



Unit 20: Menu Development for Specialist Requirements

Delivery guidance

An understanding of the requisites of a balanced diet is becoming very important to those who work in the hospitality industry, as the principles of nutrition and the benefits of a balanced diet are proven to support a healthy lifestyle. The hospitality industry and those who work in it have an important part to play in providing meals that meet the nutritional requirements and dietary needs of individuals.

In this unit, learners will investigate the principles of nutrition, along with the problems caused by a deficiency or excess of any of the important nutrients in the diet, so that they develop an understanding of a balanced diet. Learners will investigate the specific dietary needs of different groups of people in order to advise which dishes are most appropriate for a balanced diet and which dishes may be recommended for customers suffering from a deficiency or excess of any nutrients. This will allow them to plan menus suitable for the specific dietary needs of different people.

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines and books.

You could use a range of delivery methods in this unit, including:

- discussions – for example, class and small group discussions on the planning of healthy menus
- individual or group presentations – for example, on what influences food choices
- case studies – for example, on the nutritional requirements of specific groups
- videos – for example, to illustrate healthy eating and nutrition.

Learners will benefit from visits to different hospitality businesses and the involvement of local hospitality businesses so that they can gain an insight into menu planning and the inclusion of healthy foods. Input from a dietician, would be an invaluable source of information for the learners. You could involve local employers by asking them to:

- speak as guest speakers
- be in the audience for learner presentations
- contribute case study material
- supervise work experience for learners
- provide business materials as exemplars
- act as mentors for learners.

Approaching the unit

For learning aim A, you could introduce the topic by asking learners why they feel it is important that people eat a healthy diet and discuss this as a class. In small groups, learners could discuss what they think are the most important guidelines to follow when following a healthy eating plan. It is important that learners understand the importance of the different influences on people's diets. A presentation on the factors involved in planning a healthy diet will improve learners' understanding. Learners should then research what makes a balanced diet and either create a fact sheet or write a report to demonstrate their understanding. Give a presentation to help learners understand the nutritional requirements of a balanced diet.

It is important that learners understand the main macronutrients and micronutrients in a healthy diet, the sources of these nutrients and the results of deficiencies of any of these nutrients. Learners can produce either a presentation or a report highlighting these points. Give learners some recipes so that they can identify the main nutrients within them and you could ask them how they would improve the recipe. A class discussion will allow learners to make suggestions on how to improve the nutritional value of the recipes they have reviewed and present ideas to the rest of the group. Learners should be given the opportunity to discuss each other's recipe reviews. You can deliver a presentation on the advantages and disadvantages of using food additives to enhance learners' understanding of this topic.

For learning aim B, you could ask learners for personal experiences of dealing with people with special dietary requirements. Find a guest speaker who has a knowledge of menu planning, ideally for people with special dietary needs, so that they can talk to learners about the types of diets and needs they deal with, how they provide the correct nutrition and how they plan menus. A presentation on the different dietary requirements necessary for different customer groups, including children, teenagers, young adults, adults, the elderly and people from different cultures will allow learners to understand people's different dietary needs. Split learners into small groups and give each group a case study about people from different specific life stages and ask them to consider the dietary needs of these different people. Learners could work in small groups to complete research on different types of diet and their effect on health. This could be presented either as a report or as a presentation to the rest of the class.

You can introduce learning aim C with a class discussion on what the learners think should be considered when planning a menu. Give a presentation to help learners understand the factors they need to consider when planning healthy menus. Working individually, learners could research the effect of different cooking processes on the nutritional content of foods. A class discussion will allow learners to present their findings to the rest of the group and give feedback on others' findings. In small groups, learners could devise a list of different influences on food choices and both the positive and negative effects of each influence. You could split learners into small groups and give each group a case study involving different specific dietary needs (such as veganism, different cultural needs and low fat) as well as different influences on food choices (such as peer pressure). Learners should identify whether the influences in the case studies would have a positive or negative effect on the specific diet and then present their ideas back to the rest of the class.

In pairs, learners can use the internet or magazines to source a variety of menus for a range of customers with different dietary needs and use one of these menus to explain how their menus provide meals that meet the nutritional requirements and dietary needs of individuals. Each learner should plan a menu for a given dietary need, identifying the sources of nutrients in the menu and justifying the suitability of their chosen menu for their given dietary need.



Assessment model

Learning aim	Key content areas	Assessment approach
A Understand the importance and principles of balanced diets	A1 Guidelines for a healthy diet A2 Nutrients and sources A3 Implications of using food additives	Written evidence demonstrating the guidelines for a healthy diet, including the nutrients necessary and sources of these, with an explanation of the use of food additives.
B Investigate the provision of food for people with special dietary needs	B1 Different types of customer B2 Specific dietary needs B3 Effects of diets on health	A detailed investigation into the provision of food for people with special dietary needs. Menu plans for two dietary groups with an analysis of the suitability of the chosen menus.
C Plan a healthy menu	C1 Factors to consider C2 Influences of food choices C3 Plan of menus	

Assessment guidance

This unit is internally assessed through two assignments: the first covers learning aim A and the second covers learning aims B and C. All learners must independently generate evidence that is clearly the individual learner’s own work.

For learning aim A, the main source of evidence is likely to be a report or presentation, where the learner demonstrates a knowledge and understanding of the importance and principles of a balanced diet. This should include an explanation of the nutrients that are important in a balanced diet, the benefits to the individual of a balanced diet and an evaluation of the advantages and disadvantages of using food additives. This could also be presented using alternative methods such as a video or blog, providing that learners cover all necessary assessment criteria.

For learning aims B and C, learners should be able to demonstrate that they can plan menus for different customers with different dietary needs. Learners should source menus for customers with specific dietary needs and then plan their own menus, identifying the dietary need and the nutrients provided by their planned menus. Learners should also explain the issues and influences which should be considered when planning menus. The evidence presented by learners should provide plans of healthy menus for different customers with different dietary needs. Learners need to explain the issues and influences that should be considered when planning menus and how their chosen menus meet the nutritional requirements and dietary needs of the customers.

BTEC assessors could complete observation records. However, observation records alone are not sufficient sources of learner evidence: they must also be supported by the original learner-generated evidence. Assessors should remember that they are assessing the content of any presentation against the learning aim and not the skill with which the presentation was delivered.



Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 20: Menu Development for Specialist Requirements

Introduction

This unit asks learners to develop their knowledge of the principles of nutrition, healthier foods and special diets. Learners will use this knowledge to investigate the provision of food and the planning of menus suitable for the specific dietary needs of different people.

Start off with a group discussion asking learners about their knowledge of healthy eating and ask if anyone has any knowledge or personal experience of specific dietary requirements.

Learning aim A: Understand the importance and principles of balanced diets

- You could begin the delivery of this unit by asking the learners for their ideas on why they feel it is important that people eat a healthy diet. This will help you to determine learners' opinions on the importance of following a healthy diet. Use the specification content as a prompt to ascertain whether learners can come up with any additional factors.
- In small groups, learners could discuss what they think are the most important guidelines to follow as part of a healthy eating plan. Learners write down their ideas on sticky notes and display them on the whiteboard. Show learners some video clips about healthy eating.
- Discuss learners' ideas from the previous activity with the whole class. Check individual learners' understanding using a quiz on the important guidelines identified.
- Give a presentation on the factors involved when planning a healthy diet to help learners understand the importance of the different influences on people's diets. You could find examples of influences, such as current reports on supplements, media articles, food labels and recent government policies, and show these to learners to aid their understanding. Devise a worksheet to check learners' understanding.
- In small groups, learners could devise a fact sheet or create a report entitled, 'What is a balanced diet?'. They should use the knowledge that they have learned so far and do some further research.
- Hold a class discussion to compare fact sheets or reports from the previous activity. Allow groups to give feedback on their own work as well as others' work. They could identify any parts that they missed or found difficult in their own work as well as helping other groups. Add any points omitted by learners and ensure that the nutrients are at least mentioned.
- Learners could create a presentation will help them understand the nutritional requirements of a balanced diet. Presentations should cover the following points (you could share out the content as suggested below):
 - sources of nutrients
 - types of nutrients (carbohydrates, fats, protein, fat- and water-soluble vitamins, minerals, fibre and water)
 - benefits of a balanced diet
 - effects of inappropriate amounts of nutrients.

- Learners share their presentations with the rest of the class and provide copies for other learners. Confirm the content of each presentation. You and the other learners could provide written or verbal feedback on each presentation.
- Give a presentation on the benefits of a balanced diet, such as building and repairing tissues, giving heat and energy and regulating body processes.
- Give a presentation on the functions of the sources in the diet, the results of deficiency and requirements of macronutrients (namely carbohydrates, fats and protein).
- Give a presentation on the effects on an individual of eating inappropriate amounts of nutrients (obesity, cancers, heart disease, diabetes, stroke, thromboses, scurvy, ketosis, anaemia, night blindness).
- Learners can feedback on each other's presentations in terms of content and style of presentation. This will help for the assessment.
- Give learners a selection of recipes to cover different dietary requirements. Ask them to identify the main nutrients found in the recipes and then ask them to work individually to improve the recipe. They should be able to justify their recommendations.
- Hold a class discussion so that learners can make suggestions on the whiteboard about how to improve the nutritional value of the recipe(s) that they studied in the previous activity and present their ideas to the rest of the group.
- Deliver a presentation on the advantages and disadvantages of using food additives. Devise a worksheet to check learners' understanding of the topic.
- Check learners' understanding of the learning aim using a quiz on the importance and principles of balanced diets.
- For assessment purposes, learners should produce a report or presentation that examines the importance and the principles of balanced diets. It should include guidelines for a healthy diet, nutritional requirements and sources and the implications of food additives. Please refer to essential information for assessment decisions in the unit booklet.

Learning aim B: Investigate the provision of food for people with special dietary needs

- You can begin delivery of this learning aim by asking if any learners have any personal or professional experience of people with special dietary requirements.
- Arrange a visit from a guest speaker who has knowledge of dealing with menu planning for people with special dietary needs. Ideally this will be a dietician, possibly from a hospital or the local community. The guest speaker could talk to learners about the types of diets and dietary needs they deal with, how they provide the correct nutrition and how they plan menus.
- Deliver a presentation on the different dietary requirements necessary for different types of customer groups, including age groups (children, teenagers, young adults, adults and elderly people) and different cultures. This will allow learners to understand different dietary needs.
- Arrange learners into small groups and give each group a case study about a person from a specific stage of life. These case studies should include a variety of people in different life stages, such as a child under the age of five, a teenager, an adult who works in an office, an adult who does manual work, an elderly person or a pregnant woman. Learners identify the dietary needs for the given person or group and produce a factsheet or report which could be used by the rest of group. Learners present their findings to the rest of the group.



- Give a presentation to ensure that learners understand different dietary requirements for specific groups, including:
 - low fat
 - dairy free
 - vegetarianism
 - low salt
 - low sugar.
- Learners could complete a knowledge quiz to ensure their understanding of specific dietary requirements.
- In small groups, learners could research different types of diet and their effects on health, including:
 - diabetes
 - hypertension
 - food allergies
 - intolerances (coeliac disease and lactose intolerance)
 - weight control diets
 - cultural influences
 - vegetarianism.
- Learners could add the information discovered in the previous activity to the report that they created earlier or create a presentation based on what they have found out. They could then discuss the topic as a group and give feedback on the work of others.
- Check learners' understanding of the learning aim by holding a short-written test on menu planning for different dietary requirements.

Learning aim C: Plan a healthy menu

- You can begin delivery of this learning aim with a class discussion on what learners think they should consider when planning a menu.
- Produce or find examples of different menus for different situations, such as different breakfast, lunch and evening meals. Organise learners into small groups and divide the menu examples between the groups. In their groups, learners discuss whether they think the menus are suitable for each situation. Learners then feed their ideas back to the rest of the class so that you can discuss them.
- Give a presentation to help learners understand the factors to consider when planning healthy menus, including:
 - cooking methods
 - availability of ingredients, choice and variety
 - skills and time available
 - costs
 - changes in customer demand

- trends in food production, such as organic or free-range foods
- body image
- government initiatives and agencies
- reports on supplements, such as omega oils
- media promotion of fresh foods over convenience foods
- quality and range of manufactured food available to caterers
- additives
- food labelling
- educational policy on topics such as breakfast clubs, vending machines and school meals.
- Devise a worksheet to check learners' understanding of the topics in the presentation.
- Individually, learners could research the effect of different cooking processes on the nutrient content of foods. A class discussion will allow learners to present their findings to rest of group and give feedback on others' findings.
- In small groups, learners could devise a list of different influences on food choices and both the positive and negative effects of each influence. Learners could create a poster or fact sheet on their ideas and display it to the rest of the group.
- A class discussion will enable learners to discuss their findings with the rest of the group. Refer to the unit content and ensure that all points are covered through class discussion.
- Give a presentation to explain the sources of nutrients in different foods and the different dietary requirements of different individuals. It should include the nutrient requirements of people of different ages as well as different cultural, economic, environmental and lifestyle requirements. Devise a worksheet to check learners' understanding of this topic.
- Organise learners into small groups and give each group some case studies involving different specific dietary needs (such as veganism, teenagers' needs, cultural needs, low fat diets) as well as different influences on food choices (such as peer pressure). Learners should identify whether the influences in the case studies would have a positive or negative effect on the specific diet. Learners give feedback on their case study to the rest of group.
- In pairs, learners can use the internet or magazines to source a variety of menus for a range of customers with different dietary needs. Each pair of learners can use one of these menus and explain how their menu provides meals that meet the nutritional requirements and dietary needs of individuals. You can provide basic profiles of the individuals concerned or the learners can role play the different individuals with given dietary needs.
- Learners could write an explanation of how the menus meet or do not meet the needs of the individuals and how the menus could be improved. Check learners' work.
- Working individually, learners should plan a menu for a given dietary need, identifying the sources of nutrients in the menu and justifying the suitability of their chosen menu for their given dietary need. Check learners' work for the suitability of menu to given dietary need. This task can be repeated by giving learners different dietary needs to ensure that they understand. Check their work to ensure that menus are suitable for each given dietary need.
- Check the learners' understanding of the learning aim. For assessment purposes, learners will have to plan healthy menus for different customers with different dietary needs. Learners will explain the issues and influences that should be considered when planning menus and how their chosen menus meet the nutritional requirements and dietary needs of the customers. Please refer to essential information for assessment decisions in the unit booklet.



Details of links to other relevant units/qualifications

This unit links to:

- Unit 2: Environment and Sustainability in the Hospitality Industry
- Unit 11: Contemporary Global Cuisine
- Unit 12: The Cuisine of Your Country
- Unit 13: European Cuisine
- Unit 29: Asian Cuisine.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Hospitality. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Tull, A., *Food and Nutrition* (Third Edition), Oxford University Press, 1996, ISBN: 9780198327660

This book is suitable for learners. It provides essential nutritional knowledge along with nutritional guidelines and how to meet particular dietary needs.

Gibney, M. Lanham, S., Cassidy, A., Vorster, H., *Introduction to Human Nutrition* (Second Edition), Wiley-Blackwell, 2009, ISBN: 9781405168076

This book is suitable for learners. It provides the required basics of nutrition in the context of a systems and health approach.

Videos

Search YouTube for videos on healthy eating.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.