

Subject	Year	Specialism
Level 3 Food science and Nutrition	12	Term 3 and 4
Project		
Unit 1 - Meeting Nutritional Needs of Specific Groups		
Content (Intent)		
Prior Learning: GCSE Food Preparation and Nutrition		
Future Learning: Continuation from Certificate to Diploma level in Y13 - Possibility of higher education and studies in food related subjects		
How will knowledge and skills be taught (Implementation)		
<p>Learners will: The purpose of this unit is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.</p> <p>Unit introduction – certificate level Why do we need to follow food hygiene regulations? What is cross contamination? How do you know something is cooked and safe to eat? What are nutrients? Why do we need them? Is any food “bad” for us? Could fizzy drinks replace water? How does loss of mobility affect what I need to eat? Should we eat more in the winter? Can vitamin tablets replace fresh fruit? How can you make sure that when you cook a meal, everything is ready on time? How can you make a dish look attractive? Understanding food hygiene is an essential requirement for anyone who handles food in an industrial or domestic situation. The study of nutrition is essential in society as there are huge pressures on the global food system and increasing incidences of poor nutrition, despite a growth in interest in food related issues. Understanding nutritional requirements for a balanced diet will allow us to make informed dietary choices. Those working in food production need an appreciation of the nutritional value of food and the effect of this on individuals, as nutritional requirements can vary according to age, health, religion and lifestyle choices. Care sector workers need to ensure that meals meet the needs of specific patient groups: elderly, sick and nutritionally vulnerable. Those working as personal trainers understand how the nutritional intake of an athlete can impact on their performance and know the most effective methods of preparing food in order to maximise its nutritional value. Whether cooking for two people at home, 100 clients at a conference or 1000 people in a hospital, any chef or cook will make sure they have a plan of action, which fully addresses health and safety factors to ensure any food prepared is safe to eat. They will also make sure they have all of the commodities and equipment needed and enough time to prepare and cook the dishes on the menu. Through this unit, you will have gained an understanding of how to identify hazards and minimise risks when producing food to meet the nutritional needs of specific groups. You will learn about different types of nutrients and how those are used by the body to ensure you can plan a balanced nutritious diet. You will develop skills for preparing, cooking and presenting nutritious dishes that meet specific needs.</p> <p>Learners need to know and understand:</p> <ul style="list-style-type: none"> • understand the importance of food safety • understand properties of nutrients • understand the relationship between nutrients and the human body • be able to plan nutritional requirements • be able to plan production of complex dishes • be able to cook complex dishes <p>Unit 1 Health and safety - hygiene Mayonnaise / hollandaise sauce practical Unit 1 CWK - Intro -setting up task Pasta making revision – practical – pasta only Unit 1 CWK- nutritional needs of clients group Unit 1 CWK - unsatisfactory intake Unit 1 CWK - choosing dishes Unit 1 CWK - detailed write up – starter Unit 1 CWK- detailed write up – main Unit 1 CWK - detailed write up - dessert Unit 1 CWK - Write up / begin plan Unit 1 CWK - PLAN SHOP LIST – EQUIP LIST Unit 1 CWK -health and safety Unit 1 CWK - food production methods affect nut quality Unit 1 CWK -nutrition and structure of nutrients Unit 1 CWK - PRACTICAL EXAM – 3 hour assessment Unit 1 - completion Revision EXAMS – y12 trial Exam feedback</p> <p>PLANNED REVISION PROGRAMME Revision AC 1.4Analyse risks associated with food safety Causes of food contamination/hygienic food prep, high risk foods Case study – types/styles, range of info Calculating BMI AC 1.4Analyse risks associated with food safety Food allergies, intolerance Food allergies, intolerance Current dietary recommendations Practice case study and case study feedback AC2.1 AC 2.2 structure of nutrients protein, biological value, AC3.1 Functions of nutrients in growth and development.</p>		

How will your understanding be assessed & recorded (Impact)

Assessment

Work will be assessed in a variety of ways
Teacher assessment – books will be checked and marked on a regular basis
Written and verbal feedback will be given
Practical work – verbal feedback given
Homework will be assessed in line with dept policy
These will be used to build up a clear picture of student effort and progress which will be communicated to parents in interim reports, main school reports and during parents' evenings.

Main areas of assessment:

Unit 1 – real task – marked and moderated in school and then moderated by exam board – no formal feedback by teacher allowed
Marked according to assessment criteria issued by examination board and shared with pupils
Link to mark book - <https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=5429>
External examination

How can parents help at home?

Students will complete their work in school for the assessment. It would be great if you could talk to your child about their work and ensure tasks are completed to the best of their ability. In addition, it would be good if you could look at the vast resources on our Food and Nutrition VLE pages – especially on the Unit 1 tab – where you will find lots of information and guidance to help complete this task.

Helpful further reading/discussion (including Reading and Vocabulary Lists)

Reading

The department will issue a textbook and has an extensive range of books to support your learning – which pupils may borrow at any time

Others include

Bender, D. (2002). *An Introduction to Nutrition and Metabolism* (3rd Ed). Oxford, UK: Taylor and Francis Ltd
Campbell J (et al) (2011) *Practical Cookery Level 3* Hodder Education
Cesarani V (2002) *Advanced Practical Cookery: A Textbook for Education and Industry* Hodder Education
Food Standards Agency. (2008). *Manual of Nutrition* (11th Ed). London, UK: Stationary Office
Jeukendrup, A. and Gleeson, M. (2004). *Sport Nutrition: An Introduction to Energy Production and Performance*. Leeds, UK: Human Kinetics

Vocabulary

Key words and specification criteria

<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=5445>

Careers Links

Find out about all aspects of food careers
<https://tastycareers.org.uk>

<https://www.foodafactoflife.org.uk/whole-school/careers-in-food/>

Websites

www.foodsafety.gov
<http://homefoodsafety.org/app>
BBC Health: www.bbc.co.uk/health/healthyliving
British Nutrition Foundation: www.nutrition.org.uk
CORE: <http://www.corecharity.org.uk/>
Department for Health: www.dh.gov.uk
<http://www.dynamic-learning.co.uk/Product.aspx?productID=164>
www.excellencegateway.org.uk/askbutler.examples.id295
Food and Drink Federation: www.fdf.org.uk
Food Standards Agency: www.food.gov.uk/aboutus/publications/industrypublications/
Food Vision: www.foodvision.gov.uk
Health Development Agency: www.nice.org.uk
<http://www.hoddereducation.co.uk/Colleges/Hospitality---Catering/Practical-Cookery-seriespage/Practical-Cookery-Level-3-supporting-resources.aspx>
NHS: <http://www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx>
National Obesity Forum: <http://www.nationalobesityforum.org.uk/>
Physical Activity and Nutrition Wales: www.physicalactivityandnutritionwales.org.uk
The British Dietetic Association: www.bda.uk.com
Vegetarian Society: www.veg.soc.org.uk