

WJEC Level 3 Diploma in Food Science and Nutrition

Design and Technology Department **Level 3 Diploma in Food Science and Nutrition**

Contact Teacher: Mr S Quick

Exam Board: WJEC

Learners complete three units: two mandatory and one optional. The first mandatory unit will enable the learner to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

The second mandatory unit will allow learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Studying one of the two optional units will allow learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

The **WJEC Level 3 Diploma in Food Science and Nutrition** is assessed using a combination of internal and external assessment.

Unit 1: Meeting Nutritional Needs of Specific Groups

Unit 1 will be both internally and externally assessed.

External Assessment

- 90 minute examination; plus 15 minutes reading time
- Total of 90 marks
- Three sections on each paper.

The paper will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction

o Section A is short answer questions

o Section B is extended answer questions

o Section C relates to a case study

Internal Assessment

The internal assessment consists of a learner assessment brief, which describes a particular scenario including a particular target group whose nutritional needs you will need to assess. You will have to write a report discussing their nutritional needs, suggest menu items suitable for the scenario and then produce some of these dishes and accompaniments. Finally, you will attend an interview (with your teacher) to justify, explain and evaluate your decisions and practical work.

Unit 2 – Ensuring Food is Safe to Eat - externally set assignment

Unit 2 is externally assessed. It is based on an eight hour timed, supervised assessment issued by the exam board. Learners must complete the assessment within three weeks of it being opened by the centre.

Each external assessment will involve the learner applying the knowledge, understanding and skills learned throughout the unit to information provided in a scenario. The scenario will relate to a food safety situation. It will require learners to analyse the information and make judgements regarding the potential food safety risk

The assessment will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction

In addition to Unit 1 and 2 students have a choice between completing Unit 3 OR Unit 4.

- Unit 3: Experimenting to Solve Food Production Problems
- OR
- Unit 4: Current issues in Food Science and Nutrition

Internal assessment for each of the above units is by way of a controlled assessment assignment.

The assessments will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction

Final grade

To achieve a Pass, Merit, Distinction or Distinction* grade, learners must obtain the minimum UMS mark for the qualification grade and a minimum of a pass grade in ALL units.

The grade equivalences for the Level 3 Diploma in Food Science and Nutrition qualification are:
Distinction* 360 UMS, Distinction 320 UMS, Merit 240 UMS, Pass 160 UMS
(400 Maximum UMS available)

Job opportunities

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

Together with other relevant qualifications such A levels in Biology, Chemistry, Sociology and Maths, students will 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

BSc (Hons) Food Science and Technology

Year 12 - Summer Work

Please complete the following tasks over the summer holidays, they do not need to be too onerous, it will help you stay in touch with the subject over the holidays and will form a basis for us to work on from September.

Task 1: Food in the news: Create a “food in the news” media folder. Between now and the beginning of September collect any articles that you find referring to Food and Nutrition. This can be actual cuttings OR digitally produced using Screen shots etc.

The Guardian and Observer newspapers, the BBC news and the BBC Good Food Magazine are good starting places. You could also look at the free papers and magazines available at food retailers. Select 2 articles that you think are important/news worthy. Summarise the key points and explain why you think that each article was published/written.



Task 2: Nutrition Planning

Undertake the following and present your work on a single A3 sheet (2 pieces of A4 stuck together will be fine!) in mind map format. Photograph your practical work and include this on the A3 sheet.

Select one of the scenarios below and complete the activities (i) – (v)

Nursery scenario

The cook at your local children’s nursery (ages 2 to 5) has received comments from parents that the current menu is both unhealthy and repetitive. The cook is, therefore, planning to make changes to the menu to ensure it is healthy and appealing to the children.

OR

Elderly Residential Home

The cook at a local Elderly residential home has received comments that the current menu is unimaginative. The cook is therefore planning to make changes to the menu to ensure that dishes meet the nutritional needs of the elderly and have traditional appeal.

- (i) Review the **nutritional considerations** that the cook will need to include when planning a menu for this target group.
- (ii) Plan a **weekly menu**; this must include breakfast, mid-morning snack, lunch, mid-afternoon snack and tea.
- (iii) Plan, prepare and **cook ONE MENU ITEM**. You will need to take photos of the dish.
- (iv) **Evaluate** your finished outcomes referring to their sensory characteristics and appeal for the target group
- (v) **Discuss** whether your choices reflect current nutritional guidelines for target group and suggest improvements or alternatives to your menu choices.