

# Level 3 Award in Nutrition for Healthier Food and Special Diets

**This award has a credit value of 3**

**21 Guided Learning Hours**

Ofqual Qualification Number: 500/8623/6

## **Description**

This qualification is suitable for people working in catering and others who are in a position to promote healthy nutrition. It is relevant to 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 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. **Understand the importance and principles of balanced diets, *by being able to:***
  - 1.1. Describe the current government guidelines for a healthy diet.
  - 1.2. Identify the sources of nutrients.
  - 1.3. Evaluate the effects of nutrients on health.
  - 1.4. Describe the implications of using food supplements.
  - 1.5. Explain the implications of the use of food additives.
  
2. **Understand food labelling and nutritional information, *by being able to:***
  - 2.1. Describe the meaning of nutritional information on food labels.
  - 2.2. State the guidelines which must be followed when making nutritional claims on food labels.
  
3. **Understand special dietary needs, *by being able to:***
  - 3.1. Explain the specific dietary needs of different groups of people.
  - 3.2. Explain how certain diets can affect health.
  
4. **Understand how to plan and promote healthier food choices, *by being able to:***
  - 4.1. Explain how to provide meals to meet the dietary needs of individuals.
  - 4.2. State the effects of food processes on nutrient content.
  - 4.3. Describe methods of promoting healthier food choices.

## **Content:**

### **1. Importance and principles of balanced diets**

*1.1: Current government guidelines:* government and Food Standards Agency guidelines and advice on healthy eating; the Eatwell Plate; definitions and importance of dietary reference values.

*1.2: Sources of nutrients:* main sources of carbohydrates, proteins, fats, essential amino acids, essential fatty acids, vitamins and minerals; nutrient content of cereals, eggs, dairy products, red meat and poultry, fish, vegetables, pulses, nuts and fruit; use of food composition tables.

*1.3: Effects of nutrients on health:* role of carbohydrates, proteins, fats and fibre for growth, development and body maintenance; intrinsic and extrinsic sugars; starches; biological value of proteins; significance in the diet of essential and non-essential amino acids and essential and non-essential fatty acids; saturated and unsaturated fat; relative 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, and B12; solubility of vitamins in water or fat; fluid intake; alcohol.

*1.4: 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, osteomalacia, dental caries, dental erosion, diabetes mellitus, food intolerance such as coeliac disease and lactose intolerance, food allergies; relevance of Body Mass Index to obesity; under-nutrition.

*1.5: Implications of using food supplements:* types of food supplements, eg vitamins, minerals, protein, high calorie supplements; individuals and groups for whom food supplements may be beneficial; dangers of excess intake of nutrients such as vitamin A during pregnancy.

*1.6: Implications of the use of food additives:* statutory and voluntary food fortification and its purpose; purposes and implications of adding colours, flavours, preservatives, antioxidants, emulsifiers, stabilisers and sweeteners to foods.

### **2. Food labelling and nutritional information**

*2.1: Meaning of nutritional information on food labels:* purpose of food labelling; legal requirements for food labelling, ie ingredients, allergen advice, durability, weight and any special storage instructions; voluntary food labelling; labelling requirements for additives, including the meaning of E numbers; possible consumer concerns.

*2.2: Guidelines to be followed when making nutritional claims on food labels:* criteria for nutrition labelling; labelling styles such as 'Big 4 + Little 4'; nutrition signposting; traffic light system; guideline daily amounts.

### 3. **Special dietary needs**

*3.1: Specific dietary needs of different groups:* dietary needs of infants, children, adolescents, adults, cultural and ethnic groups, pregnant women, nursing mothers, the elderly, sick and infirm; different requirements of these individuals for carbohydrate, fat, protein, minerals and vitamins; reasons for differences in dietary needs.

*3.2: How certain diets can affect health:* vegetarian, lacto-ovo vegetarian and vegan diets; different ethnic and religious diets; effect of low income on diet; effect of these diets on health.

### 4. **How to plan and promote healthier food choices**

*4.1: How to provide meals to meet dietary needs of individuals:* menu planning to meet dietary needs of different groups (see Outcome 3); special diets such as diabetic, low fat and low saturated fat, low salt, low sugar; high fibre; provision of meals for individuals with food intolerances (eg lactose intolerance and coeliac disease) and food allergies (such as nut allergies); importance of, and methods for, making food look attractive and palatable.

*4.2: Effects of food processes on nutrient content:* effects of different storage, preparation and cooking techniques on the nutrient content of food; effects of processes such as dehydration, canning and bottling on nutrient content; techniques to maximise nutrient content; preparation and cooking methods for reducing the fat, salt and sugar content of meals; pros and cons of 'fast food' and 'convenience food'.

*4.3: Methods for promoting healthier food choices:* factors affecting food choice such as advertising, peer pressure, environmental concerns; 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; 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.

## 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 26 marks out of 40 (65%) 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.

### Useful Websites:

Food Standards Agency <http://www.food.gov.uk/>  
Eatwell Website <http://www.eatwell.gov.uk/healthydiet/eatwellplate/>  
Department of Health <http://www.dh.gov.uk/en/index.htm>  
British Nutrition Foundation <http://britishnutrition.org.uk/home>  
British Dietetic Association <http://www.bda.uk.com/foodfacts/>  
British Diabetic Association (for special diets for diabetics)  
[http://www.diabetes.org.uk/Guide-to-diabetes/Food\\_and\\_recipes/](http://www.diabetes.org.uk/Guide-to-diabetes/Food_and_recipes/)

### Recommended Reading:

*Manual of Nutrition*. (Reference Book 342). Food Standards Agency (Paperback 2008).  
Blades, M. *Intermediate Nutrition and Health*. 3<sup>rd</sup> Edition, 2008. Highfield Publications,  
Davies, J. *Cooking Explained*. 4<sup>th</sup> Edition, 1997. Harlow: Longman  
Lean, M.E.J. *Fox and Cameron's Food Science, Nutrition and Health*. 7<sup>th</sup> Edition, 2006. Hodder Arnold

### 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, cultural and ethnic diets can contribute to an understanding of social and cultural issues.

**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.

## **National Occupational Standards**

The qualification has been mapped to the following National Occupational Standards of People 1<sup>st</sup>.

Unit 3FPC13 Prepare, cook and finish healthier dishes

Further details of these National Occupational Standards can be obtained from RSPH Qualifications.

## **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 Society's *Regulations and Guidance for Candidates with Special Assessment Needs*, this is available from The Society and The Society's web site ([www.rsph.org](http://www.rsph.org)).

### **Recommended Qualifications and Experience of Tutors:**

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 Public Health's *Advanced Diploma in Nutrition or Diploma in Nutrition and Health*.

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

Centres should be registered with RSPH

Any enquiries about this qualification should be made to:

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

Tel: 020 3177 1600  
Fax: 020 3177 1601  
Email: [exampapers@rsph.org.uk](mailto:exampapers@rsph.org.uk)

## 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

Skill	Specification Content
<b>N2.1</b> 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
<b>N3.1</b> Plan an activity and get relevant information from relevant sources.	As for N2.1 above.

### Communication

Skill	Specification Content
<b>C2.1a</b> Take part in a group discussion.	Any part of the content could be used as the basis for a discussion.
<b>C2.2</b> Read and summarise information from at least <b>two</b> 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
<b>C3.1a</b> Take part in a group discussion.	Any part of the content could be used as the basis for a discussion.
<b>C3.2</b> Read and synthesise information from at least <b>two</b> 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**

<b>Skill</b>	<b>Specification Content</b>
<b>LP2.1</b> 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.
<b>LP2.2</b> Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	
<b>LP2.3</b> Review progress with an appropriate person and provide evidence of your achievements.	
<b>LP3.1</b> Set targets using information from appropriate people and plan how these will be met.	
<b>LP3.2</b> Take responsibility for your learning, using your plan to help meet targets and improve your performance.	
<b>LP3.3</b> Review progress and establish evidence of your achievements.	

## **Information and Communications Technology**

<b>Skill</b>	<b>Specification Content</b>
<b>ICT2.1</b> 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, sources of nutrients and diet-related ill health. Books and articles can be accessed by on-line searches.
<b>ICT3.1</b> Search for information, using different sources, and multiple search criteria in at least one case.	

## Problem Solving

Skill	Specification Content
<b>PS2.1</b> 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.
<b>PS2.2</b> Plan and try out at least one way of solving the problem.	For example: <i>How to provide meals to meet dietary needs of individuals: eg low in salt / sugar / fat.</i>
<b>PS3.1</b> Explore a problem and identify different ways of tackling it.	
<b>PS3.2</b> Plan and implement at least one way of solving the problem.	<i>Effects of food processes on nutrient content: effects of different storage, preparation and cooking techniques on nutrient content of food.</i>

## Working with Others

Skill	Specification Content
<b>WO2.1</b> 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.
<b>WO2.2</b> Work co-operatively towards achieving the identified objectives.	
<b>WO2.3</b> Review your contributions and agree ways to improve work with others.	
<b>WO3.1</b> Plan work with others.	
<b>WO3.2</b> Seek to develop co-operation and check progress towards your agreed objectives.	
<b>WO3.3</b> Review work with others and agree ways of improving collaborative work in the future.	