

Roundwood Park School



WJEC Level 3 Diploma/Certificate in Food Science and Nutrition

Food Science and Nutrition is relevant to many industries and job roles. Care providers and nutritionist in hospitals use this knowledge, as do sports coaches, food manufacturers and government agencies

The WJEC Level 3 Food Science and Nutrition specification can be found:

<http://www.wjec.co.uk/qualifications/food-science-and-nutrition/food-science-and-nutrition-level-3-from-2015.html>

Entry requirements

Ideally, GCSE grade 5 and above in a technology subject although it is not a prerequisite to have a GCSE in a food related subject. An enquiring mind and a genuine interest in looking in depth at where food comes from, food choices and the science behind nutrition is a distinct advantage.

Level 3 Food Science and Nutrition complements other A Level courses such as Biology, Physical Education and Health and Social Care.

Further information please contact

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The UMS/grade equivalences for the Level 3 Diploma in Food Science and Nutrition

	UMS mark	UMS Grade boundaries			
		D*	D	M	P
UMS	400	360	320	240	160

Books recommended to buy

Tull. A Certificate in Food science and Nutrition (2015)
Brown A. C (2013) Understanding Food: Principles and preparation

Campbell J (2012) Practical Cookery, Level 3, Hodder Education

Progression from this Qualifications

The specification provides a suitable foundation for the study of academic or vocational courses in higher education, including careers in Food Technology, Nutritional Science, Sports Science and Diet, Consumer Protection, and Food retail and manufacture. Level 3 Food Science and Nutrition is accepted for university entry especially on courses such as BSc Human Nutrition, BSc (Hons) Public Health and Nutrition or BSc (Hons) Food Science and Technology

This course explores the relationship between food, nutrition and health and offers the opportunity for creative, investigative and analytical study.

Course Outline

Unit 1: meeting nutritional needs of specific groups

Unit 2: Ensuring food is safe to eat

Unit 3: Experimenting to solve food production problems

Unit 4: Current issues in food science and nutrition

Year 12 comprises of Unit 1

Year 13 comprises of mandatory unit 2 with an optional unit being unit 3 or 4.

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 experience

Grading

Students will be graded as Level 3 Pass, Level 3 Merit, Level 3 Distinction and Level 3 Distinction plus.

Unit 1 completed in Year 12 25% coursework and one exam which is worth 25%

Unit 2 **Ensuring food is Safe to Eat** is an eight hour timed assignment over three weeks that is externally assessed.

The aim of this unit is to develop and understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. 25%

Unit 3 **Experimenting to Solve Food Production Problems.** Internally assessed. The aim of this unit is to use understand the properties of food in order to plan and carry out experiments.

Unit 4 **Current Issues in Food Science and Nutrition.** This unit students will carry out research on current issues relating to food science and nutrition 25%

External Assessment in year 12 (unit 1) is a 90 minute examination with three sections out of 90 marks

- Section A – short answer questions
- Section B – Extended answer questions
- Section C – relates to a case study

Exam Assessment areas on:

- Understand the importance of food safety
- Understand the properties of nutrients
- Understand the relationship between nutrients and the human body
- Be able to plan for different people's nutritional requirements

Internal Assessment (NEA) titles examples:

- 1) A personal trainer introduces the student to one of their clients and the student would calculate their requirements and then prepare and cook the dishes
- 2) A chef from a restaurant gives learners recipes from the menu. Students are given limited time to work under pressure to produce dishes, using plans provided by the chef. The quality of the final dishes evaluated by the chef.
- 3) Students provided with information on a group of people in a care environment. Students then create a daily menu that includes all the vital nutrients. Students then make the dishes then residents of the care home taste test and provide feedback