Crisp Vocational Provision Ltd
Building futures for tomorrow

Pearson BTEC L1 Introductory Certificate in Hospitality and Tourism (2026-27) (Qualification Number 603/5133/0)

Learners must complete both core units and three sector units.
Pearson BTEC Level 1 Introductory Award in Hospitality and Tourism (70 GLH)

Guided Learning Hours:
Aims: Two units must be achieved, of which A2 from the Core Skills (Group A), and one from Sector Skills (Group B).
Objectives: Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: Developing a Personal Progression Plan.

Group A
Unit A2: Developing a Personal Progression Plan
Guided Learning Hours: 30
Level: 1
This unit is mandatory
This unit is internally assessed

Group B
Unit HT6: Creating an Art Image
Guided Learning Hours:
Level: 1
This unit is mandatory
This unit is internally assessed

UNIT A2

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Identify the skills and behaviours needed to meet personal progression goals	• Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan	• Audit of skills and behaviours • Personal progression plan	• Sources of information about progression opportunities and requirements • Producing a progression plan
B Produce a progression plan to meet intended progression goals			

Unit: A2	**Duration:** Autumn Term 2, Spring 2, Summer 2

Unit Aims:

The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

That is why the DofE programme would work well alongside our curriculum and aims, as it develops the skills and attitudes needed to become more rounded, confident adults. Which are very beneficial and qualities that colleges, universities and employers are attracted to.

Skills:
- Presentation skills
- The ability to plan and use time
- Developing problem solving

Learning outcomes

The pupils should be able to:
- Identify the skills and behaviours needed to meet personal progression goals
- Produce a progression plan to meet intended progression goals

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
1. Benefits and purpose of developing a progression plan Gives direction and focus to short-term and long-term goals Sets out the key steps to achieve progression goal Allows for discussion with others, e.g. tutors, parents, peers Gives time for reflection on what is achievable and realistic **2. Finding out about progression opportunities** Progression opportunities such as to further learning, work or apprenticeships Local sources of information about potential progression routes such as colleges, careers fairs Sources of advice and guidance for progression	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Screen shots, mind maps, completed assignment briefs and Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing	Power Points Research opportunities

Tutor advice Careers advice Entry requirements such as baseline entry qualifications, an entry interview, portfolio **3. Setting a progression goal** Matching own skills and behaviours with progression goals Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets Using research findings to identify the requirements to meet goals Setting a progression goal to work towards **4. Identifying the skills and behaviours needed to meet progression goal** Transferable skills, e.g. communication, working with others, problem solving Employability skills, e.g. IT skills, being able to drive Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy Qualifications needed for progression, e.g. level of English and Maths **5. Reviewing own skills and behaviours against progression goal** Carrying out a self-audit of skills and behaviours using past experience of education and learning Gathering feedback from others about own strengths and areas for improvement Attitudes and behaviours needed for progression **6. Creating a progression plan** short-term and long-term progression goals identification of key activities needed to move towards the progression goal key actions to improve skills and behaviours key milestones to achieve goal, e.g. interview dates, application deadlines listic timelines to meet goal			Grammar Vocabulary Spelling of key words **Planning Real life:** Employability, careers links, practical skills for life.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

HT5: Preparing and Cooking Food

<table>
<tr><th>Learning aim</th><th>Key teaching areas</th><th>Summary of suggested assessment evidence</th><th>Knowledge</th></tr>
<tr><td>A Plan a dish to meet specified requirements of a given recipe

B Prepare and cook food safely and hygienically</td><td>• Planning a dish to meet specified requirements
• Preparing, cooking and presenting food
• Working in a safe and hygienic manner</td><td>• Plan for the dish.
• Tutors’ observation record of learners preparing, cooking and serving a dish.</td><td>• Health and safety requirements and personal responsibilities
• Food safety legislation and procedures to follow when preparing and cooking food
• Cooking methods and equipment</td></tr>
<tr><td colspan="2">Sector Skills:
• Food preparation skills
• Cooking skills
• Managing own safety when preparing and cooking food
Maintaining food safety</td><td colspan="2">Transferable Skills:
• Planning
• Working well under pressure</td></tr>
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Unit: HT5: Preparing and Cooking Food	**Duration:** Spring Term 1, Summer 2

Unit Aims:

This 6-week scheme of work is designed to support learners in developing basic skills in preparing and cooking food. It aligns with the BTEC Level 1 Introductory Hospitality and Tourism Unit HT5 assignment brief. Each week includes lesson focus, learning objectives, activities, and required resources. Week 6 is dedicated to assessment. Learners will develop their skills in food preparation and cooking. They will plan dishes, which they will then prepare and cook safely and hygienically.

Learning outcomes

The pupils should be able to:

- Plan a dish to meet specified requirements of a given recipe
- Prepare and cook food safely and hygienically.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Planning a dish to meet specified requirements of a given recipe • Preparing and cooking a recipe not seen before – interpreting the recipe. • Consideration of ingredients, timings, presentation. • Knowing food classifications, including cereals, grains, legumes/pulses, vegetables, fruits, nuts and seeds, spices and herbs, meat, poultry and fish, dairy. • Types of dishes, e.g. starters, main courses, desserts. • Food preparation and cooking methods, e.g. chopping, correct weighing, portioning • and measuring of ingredients, boiling. • Tools and equipment used to prepare and cook food, e.g. spatulas, colanders, food processors, baking trays. • Specified requirements, e.g. preparation and cooking methods and timings, quality standard of dishes.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	• Photographic evidence, • completed assignment briefs • Assessors reports for each section.	**Maths opportunities:** • Add, subtract, multiply and divide whole numbers using a range of strategies. • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.	Power Points Research opportunities • Collecting and using information from different sources • Determining relevance and accuracy of information • Organising information

Preparing, cooking and presenting food • Preparing food, e.g. weighing and measuring, peeling, using appropriate equipment. • Food cooking methods, e.g. grilling, roasting, baking, steaming. • Seasoning and tasting to ensure food is cooked properly. • Following recipes, e.g. weights and measures, timings. • Correct temperatures, e.g. cooking hot food above 63 °C, ensuring food safety, preserving nutritional value. • Presenting food, e.g. equipment, arranging food attractively, garnishing. • Quality standard of dishes, e.g. appearance, colour, texture, taste. Working in a safe and hygienic manner • Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974. • Maintaining good personal hygiene, e.g. washing hands, especially after handling raw produce. • Wearing correct clothing, footwear and headgear. • Reporting accidents and near accidents and hazards to relevant person. • Correct storage of food items, e.g. refrigerating, freezing, dry store, sell/use by dates. • Following relevant sections of food hygiene regulations and safe and hygienic practices when preparing food, e.g. separate equipment for different foods to prevent cross-contamination. Transferable skills • Planning: selecting recipes, e.g. starter, main course, dessert; style of food, e.g. Asian, European, vegetarian;			• Extract and interpret information from tables, diagrams, charts and graphs. **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words Using body language to help communication Using communication for different purposes Communicating in a variety of ways, including electronic and social media. Read and understand texts in detail. Utilise information contained in texts. **Planning Real life:** • Cooking is a life skill. • Managing self: being proactive and flexible when working through ideas and	• Representing information in different ways • Using IT to present and store information

timings, e.g. preparation, cooking, assembling ingredients and equipment. • Working well under pressure: planning to meet timings and deadlines for each food preparation and cooking task by prioritising tasks, overcoming any potential barriers.			experimenting, monitoring own performance and devising strategies for improvement. Setting common goals • Showing respect for others in the team and valuing their contributions • Listening to others in the team, being open minded • Taking on roles and responsibilities	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Materials for practical work** **Tools and equipment** **Ingredients, chopping boards, knives, bowls.**	Hygiene, Safety, Equipment, Preparation, Ingredients, Nutrition, Preparation, Recipe, Presentation, Portioning, Garnish, Taste,	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 1	By the end of the session, you should be able to: • Understand basic hygiene and safety in the kitchen • Identify common kitchen equipment and their uses **Keywords:** Hygiene, Safety, Equipment, Preparation **Careers link:** Kitchen porter Chef Sous Chef	**Introduction: Introduction to Food Preparation** **Information** Learners are introduced to the idea of basic hygiene and safety in the kitchen. Improve their vocabulary and knowledge of kitchen specific utensils. **Starter** Class discussion: Why is hygiene important in the kitchen? **Practical task** Identify and name kitchen equipment and safety signs. - Class discussion on hygiene and safety - Demonstration of kitchen equipment - Worksheet on safety signs and equipment **Ensuring success** 5 minute stations to encourage focus A range of materials provided **Plenary:** Quiz on hygiene and safety rules. Verbal and written feedback – evaluation. What went well? Which signs do you think is the most effective? Which do you like the least?	PPT: Introduction to food preparation Worksheet: Safety Signs in the kitchen Other: Materials: Kitchen safety posters, equipment samples, quiz sheets.	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did. Formative Assessment: Observation during discussion and quiz results.	Summative Assessment: Short written reflection on hygiene practices.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 2	By the end of the session, you should be able to: •Learn basic food preparation techniques (e.g., peeling, chopping) •Practice using knives and other tools safely **Keywords:** Ingredients, Nutrition, Preparation, Recipe **Careers link:** Kitchen porter Chef Sous Chef	**Introduction: Basic Food Preparation Techniques** **Information:** Learners start to build their cooking skills, learning knife safety and using the hygiene principles from session 1. Extension tasks encourage students to analyse nutrition of foods. **Starter** Match ingredients to their food groups. **Practical task** Prepare a simple cold dish (e.g., salad). Students have access to a range of ingredients that they can use to make a salad. HAP – focus on nutrition, higher ability students should produce a nutritionally balanced salad with justification for their choices. **Ensuring success** A range of tasks that involve problem-solving and communication. Scaffolding and prompts available for lower-ability learners Visual guides, including visual reminder for knife safety. Offer cut and stick for students with sensory issues. **Plenary:** • Group feedback on preparation process.	PPT: Basic Food Preparation Techniques Worksheet: Ingredient identification Other: Ingredients, chopping boards, knives, bowls.	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did. Formative Assessment: Peer feedback and teacher observation.	Summative Assessment: Completed dish and hygiene checklist.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 3	By the end of the session, you should be able to: •Understand different cooking methods (e.g., boiling, baking, frying) •Practice cooking simple dishes using different methods **Keywords:** Cooking Methods, Heat, Safety, Timing **Careers link:** Chef Sous-Chef Nutritionist Marketing	**Introduction: Cooking Methods** **Information:** Learners develop an understanding of how different cooking methods affect the outcome. **Starter –** Watch a short video on cooking methods. **Practical task** Cook a basic hot dish using safe methods. Learners can compare methods of cooking an egg. Describing how the same ingredient can have different textures and mouth feel by changing the cooking method. HAP: Comment on the nutritional value changes caused by different cooking methods, how may additions such as butter or oil have change the nutrition, texture and moth feel of the egg? **Ensuring success** Varied resources and dish options Scaffolding challenges Visual references **Plenary:** Reflect on what went well and what could improve.	PPT: Cooking Methods Worksheet: Drawing techniques Other: Cooking equipment, Recipe cards, ingredients, safety gear.	Formative Assessment: Teacher observation and student self-assessment.	Summative Assessment: Cooked dish and evaluation sheet.

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 4	By the end of the session, you should be able to: •Learn how to plan a simple dish •Select ingredients and equipment needed **Keywords:** Presentation, Portioning, Garnish, Taste **Careers link:** Food stylist Marketing Food photography	**Introduction: Planning a Dish** **Information** Considering which factors make up a dish. What makes something visually appealing? **Starter** Look at images of well-presented dishes. Build vocabulary to describe what you can see. **Practical task** Plate and present a dish attractively. HAP: Can you make an ordinary or unattractive ingredient or dish appealing? **Ensuring success** Visual references Experimentation based learning – helps to remove blocks/vulnerability Offer a spectrum of different challenge in ingredient/food types to plate. **Plenary:** Class vote on best presentation and why. Use descriptive words from the starter.	PPT: Planning a Dish Worksheet: Planning templates Ingredient lists Other: Serving plates, garnishes, prepared food. Example dishes	Formative Assessment: Peer review and teacher feedback. Summative Assessment: Photograph of final dish and presentation rubric.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 5	By the end of the session, you should be able to: - Prepare and cook a planned dish - Follow hygiene and safety procedures **Keywords:** Menu, Planning, Budgeting, Preparation **Careers link:** Chef Sous-Chef Nutritionist Marketing	**Introduction: Preparing and Cooking a Dish** **Information:** Students bring together what they have learned lessons 1-4, to plan a meal using food hygiene, nutrition, cooking techniques, preparation techniques and presentation skills. **Starter** Plan a simple menu in pairs. **Practical task** Prepare one item from the planned menu. Vary demand of menu item for skill level to challenge students **Ensuring success** Visual references Building on prior learning – scaffolded activities **Plenary:** Share menus and explain choices.	PPT: Preparing and Cooking a Dish Worksheet: Feedback forms Other: Materials: Ingredients Cooking equipment	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did. Formative Assessment: Menu plan and peer discussion. Summative Assessment: Prepared item and menu evaluation.	

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 6	By the end of the session, you should be able to: •Demonstrate planning, preparing, cooking, and presenting a dish •Reflect on performance and receive feedback **Keywords:** Assessment, Skills, Evaluation, Feedback **Careers link:** Chef Sous-Chef Nutritionist Marketing	**Introduction: Assessment Week – Cook Off** **Information:** Students bring together what they have learned lessons 1-5, to plan a meal using food hygiene, nutrition, cooking techniques, preparation techniques and presentation skills. **Starter** Review key skills learned over the unit. **Practical task** Complete final cooking task independently. **Ensuring success** A range of activities available to target each learning ability Options for peer discussion and feedback **Plenary:** Self and peer evaluation of final dish.	PPT: Worksheet: •Assignment brief •Assessment checklist Other: Ingredients and equipment	Listen to verbal responses, make sure everyone is included and is able to critically look at how they did. •Formative Assessment: Observation and peer feedback. •Summative Assessment: Final dish, completed evaluation form, and teacher assessment.	