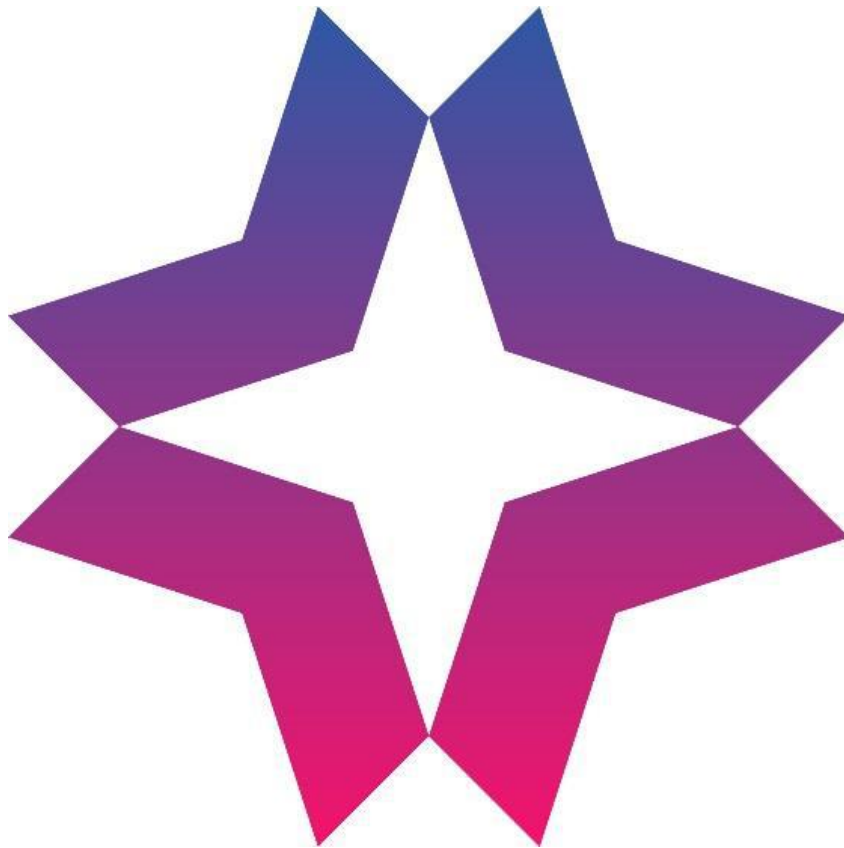


SPECIFICATION

IAO LEVEL 3 CERTIFICATE IN DIET AND NUTRITION

QUALIFICATION NUMBER: 603/0678/6



Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected
4	March 2023	Additional information in M/615/2935 Dietary planning for specific needs	11
4	March 2023	Change of verb to AC2.2 in T/615/2936 Food additives and labelling	13
4	March 2023	Additional information in A/615/2937 Principles of nutrition	14
4	March 2023	Additional information in F/615/2938 Nutrition for sport and exercise	17
4	March 2023	Additional information in J/615/2939 Nutritional needs of children and young people	19

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

Active Leisure

Business and Management

Childcare

Employability

Retail

Health and Social Care

Hospitality and Catering

IT

Logistics

Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”

Qualification summary

Qualification Accreditation Number (QAN)	603/0678/6
Operational date	1 st November 2016
Qualification review date	31 st March 2026
Guided Learning Hours (GLH)	92 hours
Total Qualification Time (TQT)	201 hours
RQF level	3
Qualification credit value	19
Aims and objectives of the qualification	<p>The IAO Level 3 Certificate in Diet and Nutrition is designed to equip learners with an understanding of the principles of diet and nutrition. This qualification covers a wide range of nutritional issues including food additives and labelling, healthy eating, weight management and roles and responsibilities within the field. This qualification focuses on dietary planning for a wide range of individuals and groups including children and young people, older adults, individuals engaged in sports and exercise and individuals with restricted diets.</p>
Assessment requirements	<p>Learners will need to complete a portfolio of evidence demonstrating how they meet the requirements of the qualification.</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>
Entry guidance	<p>There are no formal entry requirements for this qualification. It is suitable for learners aged 16 and above.</p>
Progression opportunities	<p>Learners who achieve this qualification could progress on to further qualifications at higher levels in areas such as nutrition, coaching or dietetics.</p>
Funding	<p>For details on eligibility for government funding please refer to the following website:</p> <p>https://www.qualifications.education.gov.uk/</p>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Assessment Principles

1. Learners must be registered with the Awarding Organisation before formal assessment commences.
2. Assessors must be able to evidence and justify the assessment decisions that they have made.
3. Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.
4. Assessment of knowledge-based learning outcomes:
 - may take place in or outside of a real work environment
 - must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
 - must be robust, reliable, valid and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor
5. Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.
6. Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

Quality Assurance

1. Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.
2. Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).
3. Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.
4. Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Assessor qualifications

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes only)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS)
- Mentorship and Assessment in Health and Social Care Settings
- Mentorship in Clinical/Health Care Practice
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- NOCN – Tutor/Assessor Award
- Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF)
- Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF)
- Level 3 Award in Education and Training JABQG Sept 2014 - Version 5
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Certificate in Assessing Vocational Achievement (RQF)

Qualification Structure

Learners must achieve all nine mandatory units to gain this qualification.

The total Guided Learning Hours (GLH) for this qualification is 92 hours.

The Total Qualification Time (TQT) for this qualification is 201 hours.

Mandatory units

Unit ref	Unit title	Level	Credits	GLH
M/615/2935	Dietary planning for specific needs	3	2	11
T/615/2936	Food additives and labelling	3	2	12
A/615/2937	Principles of nutrition	3	1	5
F/615/2938	Nutrition for sport and exercise	3	3	13
J/615/2939	Nutritional needs of children and young people	3	3	16
A/615/2940	Nutritional requirements of older adults	3	2	7
F/615/2941	Apply principles of healthy eating	3	3	10
L/615/3140	Understanding roles and responsibilities for providing nutritional advice	3	1	6
R/615/2944	Weight management	3	2	12

Title:	M/615/2935 Dietary planning for specific needs
Level:	3
Credit Value:	2
GLH:	11
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nutritional needs of individuals with special dietary requirements	1.1 Define: <ul style="list-style-type: none"> • food allergy • food intolerance 1.2 Explain why individuals have dietary requirements 1.3 Explain types of dietary requirements 1.4 Explain how nutritional deficiencies associated with specific dietary requirements can be addressed
2. Understand obstacles to adhering to a specific diet	2.1 Explain barriers to following a specific diet 2.2 Evaluate strategies for enabling individuals to follow a specific diet
3. Be able to plan meals for a specific dietary requirement	3.1 Create a meal plan for a specific dietary requirement, considering: <ul style="list-style-type: none"> • preparing meals at home • eating out 3.2 Justify food choices for specific dietary requirements 3.3 Explain the precautions to take when preparing food for an individual with specific dietary requirements
Additional information about this unit	
<p>Dietary requirements e.g. vegetarian, gluten-free, lacto-ovo vegetarian, ovo-vegetarian, lacto-vegetarian, pescetarians, vegan diets, cultural, religious groups, dairy-free, high or low calorie needs, health needs, allergies and intolerances.</p>	

Unit aim(s)	This unit addresses the specific dietary requirements of individuals. The unit enables learners to find out about the foods that should or must be consumed by those with specific dietary needs or intolerances and the reasons for this. Learners are also asked to identify suitable foods and meals for a chosen diet.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	T/615/2936 Food additives and labelling
Level:	3
Credit Value:	2
GLH:	12
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand food and drink labelling	1.1 Explain the regulations that apply to food labelling 1.2 Identify nutritional information which must be provided on food and drink labels, in line with current guidelines 1.3. Explain Reference Intake (RI) values found on food labels 1.4 Analyse how food and drink label information may be misleading 1.5 Explain sources of advice and guidance on food and drink labelling
2. Be able to analyse food labels	2.1 Calculate the energy provided by macronutrients from food labels 2.2 Explain how to understand and use food labels
3. Understand the use of food additives	3.1 Define the term 'food additives' 3.2 Explain the legislation relating to the use of food additives 3.3 Explain the function of the different groups of additives 3.4 Explain the benefits of food additives 3.5 Analyse the disadvantages of food additives
Additional information about this unit N/A	
Unit aim(s)	In this unit, learners gain an awareness of the information that is provided on food labels. They will learn the facts behind nutritional claims on food labels and will consider the advantages and disadvantages of using food additives.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	A/615/2937 Principles of nutrition
Level:	3
Credit Value:	1
GLH:	5
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the process of digestion	1.1 Explain the functions of food 1.2 Explain the process of digestion 1.3 Explain how the human body absorbs nutrients
2. Understand the role of nutrients in the body	2.1 Describe the nutrients needed by the body 2.2 Explain how nutrients are structured 2.3 Explain the role of nutrients in maintaining health 2.4 Explain the function of: <ul style="list-style-type: none"> • macronutrients • micronutrients • water 2.5 Identify dietary sources of: <ul style="list-style-type: none"> • macronutrients • micronutrients 2.6 Analyse factors that affect the body's ability to process nutrients
Additional information about this unit	
Macronutrients include fat, carbohydrates and protein	
Micronutrients include vitamins and minerals	
Unit aim(s)	In this unit, learners gain an awareness of the importance of nutrition for our health and wellbeing. Learners will explore the interrelationship between nutrition and health, identifying appropriate dietary sources to support a healthy lifestyle.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	F/615/2938 Nutrition for sport and exercise
Level:	3
Credit Value:	3
GLH:	13
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the body's energy systems in relation to sport and exercise	1.1 Describe the body's three energy systems 1.2 Identify, for each of the body's energy systems, the: <ul style="list-style-type: none"> • macronutrients used • waste products created 1.3 Describe the types of exercise that utilise the body's different energy systems, to include: <ul style="list-style-type: none"> • duration • intensity
2. Understand the role of carbohydrates in sport and exercise	2.1 State current guidelines for carbohydrate intake for sport and exercise 2.2 Explain how carbohydrates are stored in different parts of the body 2.3 Explain the limitations of glycogen storage 2.4 Describe the process of glycogen replenishment 2.5 Explain the practice of carbohydrate loading prior to an endurance event 2.6 Explain the process of gluconeogenesis in relation to exercise

<p>3. Understand the role of proteins in sport and exercise</p>	<p>3.1 Explain the importance of dietary proteins in relation to exercise</p> <p>3.2 State guidelines for protein intake (g/kg body weight) for:</p> <ul style="list-style-type: none"> • endurance training • strength/power/hypertrophy training <p>3.3 Explain the term biological value (BV)</p> <p>3.4 Describe how protein needs for sport and exercise can be met on a vegetarian or vegan diet</p> <p>3.5 Explain the use of protein supplementation in terms of:</p> <ul style="list-style-type: none"> • benefits • risks
<p>4. Understand the role of fats in sport and exercise</p>	<p>4.1 Explain the importance of dietary fats in relation to sport and exercise</p> <p>4.2 Identify healthy sources of dietary fat</p> <p>4.3 State current guidelines for fat intake for sport and exercise</p>
<p>5. Understand the role of micronutrients in sport and exercise</p>	<p>5.1 Identify the impact of regular exercise or sport on micronutrient requirements</p> <p>5.2 Explain sources of micronutrients, in line with current guidelines</p> <p>5.3 Explain the potential benefits and risks of micronutrient supplementation</p>
<p>6. Understand the importance of hydration for sport and exercise</p>	<p>6.1 Describe how participation in sport and exercise affects hydration needs</p> <p>6.2 List signs of dehydration</p> <p>6.3 Describe the effects of dehydration on sport and exercise performance</p> <p>6.4 Explain the potential benefits of using sports drinks</p> <p>6.5 State current guidelines for hydration:</p> <ul style="list-style-type: none"> • before sport or exercise • during sport or exercise • after sport or exercise <p>6.6 Define the term hyponatraemia</p> <p>6.7 State how to reduce the risk of hyponatraemia</p>

<p>7. Understand the principles of nutrition planning for sport and exercise</p>	<p>7.1 Describe role boundaries when offering nutritional advice to individuals</p> <p>7.2 Identify the limitations for fitness professionals in relation to advising clients on dietary supplements</p> <p>7.3 List information that needs to be collected prior to nutrition planning for sport and exercise</p> <p>7.4 Explain the importance of the following when collecting personal information:</p> <ul style="list-style-type: none"> • informed consent • confidentiality • legal and ethical implications <p>7.5 Explain the circumstances in which an individual should be referred to their GP or a registered Dietitian</p>
<p>8. Be able to plan an effective diet for a selected sport or exercise programme</p>	<p>8.1 Describe information needed to provide individuals with nutrition advice for their chosen sport or exercise</p> <p>8.2 Explain how to set nutritional goals that are compatible with:</p> <ul style="list-style-type: none"> • chosen sport or exercise • good practice • current national guidelines <p>8.3 Create a diet plan for a chosen sport or exercise</p>
<p>Additional information about this unit</p> <p>The body's three energy systems include:</p> <ul style="list-style-type: none"> • Phosphagen • Glycolytic/Anaerobic • Oxidative 	
<p>Unit aim(s)</p>	<p>This unit provides learners with knowledge and understanding of nutrition for sport and exercise.</p> <p>It aims to provide learners with the ability to analyse nutrition and hydration for those taking part in sport and exercise, and provide useful advice within their scope of practice and based on recommended guidelines.</p>
<p>Assessment requirements</p>	<p>This unit is assessed through portfolio of evidence.</p>

Title:	J/615/2939 Nutritional needs of children and young people
Level:	3
Credit Value:	3
GLH:	16
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nutritional needs of children and young people	1.1 Analyse the specific dietary needs of children and young people 1.2 Explain the nutritional recommendations and guidance for children and young people 1.3 Explain the sources of information and guidance available in relation to the nutritional requirements of children and young people
2. Understand the benefits of healthy eating for children and young people	2.1 Explain the importance of a healthy balanced diet for children and young people 2.2 Analyse the consequences of an unhealthy diet 2.3 Explain sources of advice on dietary concerns
3. Understand obstacles to healthy eating for children and young people	3.1 Describe barriers to healthy eating for children and young people 3.2 Evaluate strategies for encouraging healthy eating for children and young people 3.3 Explain approaches to supporting children and young people to eat the food prepared for them 3.4 Explain necessary precautions to take when preparing food for children and young people

<p>4. Be able to plan to improve the nutritional health of children and young people</p>	<p>4.1 Explain how to improve the diet of a child or young person</p> <p>4.2 Prepare a plan to improve the nutritional health of a chosen age group</p> <p>4.3 Justify how meals and snacks chosen are appropriate for a chosen age group</p>
<p>Additional information about this unit</p> <p>Chosen age group: 0-5, 6-12, 13-19 years</p>	
<p>Unit aim(s)</p>	<p>This unit covers the principles of healthy eating for children and young people aged 0-19. The unit addresses why the dietary needs of children and young people may differ and how healthy eating can be encouraged. The unit also enables learners to plan a healthy diet for children and young people from a chosen age group.</p>
<p>Assessment requirements</p>	<p>This unit is assessed through portfolio of evidence.</p>

Title:	A/615/2940 Nutritional requirements for older adults
Level:	3
Credit Value:	2
GLH:	7
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the nutritional needs of older adults	1.1 Analyse the specific dietary requirements of older adults 1.2 Explain factors influencing the dietary needs of older adults 1.3 Explain nutritional recommendations for older adults 1.4 Explain the sources of information and guidance available in relation to the nutritional requirements of older adults
2. Understand the benefits of healthy eating for older adults	2.1 Describe the importance of healthy eating for older adults 2.2 Analyse the possible consequences of an unhealthy diet 2.3 Explain why older adults may be at risk of malnutrition
3. Understand obstacles to healthy eating for older adults	3.1 Describe barriers to healthy eating 3.2 Explain factors influencing eating patterns of older adults 3.3 Evaluate strategies for encouraging healthy eating for older adults 3.4 Explain necessary precautions to take when preparing food for an older person
4. Be able to plan improvements in the nutritional health of older adults	4.1 Explain how to improve the diet of an individual 4.2 Prepare a plan to improve the nutritional health of a chosen individual
Additional information about this unit	
N/A	

Unit aim(s)	This unit covers the principles of healthy eating for older adults. The unit explores the nutritional needs of older adults and why recommendations may vary. The unit also enables learners to plan a healthy diet for an older adult.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	F/615/2941 Apply principles of healthy eating
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand guidance on healthy eating	1.1 Explain current government dietary guidelines 1.2 Describe current government guidelines on alcohol intake 1.3 Identify sources of advice and guidance relating to health eating
2. Understand the components of a healthy diet	2.1 Explain recommended food choices in line with current guidelines for a balanced diet 2.2 Explain how to reduce dietary intake of the following in a diet: <ul style="list-style-type: none"> • fat • saturates • sugar • salt 2.3 Explain how to increase fibre content in a diet, including why this is important 2.4 Analyse the importance of including a wide variety of foods to provide a healthy diet
3. Understand the links between nutrition and health	3.1 Analyse the links between nutrition and health and well being 3.2 Explain how individual's nutritional needs are affected by: <ul style="list-style-type: none"> • Lifestyle • Health factors 3.3 Describe allergic reactions to food 3.4 Analyse factors that impact upon the incidence of diet-related diseases
4. Understand how to promote healthy eating	4.1 Describe barriers to healthy eating 4.2 Analyse methods of overcoming barriers to healthy eating 4.3 Explain how to promote healthy eating 4.4 Evaluate support mechanisms for the promotion of healthy eating

5. Be able to apply the principles of healthy eating	5.1 Record own food and drink intake for one week 5.2 Evaluate own food and drink intake against current healthy eating guidance 5.3 Explain how to improve own diet
Additional information about this unit N/A	
Unit aim(s)	In this unit, learners gain an understanding of the importance of current advice, guidance and recommendations relating to a healthy diet. Learners will explore the interrelationship between nutrition and health, evaluating their own diet and make recommendations for improvement.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	L/615/3140 Understanding roles and responsibilities when providing nutritional advice
Level:	3
Credit Value:	1
GLH:	6
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand occupational roles and responsibilities in relation to nutritional guidance	1.1 Identify sources of advice and support for nutritional information 1.2 Explain the occupational roles providing nutritional guidance 1.3 Describe the standards and guidance underpinning how roles are carried out
2. Understand own responsibilities in relation to providing nutritional guidance	2.1 Describe the limitations and boundaries of own role when supporting others to eat healthily 2.2 Explain how to refer individuals to registered professionals 2.3 Explain the requirement for ensuring consistency and currency of knowledge 2.4 Evaluate accessible sources for updating knowledge of current practice and guidance
Additional information about this unit	
Occupational roles: E.g. Food Standards Agency, Governmental departments, local authorities, the national health service, health trainers, GPs, dietician, nutritionist, public health practitioner, health visitor, school nurse, health trainer champions	
Unit aim(s)	This unit provides the learner with the knowledge and understanding of roles involved in supporting people to eat healthily, according to their individual needs. Learners will also explore their own role in promoting healthy eating.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	R/615/2944 Weight management
Level:	3
Credit Value:	2
GLH:	12
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of weight control	1.1. Explain the principles of: <ul style="list-style-type: none"> • fat weight loss • lean weight gain • weight maintenance 1.2. Evaluate the relationship between: <ul style="list-style-type: none"> • exercise and weight control • diet and weight control
2. Understand eating disorders	2.1 Define the term 'eating disorder' 2.2 Describe the signs and symptoms of eating disorders 2.3 Explain the effects on health of eating disorders 2.4 Analyse how abnormal eating habits develop 2.5 Evaluate the interrelationship between food and emotions 2.6 Explain the information, support and guidance available in relation to eating disorders
3. Understand approaches to weight management	3.1 Define obesity 3.2 Describe the health risks of excess body fat 3.3 Describe the energy balance equation 3.4 Analyse the role of a balanced diet in weight management 3.5 Describe the characteristics of an effective weight management programme 3.6 Evaluate of current trends in approaches to weight management

<p>4. Be able to plan a weight management programme for an individual</p>	<p>4.1 Identify the information required to plan a weight management programme</p> <p>4.2 Identify goals for a weight management programme</p> <p>4.3 Plan a weight management programme, incorporating:</p> <ul style="list-style-type: none"> • exercise • dietary modifications
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>This unit supports learners to understand approaches to weight management. The unit also helps learners to understand the information needed to enable them to plan a weight management programme.</p>
<p>Assessment requirements</p>	<p>This unit is assessed through portfolio of evidence.</p>