

Module specification

1. Factual information			
Module title	F&N 1.1 Foundation Cooking Skills		
Module tutor	Penny Lukins and Jenny Tang	Level	First year
Module type	Taught	Credit value	N/A
Mode of delivery	Blended learning: 67% face to face, 33% online teaching		
Notional learning hours	14 hours face to face 7 hours online		

2. Rationale for the module and its links with other modules	
<p>The focus of this unit is to develop basic cooking skills, a fundamental knowledge of the nutritional values of the foods used, and the safety and hygiene skills needed to prepare meals. Students will develop their cooking skills during the practical sessions following basic nutritious recipes. Each practical session is underpinned during the online lecture.</p>	

3. Aims of the module	
<p>To give students the basic knowledge, skills and confidence to prepare simple nutritious meals and develop an awareness of the main food groups. This unit will cover fundamental underpinning knowledge of the kitchen equipment and utensils and safe and hygienic practices when preparing food.</p>	

4. Prerequisite modules or specified entry requirements	
None	

5. Does the module permit compensation?	
No	

6. Learning, teaching and assessment strategy for the module	
Practical cooking Demonstration/videos Online theory sessions Discussion and questioning Online food hygiene course Self-assessment and evaluation Quizzes and questionnaires	

7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Identify and explain the basic food groups.
2. Demonstrate correct cooking techniques to prepare nutritious meals for children.
3. Demonstrate safe and hygienic processes during preparation and cooking.
4. Reflect on and evaluate their cooking, suggesting areas for focus and improvement.

7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO4, PLO5, PLO7

8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

Week 1 – Introduction to Claridge’s; an understanding of the main food groups and the role these foods play in a child’s diet (fruit and vegetables)
Banana pancakes, fruit salad, smoothie

Week 2 – An awareness of the versatility of eggs
Poached egg on toast, frittata, ranch salad dressing

Week 3 – The importance of kitchen safety and hygiene, particularly when cooking with children (food hygiene certificate)
Soup and cheese scones

Week 4 – An understanding of the main food groups and the role these foods play in a child’s diet (protein foods)
Fish or chicken goujons, potato wedges, mushy peas

Week 5 – An understanding of the main food groups and the role these foods play in a child’s diet (starchy foods, carbohydrates)
Chicken stir-fry, Vietnamese spring roll, Chinese dumplings

Week 6 – An understanding of the main food groups and the role these foods play in a child’s diet (fats and dairy)

Omelette, drop scones, French toast, boiled eggs

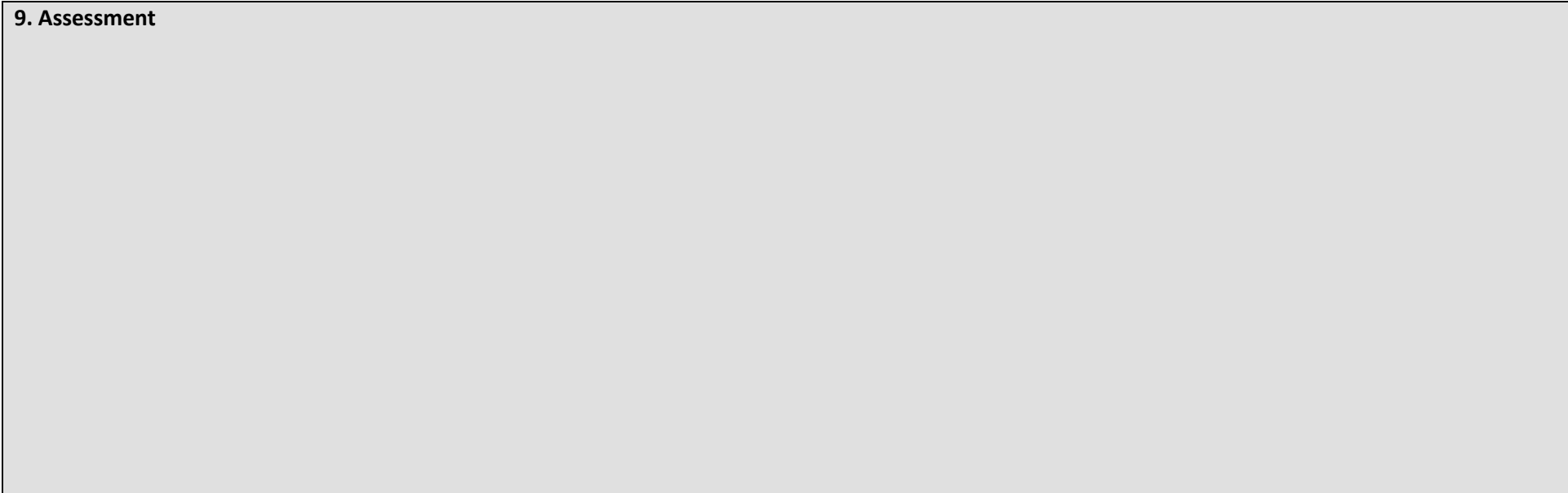
Week 7 – Basic cooking techniques (boiling, simmering, grilling, baking)

Pasta bake, gingerbread people

Practical sessions will all focus on safe hygienic working, the basic cooking techniques (boiling, simmering, grilling, baking) and preparation of vegetables, fruit, meat, fish, stocks and sauces.

Recipes are a guide and can vary to manage ingredient availability, student suggestions, programme improvement and further choice options.

9. Assessment



Assessment rationale

Breakfast is an important meal to get the day off to the best start. Students will devise a nutritious, tasty breakfast meal for a three-year-old. They will also begin to consider appropriate foods, quantities and presentation for children in their care.

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
<p>001: Practical skills assessment: Safe and hygienic practice while cooking using techniques in session</p> <p>Students are assessed during the practical session on safe, accurate and hygienic processes, organisation and tidiness. A short self-reflection is completed at the end of the session and the written feedback on this is given within the 002 assessment uploaded to Turnitin.</p>	50%	6	Pass = /Merit/ Distinction	LO2, LO3

<p>002: Written reflection: Plan a breakfast suitable for a three-year-old. Reflect on and evaluate cookery and skills from the last trimester.</p> <p>1,500 words with pictures; recipes are not included in the word count.</p>	50%	7	Pass/Merit/ Distinction	LO1, LO4
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10. Teaching staff associated with the module
Name and contact details
Penny Lukins, penny.lukins@norland.ac.uk
Jenny Tang, jenny.tang@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Healdsburg Press	2014	<i>The egg cookbook</i>	United Kingdom	Healdsburg Press
Scott, E.	2022	<i>What I ate for breakfast</i>	Glasgow	HarperCollins

12. Other indicative text (e.g., websites)
British Heart Foundation (no date) <i>Guidelines and booklets</i> . Available at: https://www.bhf.org.uk/publications?keyword=quick+guide&lang=english&run=1&page=2 (Accessed: 13 May 2023).
Public Health England (2016) <i>Eatwell guide</i> . Available at: https://campaignresources.phe.gov.uk/schools/resources/eatwell-guide (Accessed: 13 May 2023).

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed



Document Control Information	
Policy Title:	F&N 1.1 unit specification
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