

Level 3 Award in Nutrition for Healthier Food and Special Diets

June 2007

25 Guided Learning Hours

QCA Accreditation Number 500/3349/9

Description

This is a Level 3 qualification. It is suitable for people working in catering and others who are in a position to promote healthy nutrition. It is relevant for employees of health-related companies, and for people working in the health, caring or teaching professions that might have a role in the promotion of healthy eating or the preparation of meals, menus and diets. The qualification's learning outcomes cover the importance of balanced diets, the nutrient composition of food, nutritional needs of individuals and the preparation, presentation and promotion of healthy meals and diets.

Summary of Outcomes:

To achieve this qualification a candidate must:

1. **Explain the importance of balanced diets, by being able to:**
 - Outline the role of nutrients in the diet
 - Describe the positive and negative effects of nutrients on health
 - Review Government guidelines relating to diet.

2. **Review the nutrient composition of food, by being able to:**
 - State the sources of nutrients
 - Evaluate the nutritional value of major food commodities
 - Outline the use of common additives and supplements in food
 - Use information on food labels appropriately.

3. **Explain dietary needs, by being able to:**
 - Specify the dietary needs of individuals
 - Describe special diets.

4. **Discuss the preparation, presentation and promotion of healthier food and special diets, by being able to:**
 - State the effect of food preparation, processing and cooking on the nutrient composition of food
 - Outline the importance of food presentation and the promotion of healthier food
 - Describe methods for ensuring staff and colleagues can promote healthier food and special diets to consumers.

Content:

1. Importance of balanced diets

Role of nutrients in the diet: role and function of carbohydrates, proteins, fats and fibre for growth, development and body maintenance; intrinsic and extrinsic sugars; starches, biological value of proteins; essential and non-essential amino acids; essential and non-essential fatty acids; saturated and unsaturated fat; energy content of carbohydrates, proteins and fats; role of vitamins and minerals to include calcium, iron, sodium, potassium and zinc, vitamins A, C, D, E, K, folic acid, B12 and B group vitamins; solubility of vitamins in water or fat, fluid intake; alcohol.

Positive and negative effects of nutrients on health: ill health due to nutrient deficiency or excess; role of nutrients in preventing or alleviating ill health and disease; conditions to include obesity, heart disease, hypertension, constipation,

cancer, osteoporosis, dental caries, diabetes mellitus, under-nutrition, food intolerance such as coeliac disease and lactose intolerance, food allergies; relevance of Body Mass Index to obesity; factors affecting food choice such as advertising, peer pressure, environmental concerns.

Government guidelines: government guidelines and advice on healthy eating; definitions of dietary reference values.

2. Nutrient composition of foods

Sources of nutrients: main sources of carbohydrates, proteins, fats, essential amino acids, essential fatty acids, vitamins and minerals.

Nutritional value of major food commodities: nutrient content of cereals, eggs, dairy products, red meat and poultry, fish, vegetables, pulses, nuts and fruit; use of food composition tables .

Use of common additives and supplements: statutory and voluntary food fortification; health foods; nutritional supplements; colours, flavours, preservatives, emulsifiers, stabilisers and E numbers.

Food labels: requirements for labelling; voluntary food labelling systems; purpose of food labelling; use of information on food labels.

3. Dietary needs

Dietary needs of individuals: dietary needs of children, adolescents, adults, pregnant women, nursing mothers, the elderly, sick and infirm; dietary reference values and different requirements of these individuals for carbohydrate, fat, protein, minerals and vitamins; reasons for differences in dietary needs.

Special diets: vegetarian, lacto-ovo vegetarian and vegan diets; different ethnic and religious diets; diets for individuals with a food intolerance or allergy; special diets low in salt / sugar / fat; effect of low income and age on diet; advantages and disadvantages of different diets; menu planning to meet the differing dietary needs of individuals.

4. Promotion of healthier food and special diets

Effect of food preparation, processing and cooking on the nutrient composition of food: effect of different preparation and cooking techniques on the nutrient content of food; effect of processing such as freezing, dehydrating, canning and bottling on nutrient content; 'fast food' and 'convenience food'; effect of refrigeration and storage; preparation and cooking techniques to maximise the nutrient content of food; preparation and cooking techniques for reducing the fat and salt content of food.

Importance of food presentation and the promotion of healthier food: need to make food look attractive; methods for making food attractive and palatable; methods for promoting healthier options and menu items to consumers such as

healthier catering policies, 'dish of the day' promotions, use of posters and leaflets.

Methods for ensuring staff and colleagues can promote healthier food and special diets to consumers: why staff and colleagues need to be aware of healthier options and menu items; how to inform staff and colleagues of nutritional qualities of meal choices and their suitability for different dietary needs.

Assessment:

Attainment of the Learning Outcomes will be assessed by an examination consisting of forty multiple-choice questions to be answered within two hours. A candidate who is able to satisfy the learning outcomes will be awarded a score of at least 75% in the examination.

In order to be awarded a *Distinction*, candidates must be able to demonstrate a satisfactory level of knowledge and understanding across all areas of the syllabus, and a very good level of knowledge and understanding for most areas of the syllabus. Such a level of understanding and knowledge will be awarded a mark of at least 85% in the examination.

Guidance:

Recommended prior learning:

It is recommended that candidates already possess a Level 2 Award in Nutrition, or equivalent qualification, before studying for the Level 3 Award.

Key Skills:

It is expected that the delivery of this qualification should provide opportunities for the development of the following *key skills*:

Application of Number Levels 2 and 3
Communication Levels 2 and 3
Improving own Learning and Performance Levels 2 and 3
Information and Communication Technology (ICT) Levels 2 and 3
Problem Solving Levels 2 and 3
Working with Others Levels 2 and 3

Guidelines for key skills are shown in Appendix 1.

Other Issues:

The delivery of this qualification could provide opportunities for contributing to an understanding of Spiritual, Moral, Ethical, Social and Cultural issues and an awareness of Environmental issues, Health and Safety considerations and European developments. Possible areas for discussion are shown below.

Spiritual	The qualification can contribute to an understanding of spiritual issues by allowing students to discuss how an individual's spiritual and religious beliefs may affect their diet.
Moral and Ethical	Moral and ethical issues can be developed in a discussion of the compulsory use of some additives in food and drinking water, such as fluoridation. A comparison of ill-health due to excess nutrients and ill-health due to nutrient deficiency could also develop into a discussion of moral issues. A discussion of vegetarian and vegan diets could lead to a consideration of the moral and ethical issues of eating animals and animal welfare.
Social and Cultural	A discussion of different food styles, such as convenience food and fast food, and diets such as vegetarian, vegan and ethnic minority diets can contribute to an understanding of social and cultural issues. The preferred ways in which different cultures preserve food could also be discussed.
Health and Safety	Health and Safety considerations can be discussed by stressing the importance of a proper diet to the health of the individual, and that a proper diet can increase concentration and reduce fatigue in the workplace.
Environment	Awareness of environmental issues can be raised through consideration of "organic" food and "GM" food.
European	European legislation regarding food labeling and the use of additives could be discussed, as could European developments relating to the production and use of "GM" food.

Restrictions on Candidate Entry:

Candidates should not enter, with another awarding body, for a Level Three qualification in Nutrition for Healthier Food and Special Diets.

Special Needs:

Centres that have candidates with special needs should consult the RSPH's *Regulations and Guidance for Candidates with Special Assessment Needs*, this is available from the RSPH and the RSPH's website www.rsph.org.uk

Recommended Qualifications and Experience of Tutors:

The RSPH would expect that tutors have teaching experience and a qualification in a relevant subject area, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience.

Suitable qualifications for the Level 3 Award in Nutrition for Healthier Food and Special Diets include:

- a) Degree or Dip. HE in: Food Science
Nutrition
Dietetics
Home Economics
Biology
Hospitality and Catering
Hotel Catering and Management

or one that contains modules / units in nutrition.

- b) HNC/D in one of the above.
- c) Level 4 qualifications in Nutrition such as:

The Royal Society for the Promotion of Health's *Advanced Diploma in Nutrition*

- d) Relevant qualifications awarded by HCIMA that contain modules / units in nutrition.

Centres should be registered with the RSPH.

Any enquiries about this qualification should be made to:

The Qualifications Department,
Royal Society for Public Health
3rd Floor
Market Towers
1 Nine Elms Lane
SW8 5NQ

Appendix One: Key Skills Guidelines

This qualification provides a number of opportunities for candidates to develop competence in key skills and to produce evidence towards attainment of key skills. Successful completion of the qualification does not in itself imply attainment of the listed key skills; this is dependent on the candidate producing a portfolio of evidence and the teaching and learning methods adopted by the tutor(s) and candidate in the delivery of the qualification.

The specification content, which provides the most appropriate opportunity for key skill development, is signposted below.

Application of Number

<i>Skill</i>	<i>Specification Content</i>
N2.1 Interpret information from a suitable source.	Graphical and tabular information can be used to obtain information relating to dietary reference values and the incidence of diet-related ill health such as obesity and food allergies
N3.1 Plan an activity and get relevant information from relevant sources.	As for N2.1 above.

Communication

<i>Skill</i>	<i>Specification Content</i>
C2.1a Take part in a group discussion.	Any part of the content could be used as the basis for a discussion.

- | | | |
|--------------|---|--|
| C2.2 | Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long. | Any part of the content could be researched from textbooks and specialist journals |
| C3.1a | Take part in a group discussion. | Any part of the content could be used as the basis for a discussion. |
| C3.2 | Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long. | Any part of the content could be researched from textbooks and specialist journals |

Improving own Learning and Performance

<i>Skill</i>	<i>Specification Content</i>
LP2.1 Help set targets with an appropriate person and plan how these will be met.	The manner in which candidates plan and carry out their programme of learning for this qualification, in consultation with their tutors/trainers, could provide evidence for this key skill or some elements of this key skill.
LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	
LP2.3 Review progress with an appropriate person and provide evidence of your achievements.	
LP3.1 Set targets using information from appropriate people and plan how these will be met.	
LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.	
LP3.3 Review progress and establish evidence of your achievements.	

Information and Communications Technology

<i>Skill</i>	<i>Specification Content</i>
ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.	Information about any part of the content could be obtained from web-sites dealing with diet, nutrient composition of food and diet-related ill health.. Books and articles can be accessed by on-line searches.
ICT3.1 Search for information, using different sources, and multiple search criteria in at least one case.	

Problem Solving

Skill	Specification Content
PS2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it.	A number of areas within the specification can be delivered by using a problem-based approach to teaching and learning.
PS2.2 Plan and try out at least one way of solving the problem.	For example: <i>Special diets:</i> special diets low in salt / sugar / fat; menu planning to meet the differing dietary needs of individuals.
PS3.1 Explore a problem and identify different ways of tackling it.	
PS3.2 Plan and implement at least one way of solving the problem.	<i>Effect of food preparation and cooking on the nutrient composition of food:</i> preparation and cooking techniques to maximise the nutrient content of food; preparation and cooking techniques for reducing the fat and salt content of food.

Working with Others

Skill	Specification Content
WO2.1 Plan work with others.	The manner in which candidates work with others in carrying out their programme of learning for this qualification, in consultation with their tutors and trainers, could provide evidence for this key skill or some elements of this key skill.
WO2.2 Work co-operatively towards achieving the identified objectives.	
WO2.3 Review your contributions and agree ways to improve work with others.	
WO3.1 Plan work with others.	
WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.	
WO3.3 Review work with others and agree ways of improving collaborative work in the future.	