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Food Preparation & Nutrition Department – Curriculum Intent

Overview of KS3 Food and Nutrition Curriculum			
Head of Department: Mrs S E Rowlands			
	Food and Nutrition is taught as part of the Technology rotation. KS3 students will spend approximately 30 hours each year studying Food and Nutrition. At the end of KS3, students can choose if they would like to continue their studies at GCSE level.		
	Year 7	**Year 8**	**Year 9**
Covered over 30 lessons.	The main aim in Year 7 is for students to learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating. **Key Topics Covered** Students will develop their knowledge and understanding of ingredients and healthy eating by covering the following key topics: • **Diet**: The Eatwell Guide, 5 a day and NHS guidelines for healthy eating. Principles of nutrition, classification of nutrients, energy balance, quality eating, fibre, water, salt and snacking. • **Food safety:** Food hygiene and kitchen safety. High risk foods, date marks, pathogenic bacteria - Campylobacter. • **Food Choice:** Differing dietary needs e.g. personal choices, religion/culture, cooking from scratch versus convenience. • **Consumer Awareness**: Food waste, organic food and labelling. • **Food Provenance:** Where food comes from, sustainability and seasonality. • **Food Science:** Enzymic browning, functional properties and working characteristics of ingredients in bread, cakes and biscuits. • **Active Lifestyles:** Exercise and water consumption.	The aim in Year 8 is for students to learn about the working characteristics functional and chemical properties of ingredients in addition to building their practical skills and developing their nutrition, diet and health knowledge. **Key Topics Covered** Students will develop their knowledge and understanding of food science and nutrition by covering the following key topics. • **Diet**: Understanding the difference between macro and micronutrients. Role of protein, fat and carbohydrate in the diet. Vegetarian diet and alternative protein. Sugar intake and role in food and drink. • **Food Safety:** Demonstrating a clear understanding of food safety and hygiene when making. Pathogenic bacteria - Bacillus cereus. • **Food choice:** Seasons, portion size, concerns with excess sugar intake, alternative protein, moral value of food. • **Consumer Awareness:** Food waste, recipe modification, nutrition labels, allergies. • **Food Provenance:** Foods from around the world. • **Food Science:** Raising agents, colloids, emulsions, functional properties and working characteristics of ingredients - coagulation, dextrinisation, caramelisation, foam, Maillard reaction.	In Year 9 students will focus on the commodity cereals. This gives students the ability to apply the principles of food science, nutrition and dietary needs building on their prior learning. This provides opportunity for a more experimental and challenging approach to cooking, learning high level practical skills. **Key Topics Covered** • **Diet:** Dietary needs of teenagers, micronutrients. Coeliac, lactose intolerance and vegan diet. Balanced meals and recipe modification to improve the nutritional value. • **Food Safety:** Food hygiene, preventing food poisoning, pathogenic bacteria, temperature control. • **Food Choice:** Seasons, importance of cooking from scratch (low sugar/low salt), foods from around the world. • **Consumer Awareness:** food waste - buying, preparing and cooking food. Influences of media on food choice. Food styling. • **Food Provenance:** Cereals, staple foods, herbs and spices.

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	Practical Skills Students undertake a range of practical lessons from Quesadillas to Make at Home KFC. This helps to develop their own practical learning journey with a focus on the following cooking techniques and skills: • Weighing and measuring. • Food safety – the 4 C's. • Use of small and large equipment in food preparation. • Knife skills - slicing/dicing. Bridge/claw grip. • Food Science – enzymic browning, functional properties of fat and sugar when baking. • Grating/peeling. • Methods of heat transfer – conduction, convection, radiation. • Hob control – frying, boiling, simmering. • Safe oven use. • Melting, all in one, creaming and rubbing in method. • Stewing fruit. • Handling raw meat safely. • Coating, enrobing, combining and shaping. • Work to time. • Selecting and adjusting a cooking process. **Careers**: Public Health, Environmental Health Officer, Community Nutritionist/Nutritionist, Dietitian, Quality Assurance, Food Styling, Product Development	**Practical Skills** Students undertake a range of more skilled dishes from Swiss Roll to Biryani. They continue to develop their practical learning journey becoming more confident and competent with the following additional skills: • Weighing and measuring. • Rubbing in, whisking, glazing. • Combining, rolling and shaping. • Making a dough. • Dividing mixtures. • Safe oven use. • Knife skills – vegetables in particular onion and meat preparation. • Handling raw meat safely. • Marinating. • Use of food processor for sauces. • Hob control – frying, dry frying, boiling, simmering. • Select and adjust a cooking process. • Test for readiness • Time management. **Careers**: Food Scientist, Public Health, Community Nutritionist/Nutritionist, Dietitian, Food Styling, Product Development, Food Buyer, Food Technologist, Microbiologist, Pharmaceutical and Healthcare Industry.	• **Food Science:** gluten experiment, functional properties and working characteristics of bread and pastry (gluten development, shortening). Sauces and starch as a thickener – gelatinisation. How marinades work. **Practical Skills** Students broaden their skills by making more complex products from Chelsea Buns to Lasagne and Thai curry. They continue to develop their practical learning journey with a focus on the following additional skills: • Making, knead, prove, shape and finish a leavened and unleavened dough. • Make, rest, shape and finish pastry. • Use of filo pastry - combining, shaping and finishing products. • Safe use of electrical equipment. • Handling raw meat and checking the core temperature. • Combining, mixing and dividing. • Making a white sauce – gelatinisation. • Making a reduction sauce. • Stir frying. • Boiling and simmering. • Setting agents. • Food styling. **Careers**: Food Buyer, Public Relations, Advertising, Quality Assurance, Food Marketing, Lifestyle and Consultancy, Environmental Health Officer, Dietitian, Sports Nutritionist/Nutritionist, Microbiologists, Food Journalism, Brand Manager.

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The KS3 Food curriculum takes account of the National Curriculum, the core competencies and the need to prepare students for the GCSE Food Preparation and Nutrition specification. However, the rationale behind the curriculum is driven by a vision of what all students should know, understand and be able to do by the end of key stage 3, given that for 70% of the cohort this will be the end of their formal Food education.

KS3 National curriculum

"As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life."

- understand and apply the principles of **nutrition and health**
- cook a repertoire of predominantly **savoury dishes** so that they are able to feed themselves and others a healthy and varied diet
- become competent in a **range of cooking techniques** [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the **source, seasonality and characteristics** of a broad range of ingredient

Core competencies

Core competences for children and young people aged 5-16 years
The competences represent core skills and knowledge around the themes of

- **Diet (food and drink),**
- **Consumer Awareness (Food Choice and Food Provenance),**
- **Cooking (Food Preparation and Handling skills),**
- **Food Safety**
- **Active Lifestyles (physical activity)**

The competences are progressive and cumulative from one age phase to the next.
They could be met at home, school or through other activities.
They show essential knowledge and capability – they are neither a curriculum nor an examination specification. Their aim is to help children and young people to develop the skills and knowledge to make and implement healthy food choices.

Our key stage 3 FOOD curriculum aims to ensure the following aims are achieved by the end of KS3, with thirty hour lessons in year 7, 8 + 9

- All students should have the skills, confidence and resilience to undertake preparing and cooking a range of dishes independently and safely.
- All students should have some understanding of how the food they consume will impact on the health of their body and mind, both now and in the future.
- All students should understand that ingredients have specific functions in recipes and be beginning to understand some of food science.
- All students should understand some of the impact that growing, rearing and processing foods can have on people and planet.
- All students should have some understanding of their choices as consumers.

Food preparation and cooking skills (food safety)
For students to demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.

Health and nutrition
To develop students understanding about the relationship between diet, nutrition and health including the physiological and psychological effects of poor diet and health

Food science
To develop knowledge and understanding of the functional properties and chemical processes of food ingredients.

Factors affecting food choice
To understand the economic, environmental, cultural and ethical influences on food availability and choices, diet and health.

Food provenance
To understand the origins and production process of ingredients and the impact that this can have on the environment.

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Overview of KS4 Curriculum

Subject: GCSE Food Preparation and Nutrition **Exam Board:** WJEC

	Year 10	Year 11
Autumn Term	**EDUQAS GCSE Food Preparation and Nutrition** Year 10 is taught through commodities with a balance of practical and theoretical knowledge and application. **Assessment**: Work is assessed throughout the year by: pre/post-tests, end of unit tests, written tasks and practical activities. **Unit 1: Cereals (including flours, breakfast cereals, bread and pasta)** **Key Topics** **Provenance:** How climate affects the types of cereals which can grow. Introduction to staple foods, GM crops and the impact of crop failure on the health of the nation. **Classification**: Main focus is how cereals are grown, harvested and processed. The structure of the grain, primary and secondary processing, extraction rate, Free from ranges and coeliac disease are identified. **Nutritional values (include sources, functions, deficiencies, excess, daily requirements**): Introduction to nutrition: Macro and Micronutrients, BMI and RNI's. Key focus is the nutritional value of cereals and the contribution towards energy requirements. Focus on Carbohydrate, Fibre, Fat and Vitamins B1, 2 and 3. Fortification of food in the context of flour and breakfast cereals is highlighted. **Dietary Considerations:** A range of considerations covered: Government guidelines for healthy eating, energy balance, Obesity, Type 2 Diabetes, Cardiovascular Disease and the impact of a low-fibre diet focussing on haemorrhoids, diverticulitis and cancer of the colon.	**Non-examination assessment** 50% of the qualification 100 marks The non-examination assessment is composed of two assessments that are set by WJEC. Both assessments are to be completed in the academic year in which the learner is entered for the qualification. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions. **NEA 1: The Food Investigation Assessment** 15% of total qualification A Food Investigation will be set that will require each learner to: (a) research and plan the task (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyse and evaluate the task (d) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation **WJEC Eduqas recommends:** 8 assessment hours for this assessment, to cover all aspects of the assessment. WJEC expects the total length of the report to be between 1,500 – 2,000 words. Assessments change annually, released September 1st by WJEC secure site. **Assessment Objectives** **AO2 (10%)**: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. **AO4 (5%)**: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

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	Food Choice: Trends in convenience food, ultra-processed food with links to current work/leisure time and changing demographics. Media and purchasing patterns are considered. **Food Science:** Functional and working characteristics of ingredients with the focus on the chemical and physical structure of cereal grains. Key properties covered are: gluten formation, gelatinisation, coagulation, dextrinisation, retrogradation, gels, shortening, lamination and raising agents. **Food Safety:** How bacteria multiples, temperature control, low risk and high-risk foods and safety issues with cooked cereals (Bacillus Cereus). **Practical skills:** A range of high skilled products are made throughout the unit using skills listed below. • Bread and enriched dough. • Flatbreads • Pasta making. • Shortcrust pastry • Flaky pastry • Choux pastry. • Roux sauce • Other cereals practical: Focus on maize, rice, oats. • Meringues.	▪ SR and RMcD choose appropriate task. ▪ Recap on key principles of how to conduct NEA – ensure learners are familiar with the mark scheme and how to be successful in NEA Assessment 1 (research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources). ▪ Knowledge recall is undertaken on the topic for week 1 and 2 – practical and theoretical knowledge. • Students conduct research for their exam (week 3/4) • Computer sessions for summary of research, mind map, hypothesis and plan of action (week 5/6) • Food science and investigation practical exam undertaken (week 7). Students taken off timetable. • Computer sessions for final conclusions (week 8). **Half Term** (Mock Revision List given to students before half term. This revision list is a continuation of what is used in Year 10). Mock exam week falls within NEA2 assessment. **NEA 2: The Food Preparation Assessment** 35% of total qualification Released 1st November by WJEC secure website. This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills. This assessment will require learners to: Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. Two options for this assessment will be set by WJEC Eduqas that will require the learners to: (a) investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing) (b) prepare, cook and present a menu of three dishes within a single session. (c) evaluate the selection, preparation, cooking and presentation of the three dishes

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(d) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes.

WJEC recommends:
A maximum of 12 assessment hours for this assessment to include a 3-hour practical session to prepare, cook and present the dishes. This allows 9 hours for the completion of the research, planning, testing and trialling and evaluation to be taken in sessions at the discretion of the centre. The practical session must not be undertaken more than once by each learner.

The folio of evidence should consist of a maximum of 15 pages 30 sides of A4 (or A3 equivalent) and include all photographs, charts and graphs.

Assessment Objectives	
AO3 (30%)	**AO4 (5%)**
Plan, prepare, cook and present dishes, combining appropriate techniques.	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

- SR and RMcD choose appropriate task.
- Ensure learners are familiar with the mark scheme and how to be successful in NEA Assessment 2: use feedback from Year 10 practical examination.
- Make sure learners are capable of working independently on the following: Research methods – a range to be conducted and analysed, plan of action, justifying choices, requisitions, time plan, evaluation (including sensory analysis) Practical work: emphasise importance of time management and dovetailing
- Note: lesson time may also include other relevant topics such as examination question review, recaps on key research methods, etc.
- Task analysis undertaken (week 1)
- Recap on technical skills/ food styling/research technique (week 2)
- Students conduct research. Primary research undertaken by students out of school. Secondary research undertaken as computer session (week 3/4)
- Students conduct research for their exam (week 5/6)
- Mock exam and feedback (week 7)

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Spring Term	**Unit 2: Meat, Poultry, Fish and Eggs** **Key Topics** **Provenance**: How commodity is grown/reared and processed. **Classification:** Animal types, cuts of meat, method of cooking. Categories of fish – white/oily/shell, etc., also flat, round, etc. (link in preservation – canned, smoked, etc.) Classification of eggs. **Nutritional Values:** Nutritional values of each commodity (include sources, functions, deficiencies, excess, daily requirements). Visible and invisible fat. Focus on Protein, Omega 3, Vitamin A, D, B12, Iron and Zinc. Trace element – iodine and fluoride in fish and shellfish. **Dietary Considerations:** Iron deficiency anaemia. Health benefits of omega 3. **Food Choice:** Culture and religious beliefs. How to reduce your fat intake when using meat. Red Tractor certification. Free range, organic and intensive farming. Sustainability of fish: farming, certification. **Food Science:** Chemical and physical structure of meat, fish, poultry and eggs. Key properties covered are: denaturation, marinades (use of acid), coagulation, foam, aeration, connective tissue in meat and fish, non-enzymic browning – Maillard reaction and the methods of cooking (frying and moist heat). **Food Safety:** Sources and types of pathogenic bacteria. Physical, chemical and biological contamination. How to tell if meat and fish is fresh. Lion mark on eggs. **Practical skills:** Steak sandwiches Use of braising/casserole meat (curry with naan bread) Gut and fillet flat/round fish – free choice practical. Portioning chicken – using all joints to make dishes and stock with the carcass. Chicken Kiev/Chicken Ballotine Chocolate fondants.	**NEA 2 Exam (35%) of final grade up to Feb half term.** • Computer sessions for planning of trials – 5 products • Practical trials • Computer session: Reasons for choice and planning of practical exam • Practical exam undertaken first or second week after half term. • Computer session for final evaluation • Additional time is given to food styling techniques/practical work. • NEA samples to be sent to exam board by 5th May. During NEA2, students are given a past paper revision pack produced by the department. This is used for homework as writing up of NEA2 is undertaken in school under exam conditions. **Exam Preparation.** Priority is to focus on revision of content taught in Year 10. Revision/past paper booklets are written by the department. Practical skills form part of revision. Targeted revision for final few weeks of term. Focus on extended questions. **Written Examination:** Principles of Food Preparation and Nutrition 50% of the qualification 100 marks 1 hour 45 minutes. This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. **Section A:** questions based on stimulus material. **Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition. **Areas of content:** 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation

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	Lemon Tart Mayonnaise **Unit 3: Soya, tofu, beans, nuts, seeds taught at the end of this unit**. **Classification:** Primary and secondary processing of soya beans. How soya is processed into tofu, TVP (textured vegetable protein). How mycoprotein is produced. How beans (pulses/legumes), nuts and seeds are grown and classified including primary and secondary processing. **Nutritional Values:** Complementary proteins and the role of fibre and omega 3 in our diet. Why nuts and seeds play an important role in a balanced diet. Focus on micronutrients: B6, Vitamin E, potassium, selenium and magnesium, iron and zinc. **Food Choice** Food poverty and the cost-of-living crisis. The impact of food prices on the global market. How to food shop economically and save money when preparing and cooking food. Plant based foods and reducing our carbon footprint. How and why food is packaged and current legislation on food labels. Sensory analysis and testing. **Food Science and Food hygiene and safety.** Use of nuts as a thickener. Focus on 14 allergies in particular, nut allergy. **Practical Skills** Salt and Pepper Tofu. Sticky Lemon Tofu. Free choice practical Sensory testing.	

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Summer Term	**Year 10 Examination – written and practical exam.** **Unit 4: Commodity: Milk, cheese, and yoghurt** **Provenance**: Local versus nationally distributed and imported milk. Cost and impact on milk prices for farmer's livelihood. Food miles, food wastage and sustainability. How animals are reared, fed and milked. Animal and plant sources of milk. Different methods of preserving milk (drying, UHT, pasteurisation, etc.). Importance of hygiene for effective food safety (heat treatment). Effect on nutritional content from processing. Examples of secondary processing – milk to cream, yoghurt, cheese, etc. **Classification**: Different animal sources (also link in non-dairy milk – e.g., nut, soya, coconut, alternatives to non-dairy cream) **Nutritional values (include sources, functions, deficiencies, excess, daily requirements):** Recap macronutrients. Focus calcium, Vit A&D, iodine. **Dietary Requirements:** Link to bone health: Calcium and vitamin D. Allergies: lactose intolerance. **Food Science:** Chemical and physical structure of dairy based products. Emulsion – explain why milk is an emulsion. Denaturation and coagulation of milk proteins. Making butter, yoghurt – the science behind it. Making cheese – use of rennet (curds and whey). Benefits of bacteria in the making of yoghurt, cheese, etc. Effect of heat on cheese. **Food hygiene and safety:** Heat treating raw milk. Storage of dairy products. **Practical skills:** Butter – cream tea. Paneer – curry, Panacotta. Free choice practical	**Exam Preparation and Revision** • Technology in food. • Revision of key topics – focus dependent on class and performance in previous exam (areas for revision identified through these activities). **Careers**: Food Buyer, Public Relations, Advertising, Quality Assurance, Food Marketing, Lifestyle and Consultancy, Environmental Health Officer, Dietitian, Public Health, Sports Nutritionist/Community Nutritionist, Microbiologists, Sensory Science, Food Scientist, Food Technologist, Food Journalism, Brand Manager, Account Manager, Product Development, Research and Development, Market Analyst, Education.

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	Unit 5: Fruit and Vegetables. **Provenance**: How/where fruit and vegetables are grown. Growing/harvesting/processing of fruit and vegetables. Preservation - fresh, frozen, canned, dried, jam, juiced. **Classification**: Difference between fruits and vegetables – leaves, stems, roots, tubers, bulbs, etc **Nutritional values (include sources, functions, deficiencies, excess, daily requirements):** Recap on 5 a day/Eatwell Guide/Soluble and insoluble fibre. Recap on vitamins and minerals (cover A, B, C, D, calcium and iron), and include complementary actions of the nutrients Vitamin C and iron/vitamin D and calcium. Fat- and water-soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables. Compare nutrient content of a specific fruit or vegetable – fresh, frozen, canned, dried, etc **Dietary Requirements:** Vegetarians (lacto/lacto-ovo/vegan). Bone health – link in with vitamin D and calcium. Healthy blood – link in with vitamin C and iron. **Food Choice** Organic verses non-organic (Soil Association, etc.). Use of pesticides and herbicides – possible impact on health. Cost, eating in seasons and food miles. **Food Science:** How the texture of fruits and vegetables changes when cooked. Oxidation/enzymic browning. Colour of green leafy/red vegetables – NEA 1 style experiment focussing on chlorophyll and anthocyanins. **Food Safety:** Recap on personal hygiene, temperature control, use by, best before dates. Bagged salads – food poisoning risk (link to processing of leaves for bagged salads). **Practical Skills** Samosas Preservation – jam Potato Salad – making mayonnaise. Fruit/Vegetable Cutting mat. Roast Potatoes and Rosti	

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	Gnocchi **NEA1 Practice – Sugar in Cakes**. 2018 NEA 1 task undertaken. Following commodity taught through this task. **Unit 6: Butter, oils, margarine, sugar and syrup** **Classification**: Butter, oils, margarine (animal and vegetable fats). Difference between hard and liquid fats. Margarine and hydrogenation. Sugar and syrup. Sugar cane, sugar beet, types of syrup (monosaccharides and disaccharides, e.g., treacle, golden syrup, sugar substitutes. **Food Science:** Chemical and physical structure of butter, oils, margarine. Hydrogenation of oils to produce hard fats – health implications. Plasticity, Shortening, Emulsification. Melting point/smoke point. Chemical and physical structure of sugar and syrup, caramelisation. **Food hygiene and safety:** Rancidity of fat. Practical tasks NEA1 Experiments and free choice. **Careers**: Food Buyer, Public Relations, Advertising, Quality Assurance, Food Marketing, Lifestyle and Consultancy, Environmental Health Officer, Dietitian, Public Health, Sports Nutritionist/Community Nutritionist, Microbiologists, Sensory Science, Food Scientist, Food Technologist, Food Journalism, Brand Manager, Account Manager, Product Development, Research and Development, Market Analyst, Education.	

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Curriculum Rationale:

The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This course has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas of content promotes flexibility of delivery, and releasing two tasks for each of the assessments that constitute the non-examination assessment will ensure learners are able to complete assessments suitable to their aspirational goals.

By studying food preparation and nutrition learners will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

This course provides a suitable foundation for WJEC Level 3 Food, Science and Nutrition.