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Training & Employment Authority

Module Descriptor
Nutrition and Healthy Options

Award Type: Minor
Award Level: 3
Award Code: 3N0887
FÁS Assessment Code: 3N0887-043
Validation Date: 22nd November 2011
Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to understand food and be able to work in a kitchen preparing a limited range of safe, healthy, balanced meals and providing for special dietary needs.

Module Duration: 50 hours

Learning Outcomes: By the end of this module, the learner will be able to:

1. Explain the basics of food safety and associated legislation
2. Explain the role of nutrients in the body and the concept of a balanced diet
3. Describe the human digestive process
4. List common dietary disorders
5. Discuss contemporary nutritional issues related to food production
6. Identify ingredients relevant to special dietary needs to include low calorie diets, low cholesterol diets, nut and other allergies, diabetics and coeliacs
7. Describe the impact of purchasing, storage, preparation and cooking on nutritional value
8. Demonstrate the versatility of vegetables, as an accompaniment to meat and fish dishes, or as a well balanced stand alone meal
9. Prepare a limited range of varied and palatable meals for vegetarians

Key Learning Points

Learning Outcome 1: Explain the basics of food safety and associated legislation

Key Learning Points

- Defining common terms associated with food safety e.g. food borne illness, microorganism, cross contamination
- Common types of food borne illness
- Describing symptoms of food borne illness
- Role of microorganisms in food borne illness
- Preventing cross contamination
- Differentiating between detergents and sanitizers
- Personal hygiene for food handlers
- Demonstrating effective hand washing
- Explaining how correct cooking temperatures reduces the risk of food borne illness
- Safe storage of food
- Explaining the need for compliance with basic food safety requirements in Irish & EU law including Reg EC No 202/2008
- Explaining that compliance with Personal Hygiene and Training Regulation (EC) No. 852/2004 is essential for food safety
- Topical issues around food safety e.g. current food poisoning examples

Learning Outcome 2: Explain the role of nutrients in the body and the concept of a balanced diet

Key Learning Points

- Naming nutrients and their sources
- Recognising functions of nutrients
- Recommended Daily Allowances for nutrients
- Effects of nutrient deficiencies on health
- Testing foods for presence of protein, carbohydrate and fat
- Describing the Food Pyramid and its role in promoting a healthy diet
- Examples of healthy well balanced meals

Learning Outcome 3: Describe the human digestive process

Key Learning Points

- Defining digestion
- Identifying each of the digestive organs
- Explaining the function of each digestive organ
- Identifying where each nutrient is digested
- Differentiating between mechanical and chemical digestion

Learning Outcome 4: List common dietary disorders

Key Learning Points

- Describing common dietary disorders such as Irritable Bowel Syndrome, Colon cancer, Diarrhoea, Lactose Intolerance, Diverticulitis
- Symptoms of dietary disorders
- Causes of dietary disorders
- Identifying specific foods / diets that have been shown to cause dietary disorders
- Identifying specific foods / diets that have been shown to prevent or alleviate dietary disorders

Learning Outcome 5: Discuss contemporary nutritional issues related to food production

Key Learning Points

- Understanding where our food comes from.
- Explaining how food is different today than in previous generations
- Recognising the issues that processing and transporting food has created
- Reading food labels
- Manufacturers' names for salt, sugar and fat
- Additives and the use of E numbers
- Categorising additives as colourings, flavourings and preservatives and explaining their functions
- Recognising suspect additives and discussing conditions that are associated with the use of additives eg hyperactivity
- Daily salt requirements in diet
- Dietary sources of salt, sugar and fat
- Effects of excess salt, sugar and fat in a diet

Learning Outcome 6: Identify ingredients relevant to special dietary needs to include low calorie diets, low cholesterol diets, nut and other allergies, diabetics and coeliacs

Key Learning Points

- Defining terms related to dietary conditions e.g. low calorie diet, low cholesterol diet, food allergy, diabetic, coeliac
- Identifying ingredients that are suitable for low calorie diets
- Identifying low cholesterol ingredients and those that are known to reduce cholesterol
- Identifying specific allergies such as nut, sea food, milk, eggs, soy and wheat allergies
- Identifying allergens that may be present in processed foods
- Identifying ingredients that contribute to and alleviate symptoms of diabetes
- Identifying products containing gluten and how to follow a gluten free diet

Learning Outcome 7: Describe the impact of purchasing, storage, preparation and cooking on nutritional value

Key Learning Points

- Factors that affect the nutritional value of food
- Benefits of locally produced food versus food that has been transported
- Benefits of purchasing fresh or processed food
- Effect of storage times and temperature on nutritional value
- Effect of preparation on nutritional value e.g. time, high temperatures, additives
- Effect of cooking on nutritional value of food e.g. high temperatures

Learning Outcome 8: Demonstrate the versatility of vegetables, as an accompaniment to meat and fish dishes, or as a well balanced stand alone meal

Key Learning Points

- Identifying a variety of vegetables and their nutritional value
- Identifying different methods of cooking vegetables
- Naming vegetable accompaniments and vegetable main dishes
- Recognising vegetable protein sources
- Identifying a vegetable main course that contains all the elements of a balanced meal
- Discussing the benefits and nutritional considerations when choosing a vegetarian lifestyle
- Preparing vegetable accompaniments

Learning Outcome 9: Prepare a limited range of varied and palatable meals for vegetarians

Key Learning Points

- Designing a vegetarian menu to provide a balanced diet
- Preparing a vegetarian breakfast
- Preparing a vegetarian lunch
- Preparing a vegetarian dinner
- Preparing vegetarian snacks

Assessment Specification

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|----------------------------|--------------------------------------|
| Award Title | Nutrition and Healthy Options |
| Award Type | Minor |
| FÁS Assessment Code | 3N0887-043 |
| Award Code: | 3N0887 |
| Credit Value : | 5 |

| Learning Outcome* | Performance Criteria (Knowledge, Skill & Competence) | Assessment Techniques | Weighting | Assessment Instrument | Assessment Evidence |
|--------------------------|---|------------------------------|------------------|------------------------------|--|
| L01 | Knowledge | Portfolio | 10% | Activity A1 | Assessment Sheet |
| L02 | Knowledge | Portfolio | 15% | Activity A2 | Assessment Sheet |
| L03 | Knowledge | Portfolio | 10% | Activity A3 | Assessment Sheet |
| L04 | Knowledge | Portfolio | 10% | Activity A5 | Assessment Sheet |
| L05 | Knowledge | Portfolio | 10% | Activity A4 | Assessment Sheet |
| L06 | Knowledge | Portfolio | 10% | Activity A5 | Assessment Sheet |
| L07 | Knowledge Skill Competence | Portfolio | 10% | Activity A4 | Assessment Sheet Completed vegetarian meals |
| | | Skills Demonstration | 2% | Learner's Instructions S1 | |
| L08 | Knowledge Skill | Skills Demonstration | 8% | Learner's Instructions S1 | Assessment Sheet Completed vegetarian meals |
| L09 | Knowledge Skill Competence | Skills Demonstration | 10% | Learner's Instructions S1 | Assessment Sheet Completed vegetarian meals |
| L09 | Competence | Portfolio | 3% | Activity A6 | Learner Reflection Sheet |
| L09 | Competence | Portfolio | 2% | Activity A7 | Learner Reflection Sheet |

Suggested Learning Methodologies

- Note taking
- Activities
- Exercises
- Discussion
- DVDs
- Research on Internet
- Group work
- Brain storming

Specific Module Requirements

Access to a fully equipped kitchen in compliance with health and safety requirements and current regulations

Suggested Learning Resources

Generic Skills: Literacy and Numeracy

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Nutrition and Healthy Options.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The Learning Diary can be used as a reference for the learner when filling out the Mid Course and End of Course reflections, Activity 6 and Activity 7.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Nutrition and Healthy Options. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Nutrition and Healthy Options. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

Learner Activities and Resources

How Germs Spread: This resource is a practical way of helping learners to understand how bacteria can spread from one source to another and the importance of hygiene in the kitchen.

The Story of Scurvy: This resource is intended to give learners an understanding of the effects of a diet that lacks a specific nutrient.

Digestive System Comprehension: This resource is intended to help learners' literacy skills as well as giving an understanding of the digestive system. The cloze exercise is intended to reinforce words that may not be familiar.

Food Allergies: This is a case study that is intended to give learners a real life example of the cause, effect and treatment of food allergies.

World Supermarket Bag: This resource is intended to give learners an understanding of where our food comes from and the effect this has on nutritional value.

Special Diets: This resource is intended to give learners an opportunity to practise research skills and develop an understanding of the relationship between diet and illness.

Vegetable Experiment: This is a practical experiment intended to give learners an understanding of the effect of activities on the quality of vegetables and an opportunity to discover new vegetables.

Prepare a Menu: This is a practical activity where learners can choose foods to design a menu that provides a balanced diet.

www.safefood.eu
www.fsai.ie,
www.nnsc.ie

Smart Cooking 1 by Marita McGeady, CJ Fallon

Recommended by: _____

Manager Training Policy Development and Support

Approved by: _____

Director Training Policy Development and Support