

Curriculum Plan Food & Nutrition

Year 12	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	Unit 1 – Meeting the nutritional needs of specific groups. Unit 1 external exam preparation: LO1 understand the importance of food safety • Micro-organisms and food safety • Allergens and food related illnesses • Food safety in practice LO2 Understand properties of nutrients • Classification of nutrients • The structure of nutrients • Food production methods and their effects on nutrients • Assess the impact of food production methods on nutritional value LO3 understand the relationship between nutrients and the human body	Extension of knowledge to provide links to the wider career pathways. Applying knowledge through assessment structure in a written exam, written assessment and practical exam. Demonstration of knowledge through assessment in the examination	Unit 1 is divided into six learning outcomes, each of which has a set of assessment criteria. You will be assessed and graded two different ways: Written practical assignment (50%) Written examination taken at the end of the year (50%)	Literacy is a key component of the course as students will be expected to define, explain and evaluate key knowledge. Students will be expected to apply their knowledge to context of both exam and written assessment As part of the written assessment students will	<u>Attitude</u> As part of undertaking this course students need to be organised and committed to their studies. This subject promotes a responsibility to the learner organise effectively. Students will produce a folder of revision materials which will enable them to revise effectively from in the final cycle. This promotes a very similar university style culture in which students	Volunteering sessions within the department	This course has been developed to advance students understanding of food science and nutrition and recognise their relevance within a wider range of professions and industries. Including: • Education • Food industry • Government agencies involving food • Health and social care • Health professions • Hospitality and catering • Journalism • Medicine • Sports science and fitness training The assessments used offer a similar style of assessment structure to a university course and wider career tasks.

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	• The functions of nutrients in the human body • Explain characteristics of unsatisfactory nutritional intake • Analyse nutritional needs of a specific group • Assess how different situations affect nutritional needs • Calculate nutritional requirements for given individuals LO4 be able to plan nutritional requirements. • Evaluate fitness for purpose of diets Practical's included: • Thai Curry • Fish, chips and mushy peas • Steak and kidney Pie • Chicken Boudin and potato dauphinoise • Lasagne • Profiteroles/eclairs • Cheesecake • Ravioli • Thai fishcakes and sweet chilli sauce • Burgers and chips • Lemon meringue pie	Ability to apply knowledge to a practical task which is closely linked to a case study. Be able to critically analyse recipes, nutritional profiles and the needs of an individual to determine current and future health requirements. Be able to use advanced techniques in the preparation of commodities through the practical tasks. Be able to use advanced techniques in the cooking of		need to clearly demonstrate knowledge through written communication whilst also being critical by applying this knowledge to the task. Key definitions of scientific terminology will be needed as part of the assessments. Numeracy will be part of both assessments as within the exam students will be expected to calculate nutritional requirements	take responsibility for their resources. Instilling a passion for the subject both practically and academically to provide a positive attitude towards food and a career in food related industry. <u>Achievement</u> The completion of unit 1 allows students to undertake a 3hour, 30 minute practical in which students showcase their talents. Completion of unit 1 coursework Completion of unit 1 exam. <u>Community</u> Working in collaboration with peers during		Students gain a deeper understanding of analysing live tasks and solving problems to achieve a better outcome for a client. The written assessment also allows students to develop and extend their knowledge to provide useful links and additional information about diet, health and nutrition of the wider population. Students would be able to offer advice to the wider population on a healthy diet as a result of the knowledge retained during the course. Students work together in collaboration for certain tasks throughout the year and this develops a sense of teamwork with students. Students are also expected to work independently during the assessments in order to meet deadlines throughout the year promoting organisation and positive study habits. Students can choose to cash-in their grade at the end of year 12
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	• Trialling of own menu and recipes	commodities through the practical tasks Be able to present cooked dishes using advanced techniques. Be able to produce food products to a high standard ensuring quality is controlled and maintained through the production of more than one portion. Be able to effectively plan recipes and complex menus that meet individual needs.		of a case study. Students will also be expected to analyse diets, compare nutritional profiles of recipes and therefore the understanding of percentages and basic mathematics is an important skill. It is important that a background in English and maths is encouraged to support the demands of the subject.	discussion and practical activity <u>Endeavour</u> Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning. Practical task gives students opportunity to understand pressures of industry and opportunity to achieve during the practical task		in which they will receive a BTEC in Food science and nutrition Students continuing onto year 13 will gain a deeper understanding of food science and food safety in practice as well as achieving the full Diploma qualification.
Cycle 2	Unit 1 internal coursework LO5 be able to plan the production of complex menus • Interpreting recipes for complex menus • Plan production of menus • Use tools in the preparation of commodities • Use advanced techniques in the preparation of commodities • Assure quality of materials to be used in food production • Use advance techniques in the cooking of commodities • Present cooked complex dishes, using advanced presentation techniques • Evaluate fitness for purpose of diets		3 ½ hour practical exam Completion of internal unit 1 coursework			Volunteering sessions within he department	

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Cycle 3	Unit 1 examination: LO1 understand the importance of food safety LO2 Understand properties of nutrients LO3 understand the relationship between nutrients and the human body LO4 be able to plan nutritional requirements Next steps into year 13 and units 2 and 3 for completion of Level 3 Diploma in food science and nutrition.		1hr 45 minutes exam with additional 15 minute reading time			Volunteering sessions within the department	
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Year 13	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
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Cycle 1	Unit 3 – Experimenting to Solve Food Production Problems LO1 understand the scientific properties of food - AC1.1 explain how food properties can be changed - AC1.2 explain variables that affect physical properties of food LO2 be able to scientifically investigate changes to food - AC2.1 set success criteria for scientific investigations - AC2.2 obtain outcomes from scientific investigations - AC2.3 record outcomes of investigative work - AC2.4 process data - AC2.5 review suitability of investigative method LO3 be able to solve food production problems - AC3.1 analyse food production situations	Skills required for independent learning and development skills to ensure their own dietary health and well being A range of generic and transferable skills The ability to solve problems the skills of project-based research, development and presentation The ability to apply mathematical and ICT skills The fundamental ability to work alongside other professionals, in	<u>Unit 3</u> Students to produce a document based on a live case study in which the solve a range of food production problems. Assessment of written communication through applying knowledge to the case study gained in year 12 and year 13 Application of scientific knowledge to explain and evaluate data in a scientific way Applying key terminology and definitions Being able to critically analyse and interpret results in order to make sound conclusions and judgements based on scientific data.	Students need to produce an electronic report and therefore literacy is developed throughout the course. Students will need to develop their skills in analysing and evaluating work as well as being able to explain in detail. Students also need to scale recipes and therefore an understanding of ratios is important. <u>Unit 3</u> Students need to produce an electronic report and therefore literacy is developed throughout the course. Students will need to develop their skills in analysing and evaluating work as well as being able to explain in detail.	<u>Attitude</u> These units are designed to highlight real life case studies in a working environment . Students will need to show professional study skills in order to complete the tasks. The tasks are also very similar to a university module and this gives learners an opportunity to experience the expectations of a university student or newly qualified staff	KS3 volunteering opportunities with students in Food and nutrition.	Future progression: Together with other relevant qualifications at Level 3, such as AS and A levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as: - BSc Food and Nutrition - BSc Human Nutrition - BSc (Hons) Public Health Nutrition
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	- AC3.2 propose practical options to solve food production problems - AC3.3 scientifically justify proposed options	a professional environment The ability to apply learning in vocational context	Task 1: Analyse the original recipe and identify problems. Task 2 – Propose new options to the product through investigative work. Task 3 – Evaluate final proposed option and justify changes made in relation to the case study	Within unit 3 students need to discuss costing of recipes and this will be a part of their numeracy.	member in a working environment <u>Achievement</u> Both units provide an opportunity for students to solve problems presented in the case study. The two assignments give a sense of achievement once completed as they are detailed pieces of work. <u>Community</u> Working in collaboration with peers	BSc (Hons) Food Science and Technology <u>Unit 3 aim</u> The aim of this unit is for learners to use their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems. <u>Unit 2 Aim</u> The aim of this unit is to give learners an understanding of hazards and risks in relation to storage, preparation and cooking of food
Cycle 2	Completion of unit 3 Begin work on unit 2	Students will produce a document highlighting key problem-solving skills throughout the unit.				
Cycle 3	Unit 2: Ensuring food is safe to eat LO1 understand how microorganisms affect food safety - AC1.1 describe properties of micro organisms - AC1.2 assess how changing conditions affect growth of microorganisms in different environments - AC1.3 explain how microorganisms affect food quality	Skills required for independent learning and development skills to ensure their own dietary health and well being A range of generic and transferable skills	<u>Unit 2</u> Assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. The scenario will relate to a food safety situation. It will require learners to analyse the			Getting ready for University life: Food recipes for living at Uni

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- AC1.4 assess how preservation methods prevent the growth of micro-organisms LO2 understand how food can cause ill health - AC2.1 explain the physiology of food intolerances - AC2.2 explain the physiological basis of food allergies - AC2.3 explain the physiological basis of food poisoning - AC2.4 describe the symptoms of food induced ill health LO3 understand how food safety is managed in different situation - AC3.1 describe food safety hazards in different environments - AC3.2 assess risk to food safety in different environments	The ability to solve problems the skills of project-based research, development and presentation Students will learn to critically analyse data to evaluate a case study. Students will produce a document highlighting key problem-solving skills throughout the unit.	information and make judgements regarding the potential food safety risks Two main tasks: Task 1 – Analyse the case study and identify problems. Task 2- Produce a written report highlighting the problems identified and justify changes to the case study.	during practical activities. <u>Endeavour</u> As part of the two units' students need to be organised and plan their time effectively. Students will need endeavour to complete the task to the best outcome. Both units have clear end points and students will be able to identify clear targets throughout the year in order to meet the	in different environments and the control measures needed to minimise these risks. They will be able to use this understanding to be able to produce guidance material to facilitate the training of new food handlers recommend control measures that need to be in place, in given environments, to ensure that food is safe to eat. Real life case study examples show career opportunities and brings knowledge of the course to the real world.
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	- AC3.3 explain control measures used to minimise food safety risk - AC3.4 justify proposals for control measures in different environments				expected progress.		
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