

Component Specification

Nutrition

NFQ Level 5

5N2006

1. Component Details

Title	Nutrition
Teideal as Gaeilge	Cothú
Award Class	Minor
Code	5N2006
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence in the nutritional composition of food and the affects of food and nutrition on an individuals health and personal well being.
Learning Outcomes	Learners will be able to: <ol style="list-style-type: none">1 Explore the functions of food, specifying the different classes of nutrients and their main functions2 Examine the energy values of the different food types and the factors that affect the energy requirement of an individual3 Examine basal metabolic rate (BMR) and reference nutrient intake (RNI) and the factors that can alter BMR4 Explore the functions of the digestive organs and the process of digestion and absorption of nutrients in the human body

- 5 Examine the role of each type of fat (monounsaturated, polyunsaturated and saturated) and fatty acids in relation to health and the effects of the deficiency and excess intake of fat
- 6 Investigate the main sources of fat, carbohydrates and protein in the Irish diet
- 7 Examine the functions, sources, deficiency symptoms and the effects of excessive intake of the fat-soluble vitamins and water soluble vitamins
- 8 Distinguish between digestible and poorly digestible (non-starch polysaccharide NSP) carbohydrates
- 9 Examine the functions, sources and deficiency symptoms of minerals, to include, Fe, Ca, I, P, Na, Zn
- 10 Explore the importance of fibre in the diet and the sources of soluble and insoluble fibre and the potential health functions of each
- 11 Examine the effects of a low and a high carbohydrate diet
- 12 Distinguish between essential and non-essential amino acids
- 13 Compare the protein content of foods derived from plants and animals
- 14 Examine the role of vitamins and minerals in maintaining good health, the reference nutrient intake (RNI) for vitamins and minerals and the factors which affect absorption
- 15 Investigate why certain groups of people are at high risk of suffering vitamin and mineral deficiencies
- 16 Explore how the vitamin and mineral content of food can be preserved and the effects of preparation and cooking
- 17 Explore the specific nutritional needs and the factors that influence the eating habits of infants, children, adolescents, adults and the elderly
- 18 Explore how glycogen loading is achieved
- 19 Examine the possible causes and effects of dehydration and the importance of maintaining fluid intake

- 20 Specify the labelling of food products in accordance with EU regulations
- 21 Examine the main categories of food additives, including E numbers, distinguishing between artificial and natural food additives, and the impact of additives on health
- 22 Identify the trace elements that are required in the diet
- 23 Test foods for the presence of fat, carbohydrates and proteins
- 24 Examine the causes, symptoms and effects of anorexia, nervosa, bulimia and obesity
- 25 Examine the role and impact of diet in a range of diseases and illnesses to include; coronary heart disease and hypertension, links between diet and types of cancer, osteoporosis, diabetes and dental health
- 26 Explore the role of diet in the treatment of a range of illnesses to include, diabetes mellitus, coeliac disease, cystic fibrosis and lactose intolerance
- 27 Examine the different techniques for measuring the nutritional status of an individual
- 28 Devise a suitable menu for infants, school-going children, adolescents, the elderly, pregnant women, vegetarians, vegans and athletes
- 29 Interpret the nutrition labels on a variety of food products
- 30 Evaluate the current dietary recommendations of the Department of Health.

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme

validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Assignment	60%
Examination - Theory	40%

Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

There are two assignments

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

Specific Validation Requirements

There are no specific validation requirements for this award

Supporting Documentation

None

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to

achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI