

Level 2 Award in Healthier Food and Special Diets

March 2010

This qualification has a Credit value of 1

7 Guided Learning Hours

Ofqual Qualification Number: 500/8688/1

Description:

This qualification is concerned with the basic principles of nutrition which underpin the production of healthy food and preparation of special diets, and has as its focus the key role of nutrition in health (defined as the prevention of disease). The qualification will be of interest to candidates involved in catering, food and health-related occupations, and also to carers, community workers, fitness trainers and other individuals that have a role in the promotion of health.

Summary of Outcomes:

To achieve this qualification a candidate must:

1. **Understand the principle of balanced diets, *by being able to:***
 - 1.1. Outline current government nutritional guidelines for a healthy diet.
 - 1.2. State the sources of essential nutrients
 - 1.3. Describe the impact of diet on health
 - 1.4. Describe catering practices that help maintain the nutritional value of food.

2. **Understand how to plan and provide special diets, *by being able to:***
 - 2.1. Outline the main features of special diets
 - 2.2. Describe the impact of special diets on health
 - 2.3. Describe catering practices to be considered when planning and providing meals for those on special diets.

Content:

1. **The principle of balanced diets**
 - 1.1. *Government nutritional guidelines:* nutritional guidelines from the Department of Health and Food Standards Agency on recommended daily intake of nutrients; recommended intakes for babies, children and adults; “The Eatwell Plate” and “Eat Five a Day”; daily fluid requirements.

 - 1.2. *Sources of essential nutrients:* foods which are good sources of carbohydrates, fat, protein, fibre (non-starch polysaccharide), minerals (calcium, iron, sodium, potassium) and vitamins (A, C, D, E, K, folic acid, B12 and B group vitamins); nutritional advantages and disadvantages of fresh food, convenience foods and fast foods.

 - 1.3. *The impact of diet on health:* introduction to the role of nutrients in growth and body maintenance; ill health due to nutrient deficiency or excess to include obesity, cardio-vascular disease, cancer, hypertension, diabetes and dental caries; guideline daily amounts (GDA) of calories, sugars, fat, protein for men, women and children.

 - 1.4. *Catering practices that help maintain the nutritional value of food:* effect of preservation, storage, processing and cooking on nutrient content, food quality and acceptability; preparation, cooking and serving techniques for optimisation of nutrient content; Interpreting food label information; content and layout of food labels; "best before" and "use by dates"; the need for food labelling in relation to possible allergens.

2. How to plan and provide special diets

2.1. *The main features of special diets:* omnivorous, vegetarian, vegan and ethnic minority / religious diets; special requirements of young babies, children, adolescents, pregnant women, nursing mothers, the elderly, the sick and infirm, individuals with food allergies or intolerances (eg wheat), the overweight; diabetic diets; diets that are low calorie, salt free, sugar free or fat free.

2.2. *The impact of special diets on health:* potential nutrient imbalances and health problems that may arise with certain special diets, eg vegetarian, vegan.

2.3. *Catering practices to be considered when planning and providing meals for those on special diets:* preparation, cooking and serving techniques for reducing fat, salt and sugar content of meals; how to increase the amount of vegetables, fruit and starchy foods in meals; preparation of meals for people with an intolerance or allergy to certain foods; need for, and methods for, making food look attractive and palatable.

Assessment:

Attainment of the Learning Outcomes will be assessed by an examination. A candidate who is able to satisfy the learning outcomes will be awarded a score of at least 60% in the examination.

The examination will consist of twenty multiple choice questions, to be completed in 30 minutes.

Guidance:

Recommended prior learning:

There are no recommended prior learning requirements for this qualification. The RSPH does, however, recommend that candidates have a level of literacy and numeracy equivalent to Level 1 (but see notes on Special Assessment Needs below)

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/

Recommended Reading:

Blades, M. *Foundation Nutrition and Health*. 3rd Edition, 2008. Highfield Publications,
Davies, J. *Hammond's Cooking Explained*. 4th Edition, 1997. Harlow: Longman

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 Level 2
Communication Level 2
Information and Communication Technology Level 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.
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 1st.

Unit 3FPC13 Prepare, cook and finish healthier dishes

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

Special Assessment 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 2 Award in Healthier Food and Special Diets include:

- a) Degree or Dip. HE in:
 - 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 3 qualification in Nutrition such as:

- The RSPH Level 3 Award in Nutrition for Healthier Food & Special Diets
 - GCE 'A' Level in Nutrition

- d) Level 3 qualifications in Biology, Human Biology, Home Economics or Applied Science that contain modules / units in nutrition awarded by:

- 'A' Level Awarding Bodies
 - BTEC / Edexcel
 - City and Guilds of London Institute

- e) 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.	Information regarding the recommended daily intake of nutrients could be obtained from tables and graphs. Information on the nutrient composition of particular food commodities can be obtained from tables and pie charts
N2.2 Use your information to carry out calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.	Information on the nutrient content of different foods can be used to calculate if an individual's diet is providing the recommended daily amounts of nutrients.

Communication

Skill

Specification Content

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.

Information about any part of the content could be obtained from leaflets, books and articles.

Information and Communication Technology

Skill

Specification Content

ICT1.1 Find and select relevant information.

Information about any part of the content could be obtained from and presented by the use of Information Technology

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 leaflets, books and articles.