



Pearson BTEC Level 1 Award in Healthy Eating

Specification

BTEC Specialist qualification
For first teaching June 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel BTEC Level 1 Award in Healthy Eating (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 1 Award in Healthy Eating specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
QCF references removed from unit titles and unit levels in all units	15-29
Guided learning definition updated	10

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 1 Award in Healthy Eating

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 1 Award in Healthy Eating

600/1913/X

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Welcome to the Pearson BTEC Level 1 Award in Healthy Eating

Focusing on the Pearson BTEC Level 1 Award in Healthy Eating

This qualification develops learners' understanding of nutrition and dietary health, and enables them to devise nutritionally balanced menus for themselves and others.

Learners can progress to the Pearson BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings and the Pearson BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings or other relevant BTEC qualifications.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are Pearson BTEC Level 1 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 1 Award in Healthy Eating

The Pearson BTEC Level 1 Award in Healthy Eating provides an introduction to the skills, qualities and knowledge that are required for healthy eating in everyday life.

Key features of the Pearson BTEC Level 1 Award in Healthy Eating

The Pearson BTEC Level 1 Award in Healthy Eating has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which gives them opportunities to develop a range of skills including personal skills and techniques, and attributes essential for successful performance in working life
- achieve a nationally recognised level 1 qualification
- progress to related general and/or vocational qualifications.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for the Pearson BTEC Level 1 Award in Healthy Eating

When combining units for the Pearson BTEC Level 1 Award in Healthy Eating, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 1 Award in Healthy Eating

- 1 Qualification credit value: a minimum of 4 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.
- 3 All credits must be achieved from the units listed in this specification.

Structure of the Pearson BTEC Level 1 Award in Healthy Eating

The Pearson BTEC Level 1 Award in Healthy Eating is a 4-credit and 34-guided-learning-hour (GLH) qualification consisting of 2 mandatory units.

The Total Qualification Time (TQT) for this qualification is 40.

Pearson BTEC Level 1 Award in Healthy Eating			
Unit	Mandatory units	Credit	Level
1	Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults	3	1
2	Planning Healthy Diets	1	1

Assessment

The units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria, and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignment briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC level 1 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC level 1 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC level 1 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry level to level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 1 Award in Healthy Eating is accredited for learners aged 14 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality 2010 Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further details are given in the policy document *Recognition of Prior Learning Policy*, which can be found on the Pearson website (qualifications.pearson.com).

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults	15
Unit 2: Planning Healthy Diets	23

Unit 1: Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults

Unit reference number: Y/502/9720

Level: 1

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit is to develop the learner's awareness and understanding of the importance of healthy eating and drinking for adults.

Unit introduction

Knowledge of balanced diets and how to eat healthily is important for everyone. An introduction to the fundamentals of nutrition, along with an understanding of individual nutritional needs, can form the basis on which to develop strategies, the motivation to eat more healthily and to encourage others to do the same.

The unit gives learners opportunities to consider healthy eating and fluid intake from their own perspective, rather than developing an abstract understanding that is then applied to personal practice.

Learners will gain knowledge of important nutrients and water, their functions in the body and how they contribute to a balanced diet. Learners will also learn to appreciate that different individuals have different needs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of healthy eating	1.1 Outline what is meant by a balanced diet 1.2 Give examples of the effects on health if a diet is not balanced 1.3 Give examples of ways that food can contribute to helping an individual to stay healthy 1.4 Outline ways to inform individuals to eat a balanced diet
2 Understand the importance of drinking enough to stay healthy	2.1 State the recommended daily fluid intake to stay healthy 2.2 Outline how drinking enough can help to stay healthy 2.3 Identify the effects to health of not drinking enough 2.4 Give examples of signs of not drinking enough 2.5 Outline ways to encourage individuals to drink enough to stay healthy

Unit content

1 Understand the importance of healthy eating

Balanced diet: concept of a balanced diet; dietary requirements; dietary intake

Effects of unhealthy diet: eg cardiovascular disease, obesity, deficiency diseases such as anaemia, rickets, osteoporosis, tooth decay

Ways food can contribute to health: providing energy for the body; providing materials for growth and repair of the body; providing materials to keep the body in good health

Ways to inform individuals to eat a balanced diet: eg government campaigns, marketing by food producers, education

2 Understand the importance of drinking enough to stay healthy

Recommended daily fluid intake: according to individual needs; variations eg age, gender, activity levels, climate/temperature

How drinking enough can help to stay healthy: role of water in the body; how water is lost from the body eg excretion, sweating; how water is replaced – eating, drinking; importance of water balance

Effects to health of not drinking enough: eg impact on control of body temperature, fatigue, nausea, headaches, renal impairment

Signs of not drinking enough: eg thirst, concentrated urine, tiredness, lack of concentration, loss of appetite

Ways to encourage individuals to drink enough: eg government campaigns, education

Essential guidance for tutors

Delivery

This unit should be delivered using learners' own knowledge and experience.

For learning outcome 1, small-group discussions followed by a whole-class plenary should enable the tutor to ascertain the level of the group knowledge and understanding of nutrition and healthy eating. Consolidation will then be required to ensure that all learners have the necessary knowledge of the main nutrients the body needs, and why they are needed. Handouts and quizzes could be used. Posters and/or presentations could help to establish learning.

It will be useful for learners to gain awareness of good sources of the main nutrients required by the body. Case studies involving characters with different diets could be used, with learners researching the different nutrients in different meals or daily food intakes. Alternatively, learners could keep a record of the food they eat for a day or two and research their own dietary intake. This would also act as preparatory work for *Unit 2: Planning Healthy Diets*.

Having considered either their own diets or those from characters in case studies, learners should be encouraged to explore whether those diets are balanced, recognise any excesses or deficiencies and explore their potential effects. A combination of tutor input and small-group or individual research could be used, as could posters and/or presentations. Case studies will allow learners to explore the dietary needs of different individuals but they should also be encouraged to follow their own interests. For example, some learners could be interested in the dietary needs of pre-conception and/or pregnant women. Others could be interested in sport and could explore the dietary needs related to it.

Methods by which individuals can be encouraged to eat healthily can be explored through an idea-sharing session followed by small group research of different healthy-eating campaigns and/or consideration of different media advertisements or leaflets.

For learning outcome 2, learners must explore the role of water in the body and the importance of ensuring that enough water is included in the diet, including the potential effects of not doing so. A combination of tutor input and small-group or individual research could be used, as could posters and/or presentations. Case studies will allow learners to explore the needs of different individuals but they should also be encouraged to follow their own interests. For example, learners interested in sport could explore the specific needs of marathon runners.

Methods by which individuals can be encouraged to have sufficient water intake can be explored through an idea-sharing session followed by small-group research.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments (15 minutes)
Small-group and whole-class discussions on nutrients (2 hours 45 minutes)
Consolidation of work on nutrients including introduction to sources of nutrients (6 hours, of which 2 hours is independent learning)
Sources of nutrients using own food records or case studies involving individuals with different diets (3 hours, of which 1 hour is independent learning)
Concept of a balanced diet (1 hour)
Potential effects of dietary imbalance (2 hours, of which 1 hour is independent learning)
Introduction to individual requirements in terms of nutrition, use of case studies to highlight differing needs (2 hours, of which 1 hour is independent learning)
Methods by which individuals can be encouraged to eat healthily (3 hours, of which 1 hour is independent learning)
Introduction to Assignment 1: Balanced Diets
Assessment activities (3 hours)
The role of water in the body; how water is lost and replaced (2 hours)
Water intake; effects on health (2 hours, of which 1 hour is independent learning)
Water intake; individual needs (2 hours, of which 1 hour is independent learning)
Methods by which individuals can be encouraged to drink sufficient water (1 hour)
Introduction to Assignment 2: Water Requirements
Assessment activities (2 hours)
Review of unit and programme of assignments. Feedback on assessment (30 minutes)

Assessment

This unit is internally assessed. Formative assessment can be integrated into this unit at the discretion of the course provider. Centre-devised, multiple-choice questions could be used to support the assessment.

For learning outcome 1, learners need to establish the concept of a balanced diet. Case studies could then be used to enable them to describe the potential effects of dietary imbalance. The contribution of different nutrients to the health of individuals could be presented through posters or tables, again using case studies or records of learners' own dietary intake, as appropriate. Learners must outline at least two methods through which individuals can be encouraged to eat healthily.

Case studies could also be used for learning outcome 2. Learners could, for example, choose three individuals with differing needs and identify their requirements in terms of water intake. One of the three individuals could be the learner. Learners should be encouraged to choose individuals who provide a range of needs, for example a pre-school child and a sportsperson, or a pregnant woman and an older person. Case studies can also be used to enable learners to describe the potential effects of water imbalance. Responses must include at least three potential effects.

The assessment of the unit is presented as two assignments but could equally well be carried out at the end of the programme as a single assignment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4	Balanced Diets	Learners could keep a record of their dietary intake and use it to establish the concept of a balanced diet, identifying nutrients, how they contribute to health and how individuals can be encouraged to eat healthily.	Written assignments, posters, presentations, completed tables.
2.1, 2.2, 2.3, 2.4, 2.5	Water Requirements	Using case studies of different individuals, possibly including themselves, learners to demonstrate knowledge of water requirements for different individuals and potential effects of water imbalance.	Written assignments, posters, presentations, completed tables.

Essential resources

Recent media articles on nutrition and healthy-eating issues are essential. Pamphlets and handouts from approved agencies and organisations are also important for this unit.

Textbooks

Aldworth C — *Nutrition and Well-being (Knowledge Set)* (Heinemann, 2008)
ISBN: 9780435402389

Magazines

BBC Good Food magazine

Delicious magazine

Food magazine

Vegetarian magazine

Websites

BBC Good Food	www.bbcgoodfood.com
British Dietetics Association	www.bda.uk.com
British Nutrition Foundation	www.nutrition.org.uk
Government website on healthy eating	www.eatwell.gov.uk
National Health Service	www.nhs.uk

Unit 2: Planning Healthy Diets

Unit reference number: F/503/2241

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to gain broad understanding of factors that influence dietary choices and use this understanding to help them plan healthy diets.

Unit introduction

An awareness of the factors that influence food choice is important in developing an understanding of the preferred food choices of individuals and how they can, in turn, influence the health of those individuals.

The aim of this unit is for learners to gain understanding of the factors that influence their dietary choices and use it to help them consider how they might be able to improve their eating habits. They will gain experience of planning diets to meet the needs of individuals. They will also learn how to recognise healthy options from menus.

This unit will help to consolidate the concepts of healthy eating introduced in *Unit 1: Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand influences on own diet	1.1 Identify influences on food choices 1.2 Explain how influences affect own food choices
2 Be able to plan healthy diets	2.1 Plan a healthy diet for self for one day to meet dietary requirements 2.2 Plan a healthy diet for another individual for one day to meet dietary requirements
3 Be able to make healthy choices from menus	3.1 Make healthy choices for a three-course meal from a menu 3.2 State how the choices made will contribute to a balanced diet

Unit content

1 Understand influences on own diet

Influences on food choices: likes and dislikes; social eg peer pressure; role of the media; cultural eg different religious beliefs; economic eg budget, cooking facilities; lifestyle eg time, eating out, activity level; environmental eg seasonal/geographic availability, transport of food, organic farming, use of additives/preservatives in the processing of food; recommendations for healthy eating eg '5 a day', balance of healthy eating, less salt, less sugar, the 'food plate', food pyramid, recommended dietary allowances; medical/health requirements eg for diabetes, hypertension, convalescence

Effects of influences on food choices: positive; negative; individual food choices eg low/high fat, low/high sugar, convenience foods, processed foods, fresh foods, vegetarian, vegan, ethical, dietary fads, fast foods

2 Be able to plan healthy diets

Plan healthy diets: for themselves; for another individual with different dietary needs; one day – to include breakfast, lunch, evening meal, snacks, liquids

Sources of nutrients: fats (saturated eg full-fat milk, butter, cheese; unsaturated eg vegetable oils); proteins eg meat, fish, tofu, pulses; carbohydrates (starches eg potatoes, pasta; sugars eg cakes, biscuits); vitamins (A eg carrots, fish, liver oils; B group eg cereals, meat, eggs; C eg oranges, blackcurrants; D eg fish oils, tuna); minerals (calcium eg milk, soya; iron eg red meat, egg yolk, green vegetables); dietary fibre eg bran; water

Meet dietary requirements: nutrient requirements of the body; energy requirements; healthy responses to relevant cultural, economic, environmental, lifestyle influences

Another individual: eg infants, pre-school children, school children, teenagers, adults, older adults; preconception and pregnancy; men, women; differing lifestyle needs eg activity levels

3 Be able to make healthy choices from menus

Making healthy choices from a menu: three-course meal; menus eg different types of restaurants, school canteen, fast-food outlets

Contribution to balanced diet: nutrient requirements; energy requirements

Essential guidance for tutors

Delivery

Practical sessions and visits will greatly enhance the delivery of this unit. For example, if facilities are available for learners to practise healthy cooking or compile healthy packed lunches this would add value to the delivery and help learners to relate theory to practice.

Class or small-group discussions with plenary sessions could be used to initiate the delivery of learning outcome 1. This would enable learners to share ideas and experiences about factors that affect food choices. Case studies could then be used to extend learning and broaden the factors covered. During the input sessions and discussions learners should be encouraged to consider which of the factors are most important in influencing their own preferred food choices.

Initially, some tutor input may be required for the delivery of learning outcome 2. Learners need to know how to plan healthy, balanced diets and case studies could again be used to help them practise. Learners will have already explored nutrient requirements for *Unit 1: Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults* and these can be used as a starting point for planning healthy diets. A wide range of resources could be used, including magazines, recipes and food packaging. Learners should explore a range of healthy eating options and their place in the diet in the context of differing individual needs.

For learning outcome 3, learners require a range of menus from which to practise making healthy selections. Different types of menus, for example from fast-food establishments, Indian, Chinese, Thai, Italian and Spanish restaurants, would make delivery more interesting. A visit to a restaurant could be integrated into delivery.

Posters and/or presentations could also help to make learning more interesting. Guest speakers can also be used.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments (15 minutes).
Small-group and whole-class discussions on factors that influence food choices; consideration of both positive and negative influences (45 minutes).
Case studies of different individuals and discussion on influences on their food choices (2 hours, of which 1 hour is independent learning).
Introduction to Assignment 1: Influences on My Diet
Assessment activities (1 hour).
Input on planning healthy diets using case studies to practise planning (2 hours).
Introduction to Assignment 2: Planning Healthy Diets
Assessment activities (2 hours).
Consideration of healthy eating options on a range of menus (2 hours).
Introduction to Assignment 3: Healthy Choices from Menus
Assessment activities (30 minutes).
Review of unit and programme of assignments. Feedback on assessment (30 minutes).

Assessment

This unit is internally assessed. Formative assessment can be integrated into this unit at the discretion of the course provider.

For learning outcome 1, learners must identify a wide range of influences on the food choices of individuals and then focus on their own food choices, explaining the effects of the most important influences on their own food choices. This information could be presented in a variety of ways appropriate to learners, for example a written assignment, a poster, or a verbal presentation.

Case studies could be used for learning outcome 2. For *Unit 1: Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults*, learners will have already identified nutritional requirements and this can be used as a starting point for planning healthy diets for themselves and one other individual for one day.

The assessment of learning outcome 3 involves the use of menus for learners to select healthy choices for a three-course meal for themselves and state how their choices will contribute to a balanced diet.

The suggested assessment for this unit is presented as three assignments but it could equally well be carried out at the end of the programme as a single assignment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Influences on My Diet	Case studies could be used to help learners identify influences on food choices, learners are then required to explain the effects that influences have on their own food choices.	Written assignments, posters, presentations, completed tables.
2.1, 2.2	Planning Healthy Diets	A day's diet to be planned by learners for themselves and then for another individual with different dietary needs.	Diet planning sheets. Completed tables to show how individual requirements are met.
3.1, 3.2	Healthy Choices from Menus	Selection of healthy choices for a three-course meal for themselves from a menu.	Annotated menus.

Essential resources

Recent media articles on nutrition and healthy eating issues are essential. Pamphlets and handouts from approved agencies and organisations are also important for this unit.

Textbooks

Aldworth C — *Nutrition and Well-being (Knowledge Set)* (Heinemann, 2008)
ISBN: 9780435402389

Magazines

BBC Good Food magazine

Delicious magazine

Food magazine

Vegetarian magazine

Websites

BBC Good Food	www.bbcgoodfood.com
British Dietetics Association	www.bda.uk.com
British Nutrition Foundation	www.nutrition.org.uk
Government website on healthy eating	www.eatwell.gov.uk
National Health Service	www.nhs.uk

Further information and useful publications

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- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

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- developing learner-centred learning and teaching approaches
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Annexe A

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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