

Module specification

1. Factual information			
Module title	F&N 2.2 Cooking for Dietary Needs		
Module tutor	Penny Lukins and Jenny Tang	Level	Second year
Module type	Taught	Credit value	N/A
Mode of delivery	67% practical 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>It is important to be able to cook for a large variety of families and individual family members. This unit covers some of the main dietary and religious requirements and how to cook tasty balanced meals and adapt recipes to cater for all.</p> <p>Students will develop their cooking skills during the practical sessions, extending their repertoire of nutritious recipes.</p> <p>Each practical session is underpinned during the online lectures.</p>	

3. Aims of the module	
<p>To give students the basic knowledge, skills and confidence to prepare nutritious meals to accommodate a range of dietary requirements.</p> <p>To be aware of the dietary requirements of pregnant and breastfeeding mothers.</p> <p>To consider cost-effective meal planning and using leftovers to minimise waste.</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	
<p>Practical cooking</p> <p>Demonstration/videos</p> <p>Online theory sessions</p> <p>Discussion and questioning</p> <p>Self-assessment and evaluation</p> <p>Quizzes and questionnaires</p>	



7. Intended learning outcomes

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

1. Discuss and explain the considerations when cooking for various specific dietary requirements.
2. Suggest and explain the adaptations for preparing nutritious meals for specific dietary requirements and pregnant and nursing mothers.
3. Discuss and suggest extra precautions for specific dietary requirements.
4. Demonstrate safe, hygienic and timely processes during preparation and cooking of meals for specific dietary requirements.
5. Reflect and evaluate on cooking for dietary requirements, 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 – Understanding how to cook for gluten intolerance, coeliac disease

Chicken casserole, seasonal steamed vegetables, champ mash

Week 2 – Catering for a vegetarian or vegan diet; introduction to the assessment task

Risotto, carrot and pineapple muffins

Week 3 – Catering for children with a lactose intolerance or allergy

Butternut squash curry, flat bread and rice alternatives

Week 4 – Understanding diabetes

Lasagne, cheesy garlic bread, soda bread

Week 5 – Cooking for religious requirements

Lamb pies, Easter biscuits

Week 6 – Feeding pregnant and lactating mothers

Chilli con carne, Victoria sponge

Week 7 – Understanding food labels and how to avoid cross contamination

Teriyaki salmon parcels, simnel cake

Students will be given the opportunity to cook meals suitable for children who have allergies and intolerances as well as those who have dietary needs because of cultural or religious beliefs.

Students will also create dishes to support nursing and pregnant mothers which are suitable for all the family.

Meal planning and using leftovers to minimise wastage will also be explored.

Continued emphasis is placed on timely, orderly, hygienic and tidy working during practical sessions.

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

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment rationale

In your role as a nanny, you are likely to come across members of the family who have specific requirements for health or religious reasons. It is important that you are aware of the foods that can and cannot be eaten safely, and the risks of cross-contamination. You will be given a specific dietary requirement to answer this task.

Assessment tasks	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	LO4
<p>002: Written assessment task and reflection</p> <p>Explain the given dietary requirements and considerations when preparing meals.</p> <p>Create a three-day meal plan for a three-year-old child with this requirement.</p> <p>Include the recipes and appropriate cooking methods for one of the main meals in your plan. Consider how any leftover food may be used.</p> <p>Reflect and evaluate on the trimester's cookery with reference to dietary requirements.</p> <p>2,000 words with pictures; recipes are not included in the word count.</p>	50%	7	Pass/Merit/ Distinction	LO2, LO2, LO3, LO5

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
Wythe, J.	2022	<i>Healthy living</i>	London	Headline Home
Caspero, A. and English, W.	2021	<i>The plant-based baby and toddler</i>	New York	Avery

12. Other indicative text (e.g., websites)
NHS (no date) <i>Coeliac disease</i> . Available at: https://www.nhs.uk/conditions/coeliac-disease/ (Accessed: 14 May 2023).

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



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