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Qualification Specification

Highfield Level 3 International Award in Nutrition and Health

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Highfield Level 3 International Award in Nutrition and Health

Introduction

This specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your centre manager.

Key Facts

Guided learning hours (GLH):	15 hours
Assessment method:	Multiple-choice examination

Qualification Overview and Objective

The Highfield Level 3 International Award in Nutrition and Health will aid anyone who is involved in the provision of food or health care to gain a good understanding of food, nutrition and its relationship with health.

Learners will gain essential knowledge and understanding of healthy food choices, planning and adapting diets to suit various age groups and health conditions, micro and macro-nutrients, factors affecting food choices, allergies as well as intolerances, and necessary elements of communicating and promoting healthy diet principles.

Important note: Highfield recommends that you contact the relevant government department in the country that you want to deliver this qualification in, to ensure that local laws are being adhered to and that there are no additional approval requirements. It may be that you are required to register as a training provider within the country itself. Highfield approves centres based on its own criteria but does not represent any other organisations or departments.

Guidance on Delivery

The recommended guided learning hours for this qualification are 15 hours. Guided learning hours are the time in which an average learner is taught by means of lectures, tutorials, supervised study and blended learning. The delivery of this programme may be adjusted in accordance with learners' needs and/or local circumstances.

Guidance on Assessment

This qualification is assessed by a multiple-choice examination. This method of assessment is an end of course examination and should follow the Highfield Qualifications Examination and Invigilation Procedures, found within the Highfield Qualifications Core Manual.

This examination contains **45** questions that must be completed within **90** minutes. Successful learners must achieve a minimum pass mark of **27** correct answers (60%). Learners who achieve **32** marks or more will be awarded a merit. Learners who achieve **above 36** marks or more will be awarded a distinction.

Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards. Centres must take all reasonable steps to avoid any part of the

assessment of a learner (including invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on Quality Assurance

The examination for this qualification is set and marked by Highfield.

Recognition of Prior Learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield International website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor Requirements

Highfield recommends nominated tutors for this qualification to meet the following:

- hold a relevant subject area qualification (or experience), which could include any of the following:
    - Degree, DipHE, HNC/D or Graduate Diploma in related subject such as:
        - nutrition
        - dietetics
        - human nutrition
    - Degree, DipHE OR HNC/D in a related subject such as:
        - food safety
        - food sciences
        - food technology

    And Diploma in Nutrition or Dietetics
- hold (or be working towards) a recognised teaching qualification (or experience), which could include any of the following:
    - Highfield Level 3 Award in Delivering Training
    - Highfield Level 3 International Award in Delivering Training (IADT)
    - Level 3 PTLLS, or above
    - Level 3 Award in Education and Training, or above
    - Diploma or Certificate in Education
    - Bachelor's or Master's Degree in Education
- maintain appropriate continued professional development for the subject area.

Reasonable Adjustments and Special Considerations

Highfield has measures in place for learners who require additional support. Reasonable adjustments, such as additional time for the exam or assistance during the exam such as using a scribe or a reader, is available upon approval from Highfield. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance on this.

https://www.highfieldqualifications.com/download

ID Requirements

All learners should be instructed, ahead of the course/assessment when the learner registers and/or with any pre-course materials, to bring photographic identification to the assessment to be checked by the invigilator.

It is the responsibility of the centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they are allowed to sit the examination/assessment and write the type of photo identification provided by each learner on the learner list under 'Identification Provided'. Highfield will accept the following as proof of a learners' identity:

- national identity card (e.g. Emirates ID card)
- valid passport (any nationality)
- signed photo card driving licence
- valid warrant card issued by police, local authority or equivalent
- other photographic ID cards, e.g. employee ID card (must be current employer), student ID card, travel card etc.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression Opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 3 International Award in Food Safety in Catering
- Highfield Level 4 International Award in Food Safety in Catering
- Highfield Level 3 Award in Food Allergen Management for Caterers (RQF)
- Highfield Level 3 International Award in Developing a Positive Food Safety Culture

Please visit the Highfield International website for the full list of food safety qualifications available.

Useful Websites

- www.Highfieldproducts.com (Highfield Products)
- www.Highfieldqualifications.com (Highfield Qualifications)
- www.Highfieldinternational.com (Highfieldabc MEA)
- http://www.foodsafe.ae/
- Dubai Food Watch https://www.dm.gov.ae/en/Business/FoodSafetyDepartment/Pages/Food-Watch-System.aspx
- Children's Food Trust: www.childrensfoodtrust.org.uk

Recommended Training Materials

Intermediate Nutrition & Health PowerPoint Presentation; Highfield Products

Appendix 1: Qualification Content

Unit: Level 3 Nutrition and Health

GLH: 15

Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the important principles of food and nutrition	1.1 Describe the fundamental elements of nutrition - Macronutrients - Micronutrients - Fluids - Balanced diet 1.2 Outline how food is processed by the human body - Digestion - Absorption - Basal metabolic rate - Energy requirements 1.3 Describe the different food groups that form the basis of healthy eating
2. Understand the nutritional requirements and food choices	2.1 Explain the nutritional requirements for different age groups 2.2 Describe the factors that affect food intake and food choices 2.3 Explain the common factors leading to unhealthy food choices 2.4 Outline how these common factors can be overcome and tackled individually or by professionals (nutritionist/psychologist) 2.5 Outline the dietary requirements of ethnic minority groups
3. Understand the relationship between diet and health	3.1 Describe the various nutrition related health disorders 3.2 Explain the nutritional factor in some chronic diseases 3.3 Outline suitable diet modifications/therapeutic diets/Medical Nutrition Therapy (MNT) for specific health conditions
4. Know how to promote healthy eating and incorporate it in daily routine and lifestyle	4.1 Outline the essentials of a healthy meal pattern 4.2 Explain different cooking methods that help preserve the nutritional value of the food 4.3 Explain the conditions and pressures that might disrupt healthy eating 4.4 Explain the principles of a healthy balanced menu

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	4.5 Explain how to identify and evaluate the nutritional value of a food item Food labels Food stores Portion size 4.6 Explain how to deal with 'Eating Outside'

Indicative Content
1.1 Describe the fundamental elements of nutrition - Macronutrients (carbohydrates, fat, proteins, alcohol) - Micronutrients (vitamins and minerals) - Fluids (water, drinks and beverages) - Balanced diet (The Eatwell Guide, the consumption and required quantities of different food groups – fruits and vegetables, carbohydrate-based items, dairy and dairy alternative products, proteins such as beans and meat, oils and fat spreads, and fluids) 1.2 Outline how food is processed by the human body - Digestion (digestive tract elements and small intestines, and the role of enzymes) - Absorption (The role of digestive tract elements in absorption of different food items, and the transit time of food) - Basal metabolic rate (roles of BMR and factors involved in setting the BMR; such as age, gender, sleep rate, activity level, etc.) - Energy requirements (energy requirement for different age groups and sources) 1.3 Describe the different food groups that form the basis of healthy eating (understand the groups and discuss options of food items: fruits and vegetables, carbohydrate-based items, dairy and dairy alternative products, proteins such as beans and meat, oils and fat spreads, and fluids) 2.1 Explain the nutritional requirements for different age groups (Energy and specific eating requirement for infants, breast milk substitute-fed, mixed-feeding, children, adults) 2.2 Describe the factors that affect food intake and food choices (season, ethnic groups, socio-economical status, religious requirements, peer influence, etc..) 2.3 Explain the common factors leading to unhealthy food choices (lifestyle, working hours and timings, sleeping rate, marital status, economical restriction, stress level, etc.) 2.4 Outline how these common factors can be overcome and tackled individually or by professionals (nutritionist/psychologist)

(the help that nutritionist and/or psychologist may provide to support in having healthy eating routine, family and peer influence, understanding the different food options available, health food substitution, etc.)

2.5 Outline the dietary requirements of ethnic minority groups (Hindus, Jews, Muslim)

3.1 Describe the various nutrition related health disorders (obesity, cancer, coronary heart disease, anorexia, bulimia, hypertension, etc.)

3.2 Explain the nutritional factor in some chronic diseases (understand the importance, the effect and how to select the suitable food items and daily eating routine in some chronic disease, such as diabetes, obesity, etc.)

3.3 Outline suitable diet modifications/therapeutic diets/ Medical Nutrition Therapy (MNT) for specific health conditions (how to approach nutritionally some health conditions and the positive impact of the properly selected diet on the health status)

4.1 Outline the essentials of a healthy meal pattern
(Understanding how to build daily healthy meals)

4.2 Explain different cooking methods that help preserve the nutritional value of the food
(steaming, sous-vide, braising, baking, simmering, dry frying, poaching, grilling, etc.)

4.3 Explain the conditions and pressures that might disrupt healthy eating
(tackle and discuss the different life pressures, controllable and uncontrollable conditions that might negatively affect the healthy eating: stress level, inconvenience and time limitation for food preparation at home, convenience of ready to eat and delivered foods, elevated prices of some healthy food ingredients, etc.)

4.4 Explain the principles of a healthy balanced menu
(adequate combination between different food groups, not skipping meals, plenty of fluids, picking healthy food items, balancing between energy consumption and expenditure, etc.)

4.5 Explain how to identify and evaluate the nutritional value of a food item
Food labels (reading the labels; energy, sugar, saturated fats, sodium or salt, hydrogenated fats, trans fats, preservatives, etc.)
Food stores (effect of marketing and positioning of the food items on shelves, influence of packaging and colors, etc.)
Portion size (portion sizes of different food items at different meals of the days, how to compensate, divide big meal portions, etc.)

4.6 Explain how to deal with 'Eating Outside'
(know how to read the menu, ingredients to avoid, picking dishes prepared in healthy cooking method, replacing unhealthy sides, avoid over-eating, do not leave home hungry, start with a filling healthy appetiser, drink plenty of water, etc.)