</p> <p>Review quality of final images</p> <p>To use different camera angles to produce different photographs of the same subject.</p> <p>To use the different camera lenses to create different photographs.</p>	<p>Outline legal and ethical considerations</p> <p>Follow health and safety procedures</p> <p>Legal environment: copyright, privacy, permissions, location, release, creative commons Health and safety: the concept of hazard and risk, correct posture and seating for computer use, visual display unit breaks, risks in the studio and on location</p>

in film or digital cameras	To know how to use, carry and store the camera equipment correctly.	use to create different style photographs. To be able to use all the camera equipment independently throughout the course.	To use different camera angles to produce different photographs of the same subject.	Use simple processing procedures to save and view images Review all selected images.	
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Assessment Descriptors

Unit	Success Criteria
Use a camera to capture creative images	<ul style="list-style-type: none"> 1.1 Identify the use of camera controls 1.2 Identify a range of recording media used in film or digital cameras 1.3 Outline basic visual language and composition 1.4 Outline how to use cameras and lenses safely 2.1 Select appropriate lenses and camera positions for a range of subjects 2.2 Select subjects for creative capture 2.3 Use equipment and accessories to capture images 2.4 Produce a range of exploratory photographs using simple processing procedures 2.5 Review quality of final images 2.6 Outline legal and ethical considerations 2.7 Follow health and safety procedures

Digital image manipulation

- 1.1 Identify sources of images for manipulation
- 1.2 Identify hardware and software for image manipulation
- 1.3 Describe the controls, tools and techniques for image manipulation
- 1.4 Outline legal and ethical considerations
- 2.1 Manipulate, modify and save images
- 2.2 Use processing procedures to produce images for viewing
- 2.3 Review image quality of finished images
- 2.4 Follow health and safety procedures including viewing screen health