Level 3 Alternative Academic Qualifications in Food Science and Nutrition

GUIDANCE FOR TEACHING

COURSE OUTLINE

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 3 Alternative Academic Qualifications in Food Science and Nutrition and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

The Guidance for Teaching is made up of the following parts:

Delivery guide
Course outline
Assessment Guide
Unit Guides

Each part is published separately and can be downloaded from the Key Documents section of the qualifications subject page.

Aims of the Course Outline

The principal aim of the Course Outline is to provide teachers with a structured overview of how the specification content may be organised and delivered during the duration of the course. The Course Outline includes a suggested sequence in which units and topics could be taught, indicative timings of the Guided Learning Hours and information on assessment points and recommended activities. The Course Outline is not prescriptive, but rather a supportive planning tool that teachers can adapt to suit their learners and context.

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Planning for delivery and assessment

There is flexibility in the way the qualification can be delivered. The following suggestion is one way of approaching the timing of unit delivery and assessment. Centre specific factors may impact on other approaches.

Certificate delivery	
Winter term	Introduction to Level 3 Alternative Academic Qualification in Food Science and Nutrition (Certificate). This course outline recommends that 50% of the teaching hours be dedicated to teaching Unit 1 and 50% be dedicated to teaching Unit 2. Unit 1 – Unit 1 has a large volume of content, and it is recommended that centres start teaching Unit 1 at the beginning of the winter term. The unit provides fundamental nutritional knowledge that underpins all later units. The unit introduces learners to the properties of nutrients, the relationship between nutrients and the human body and the impacts of unsatisfactory nutritional intake as well as how to plan a nutritional programme for specific dietary needs. The aim of the unit is for learners to gain knowledge and understanding of food and nutrition across the life stages. Unit 1 content would be taught in full by the end of the Spring Term in readiness for the summer assessment. The assessment for Unit 1 would take place in the summer term through an external written exam. Unit 2 – The delivery of Unit 2 should run concurrently with that of Unit 1 during the winter term. Unit 2 allows learners to explore how nutritional knowledge connects to practical food production. Unit 2 focuses on developing essential practical skills and an understanding of ingredient behaviour, food properties and safe working practices. Introducing Unit 1 and Unit 2 concurrently helps learners make early links between theory and practical application, supporting deeper understanding of how food behaves and how different nutritional needs can be met through food preparation.
Spring term	This course outline recommends that centres continue with the delivery of Unit 1 content during the spring term alongside the remainder of Unit 2 content. During this term, learners begin to apply Unit 1 nutritional principles to more complex scenarios and explore the adaptation of meals for individuals with specific needs. Learners will also analyse nutritional information and plan nutritional programmes for a range of audiences. This course outline recommends that centres complete Unit 2 content and learners undertake mock non-examination assessment tasks. The Unit 2 assignment brief will be released on the WJEC Portal on the first Monday in January, but centres **are not to use** this brief for any practice assessment tasks. Following sufficient development of practical skills and scientific understanding, learners will be in the position to start the WJEC Unit 2 non-examination assessment.

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Summer term	The start of the summer term should focus on completing the Unit 2 non-examination assessment, allowing time for internal quality assurance and internal moderation. The submission date to WJEC for Unit 2 is 15th May. Following completion of Unit 2, the summer term focuses primarily on preparing learners for the Unit 1 external assessment. Learners consolidate their knowledge, review key areas of the specification and practice examination style questions. Learners progressing to the Extended Certificate may also be introduced briefly to Unit 3 and either Unit 4 or Unit 5 towards the end of the summer term, depending on their chosen pathway for Year 2. This early introduction will help to establish context and expectations for the following academic year.
Extended Certificate Delivery	
Winter term	In the Extended Certificate year, it is recommended that delivery begins with Unit 3 – this mandatory unit focuses on food hygiene and food safety in food production environments. Learners develop an understanding of food safety legislation, microbiological and chemical hazards, contamination risks and the implementation of safe working practices. They also explore hazard analysis and the principles that underpin effective food safety management. It is recommended that by the end of the winter term, content up to section 3.2 is delivered. The assessment for Unit 3 would take place in the summer term through an external written exam. Alongside this mandatory unit, centres need to deliver either Unit 4 or Unit 5, depending on the chosen pathway. It is recommended that the chosen unit is delivered concurrently with Unit 3. For those delivering Unit 4 – this unit introduces learners to scientific principles that explain how foods behave during preparation and cooking. Learners investigate functional and sensory changes, explore the impact of variables on product outcomes and begin developing investigative and problem-solving skills linked to food production challenges. For those delivering Unit 5 – this unit introduces learners to contemporary issues affecting the food and nutrition sector. Learners identify a relevant issue, explore stakeholder perspectives, review existing research and begin planning a structured research project.

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Spring term	During the spring term, delivery of Unit 3 content continues, allowing learners sufficient time to apply their food safety knowledge to practical scenarios. Teaching of Unit 3 content is to be completed by the end of the Spring term to allow sufficient time for revision activities and exam practice questions. Delivery of either Unit 4 or Unit 5 content will also continue during this period. For those delivering Unit 4 – the spring term provides the opportunity to carry out practice planned investigations, test variables, analyse results and refine solutions. For those delivering Unit 5 – the spring term supports data collection, analysis and development of findings. This course outline recommends that centres complete Unit 4 or Unit 5 content during this term and learners undertake tasks similar to those of the non-examination assessment. The briefs for Units 4 and 5 will be released on the WJEC Portal on the first Monday in January, but centres are not to use this brief for any practice assessment tasks. Following sufficient development of practical skills and scientific understanding, learners will be in the position to start the WJEC Unit 4 or 5 non-examination assessment.
Summer term	The start of the summer term should focus on completing the Unit 4 or 5 non-examination assessment, allowing time for internal quality assurance and internal moderation. The submission date to WJEC for these units is 15th May. Following the completion of Unit 4 or 5, the summer term focuses primarily on preparing learners for the Unit 3 external assessment. Learners consolidate their knowledge, review key areas of the specification and practice examination style questions. If appropriate, the remainder of the term can be used to support learners with preparation for higher education, apprenticeships or progression into employment within the food science and nutrition sector.

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Suggested Course Outline Plan

The recommendations detailed below are suggestions only – they are not at all prescriptive and centres are free to structure the course in the way that best suits their individual circumstances. This course outline focusses on the following units:

Year 1
- Unit 1 - Nutritional needs across the life stages
- Unit 2 – Developing practical food production skills

Year 2
- Unit 3 – Principles of food hygiene and food safety in food production

One of the following units:
- Unit 4 – Experimenting to solve food production problems
- Unit 5 – Current Issues in Food Science and Nutrition

	GLH	Content focus
Level 3 Food Science and Nutrition		Discuss with learners: Certificate and Extended Certificate topics.

Unit	GLH	Mandatory / Optional	Assessment
Unit 1: Nutritional needs across the life stages	90	Mandatory	External
Unit 2: Developing practical food production skills	90	Mandatory	Internal
Unit 3: Principles of food hygiene and food safety in food production	90	Mandatory	External
Unit 4: Experimenting to solve food production problems	90	Optional	Internal
Unit 5: Current issues in food science and nutrition	90	Optional	Internal

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Level 3 Food Science and Nutrition		Year 1	
	September	2	1.1 Introduction to understanding properties of nutrients
		6	1.1.1/1.1.2 The structure, function and sources of macronutrients, micronutrients and water
		3	1.1.2 Digestion and absorption of different nutrients into the blood stream
		6	2.2.4 Hygiene practices and procedures within food production
		2	2.1.1 The factors that influence ingredient choice (introduction)
		3	2.2.3 Skills and techniques within food production: **Basic level**
	October		
		4	1.1.3 Classify nutrients in food
		4	1.1.4 The impact of food production methods on nutritional value
		4	Revision and test on content covered from Unit 1
		5	2.1.1 The factors that influence food ingredient choice
		2	2.2.4 Hygiene practices and procedures within food production
		3	2.2.3 Skills and techniques within food production: **Basic level**

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Level 3 Food Science and Nutrition	November		
		3	1.2.2 Nutritional needs of specific groups: **Infancy to adolescence**
		4	1.2.2 Nutritional needs of specific groups: **Early Adulthood to eldership**
		3	1.2.2 Nutritional needs of specific groups: **Other life stages**
		2	Revision and test of content covered from Unit 1
		6	2.2.1 Food production processes: **Stages of food production**
		4	2.2.3 Skills and techniques within food production: **Medium level**
	December		
		3	1.2.2 Nutritional needs of specific groups: **Medical conditions and culture**
		3	1.2.1 Characteristics of unsatisfactory nutritional intake
		2	Revision and test of content covered from Unit 1
		5	2.2.2 Planning to create food items
		5	2.2.3 Skills and techniques within food production: **Medium level**
		4	2.2.3 Skills and techniques within food production: **Audience and purpose**

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Level 3 Food Science and Nutrition	January		
		9.5	Unit 2: Developing practical food production skills The controlled assessment should be distributed as the centre sees fit throughout the Spring term. The assessment has a time allowance of 9 hours 30 minutes and forms part of the 90 GLH.
		Centres should use January to February half-term to complete a mock Unit 2 non-examination assessment. The examination brief must not be used for mock assessments.	
		4	1.2.3 How different situations affect nutritional needs
		4	1.3.1 Use of nutritional analysis tools
		2	Revision and test of content covered from Unit 1
		3	2.2.1 Food production processes: **why ingredients may need to be modified**
		2	Unit 2: Practice non-examination assessment Task 1 **(not the live brief)**
		2	Unit 2: Practice non-examination assessment Task 2 **(not the live brief)**
		3.5	Unit 2: Practice non-examination assessment Task 3 **(not the live brief)**
		4	2.2.3 Skills and techniques within food production: **Advanced level**

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Level 3 Food Science and Nut0rition	February		
		3	1.3.1 Planning nutritional programmes: **Nutritional guidance**
		2	1.3.1 Planning nutritional programmes: **Monitoring nutritional programmes**
		2	Revision and test of content covered in Unit 1
		6	The GLH for these sections should be spread across the year to link to practical work completed. — 2.3.1 Evaluation food production processes (this should be considered during all practical work, but a specific focus can be had during the practice non-examination assessment).
		6	2.3.2 Evaluating food items and outcomes (this should be considered during all practical work, but a specific focus can be made during the practice non-examination assessment).
		2	Unit 2: Practice non-examination assessment Task 4 **(not the live brief)**
		3	Feedback on practice non-examination assessment
		4	2.2.3 Skills and techniques within food production: **Advanced level**
	March		
		3	1.3.1 Planning nutritional programmes: **Reviewing effectiveness of programmes**
		8	Unit 1: Exam preparation and examination paper walk-through
			Unit 2: Completion of WJEC non-examination assessment

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Level 3 Food Science and Nut0rition	April		
		9	Revision and exam practice for Unit 1: Nutritional needs across the life stages
			Unit 2: Completion of WJEC non-examination assessment including any additional paperwork required
		Internal Quality Assurance for the non-examination assessment to take place prior to submission to WJEC. This is not part of the Guided Learning Hours.	
	May		
		10	Revision for Unit 1 and exam practice: Nutritional needs across the life stages
			Submission of Unit 2 non-examination assessment deadline: 15th May
	June		
		Exam preparation: Targeted revision up to exam. **Completion of the Unit 1 External Examination**	
		After exams: Prepare and conduct research for any Year 2 units	

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Level 3 Food Science and Nut0rition		Year 2		
			PATHWAY A **Unit 3 and Unit 4**	**PATHWAY B** **Unit 3 and Unit 5**
	September	6	3.1.1 Properties of micro-organisms	3.1.1 Properties of micro-organisms
		3	3.1.2 How changing conditions affect growth of micro-organisms in different environments	3.1.2 How changing conditions affect growth of micro-organisms in different environments
		3	3.1.2 How changing conditions affect growth of micro-organisms in different environments: **Application to food examples**	3.1.2 How changing conditions affect growth of micro-organisms in different environments: **Application to food examples**
		6	4.1.1 How food properties can be changed: Scientific properties of food	5.1.1 Current issues in food science and nutrition: **Sustainability, health, diet choices and the economy.**
		6	4.1.1 How food properties can be changed: the processes	5.1.1 Current issues in food science and nutrition: **Technology, media, social factors and ethical considerations**

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Level 3 Food Science and Nutrition	October			
		3	4.1.2 Variables that affect physical properties of food: **Temperature and chemical reactions**	5.1.1 Current issues in food science and nutrition: **Key stakeholders**
		4	3.1.3 How micro-organisms affect food quality	3.1.3 How micro-organisms affect food quality
		3	3.1.4 How preservation methods prevent the growth of micro-organisms	3.1.4 How preservation methods prevent the growth of micro-organisms
		3	3.1.4 How preservation methods prevent the growth of micro-organisms: **Application to food examples**	3.1.4 How preservation methods prevent the growth of micro-organisms: **Application to food examples**
		2	Revision and test of content covered in Unit 3	
		3	4.1.2 Variables that affect physical properties of food: **manipulation**	5.2.1 Research methods in food science and nutrition: **Research methodologies**
		5	4.1.2 Variables that affect physical properties of food: **application in practice**	5.2.1 Research methods in food science and nutrition: **Qualitative and quantative data, primary and secondary research**

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Level 3 Food Science and Nutrition	November			
		4	3.2.1 The physiology and symptoms of food intolerance	3.2.1 The physiology and symptoms of food intolerance
		3	3.2.2 The physiology and symptoms of food allergies	3.2.2 The physiology and symptoms of food allergies
		3	3.2.2 The physiology and symptoms of food allergies: **Managing allergens in food production**	3.2.2 The physiology and symptoms of food allergies: **Managing allergens in food production**
		5	4.2.1 Food production situations: **Problems in food production**	5.2.2 Stages of research: **Project proposal/rationale, aims and objectives and hypotheses/research question**
		4	4.2.1 Food production situations: **Analysing the causes of food production problems**	5.2.2 Stages of research: **Planning research methods, success criteria, literature review, sample size and data**
		2	4.2.1 Food production situations: **Case studies of production failure**	5.2.2 Stages of research: **Analyse data and report findings**
		4	4.2.2 Practical options to solve food production problems	5.2.3 carrying out research: **Designing data collection tools**

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Level 3 Food Science and Nutrition	December			
		5	3.2.3 The physiology and symptoms of food poisoning: **Physiological effects on the body system, symptoms and outcomes.**	3.2.3 The physiology and symptoms of food poisoning: **Physiological effects on the body system, symptoms and outcomes.**
		3	3.2.3 The physiology and symptoms of food poisoning: **Causative bacteria and viruses**	3.2.3 The physiology and symptoms of food poisoning: **Causative bacteria and viruses**
		2	3.2.3 The physiology and symptoms of food poisoning: **Foods affected and how to reduce the risk of food poisoning**	3.2.3 The physiology and symptoms of food poisoning: **Foods affected and how to reduce the risk of food poisoning**
		2	Revision and test of content covered in Unit 3	
		3	4.2.2 Practical options to solve food production problems	5.2.3 Carrying out research: **Designing data collection tools**
		4	4.2.2 Practical options to solve food production problems: **different types and variations of ingredients**	5.2.3 Carrying out research: **Application of data collection tools in practice**
		2	4.3.1 Scientific investigation methods	5.2.3 Carrying out research: **Ethical considerations**

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Level 3 Food Science and Nutrition	January				
		12	**Unit 4 Assignment Brief will be released on the WJEC Portal on the first Monday in January.** The controlled assessment should be distributed as the centre sees fit throughout the Spring term. The assessment has a time allowance of 12 hours and forms part of the 90 GLH.	**Unit 5 Assignment Brief will be released on the WJEC Portal on the first Monday in January.** The controlled assessment should be distributed as the centre sees fit throughout the Spring term. The assessment has a time allowance of 12 hours and forms part of the 90 GLH.	
		4	3.3.1 Food safety hazards in different environments	3.3.1 Food safety hazards in different environments	
		3	3.3.2 Risk to food safety in different environments	3.3.2 Risk to food safety in different environments	
		3	3.3.2 Risk to food safety in different environments: **considering the risks associated with safety hazards in different environments 3.3.1**.	3.3.2 Risk to food safety in different environments: **considering the risks associated with safety hazards in different environments 3.3.1**.	
		4	4.2.2 Practical options to solve food production problems: **different types and variations of ingredients**		
		3	4.3.2 The stages of scientific investigations	5	5.2.3 Carrying out research: **Application of data collection tools in practice**

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Level 3 Food Science and Nutrition	February				
		3	4.3.3 Success criteria for scientific investigations	5	5.2.3 Carrying out research: **Application of ethical considerations in practice**
		3	4.3.3 Success criteria for scientific investigations: **application in practice**	5.2.3 Carrying out research: **Reviewing practice of application of data collection tools and ethical considerations**	
		5	3.3.3 Control measures used to minimise food safety risks	3.3.3 Control measures used to minimise food safety risks	
		3	3.3.3 Control measures used to minimise food safety risks: **application of control measures in practice**	3.3.3 Control measures used to minimise food safety risks: **application of control measures in practice**	
		2	3.3.3 Control measures used to minimise food safety risks: **review of control measures used in practice**	3.3.3 Control measures used to minimise food safety risks: **review of control measures used in practice**	
		2	Revision and test of content covered in Unit 3.		
		4	4.3.4 Carrying out scientific investigations	5.2.4 Data analysis: **Data analysis methods and presenting data**	
		3	4.3.5 Data analysis: **range of methods and suitability of data analysis**	5.2.4 Data analysis: **Application of data analysis in practice**	
		2	4.3.5 Data analysis: **presenting data and supporting judgements**	5.2.5 Present findings: **types of audiences and presentation methods**	

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Level 3 Food Science and Nutrition	March				
		4	3.1 – 3.3 Revision	3.1 – 3.3 Revision	
		2	3.1 – 3.3 Exam-style questions/mock examination	3.1 – 3.3 Exam-style questions/mock examination	
		2	Feedback on exam-style questions/mock examination	Feedback on exam-style questions/mock examination	
		2	4.3.6 Present findings: **for a range of audiences**	5.3.1 Reflecting on research methodologies and practices	
		2	Preparation for Unit 4 non-examination assessment: discussion of assessment pack etc.	Preparation for Unit 5 non-examination assessment: discussion of assessment pack etc.	
		3	Unit 4 non-examination assessment Task 1	2	Unit 5 non-examination assessment Task 1
		3	Unit 4 non-examination assessment Task 2	4	Unit 5 non-examination assessment Task 2
	April	5	3.1 – 3.3 Revision	3.1 – 3.3 Revision	
		5	3.1 – 3.3 Timed practice exam questions	3.1 – 3.3 Timed practice exam questions	
		2	Unit 4 non-examination assessment Task 2	3	Unit 5 non-examination assessment Task 3
		2	Unit 4 non-examination assessment Task 3	2	Unit 5 non-examination assessment Task 4
		2	Unit 4 non-examination assessment Task 4	1	Unit 5 non-examination assessment Task 5

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	May			
		Internal Quality Assurance for the non-examination assessment to take place prior to submission to WJEC on the 15th May. This is not part of the Guided Learning Hours.		
			Unit 3 Exam preparation	Unit 3 Exam preparation

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