

VTCT Level 3 Award in Healthy Eating and Wellbeing for the Complementary Therapy Client

Operational start date:	1 September 2012
Credit value:	6
Total Qualification Time (TQT):	60
Guided learning hours (GLH):	30
Qualification number:	600/5181/4

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory unit				
UV31303				

The qualification

Introduction

The VTCT Level 3 Award in Healthy Eating and Wellbeing for the Complementary Therapy Client is knowledge-based qualification aimed at complementary therapists.

This qualification will develop your knowledge and understanding of the role and sources of nutrients required for a balanced diet to maintain good health. Furthermore, you will learn how to provide general information on healthy eating.

This qualification will provide you with the skills to promote healthy eating in your everyday practice as a complementary therapist.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications Framework (RQF).

This qualification is approved and supported by Skills for Health, the sector skills council for health.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- VTCT Level 3 Diploma in Complementary Therapies
- VTCT Level 3 Diploma in Aromatherapy
- VTCT Level 3 Diploma in Reflexology
- VTCT Level 3 Diploma in Massage
- VTCT Level 3 Certificate in Anatomy, Physiology and Pathology for Complementary Therapies

Qualification structure

Total credits required - 6

All mandatory units must be completed.

Mandatory unit - 6 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV31303	J/503/7747	Healthy eating and wellbeing for the complementary therapy client	6	30

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

Assessment explained

VTCT qualifications are assessed and verified by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross-referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Case studies

There is no case study requirement for this qualification.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory unit				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV31303	Healthy eating and wellbeing for the complementary therapy client	0	✘	✔

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UV31303

Healthy eating and wellbeing for the complementary therapy client

The aim of this unit is to develop your knowledge and understanding of providing general healthy eating advice to the complementary therapy client.

Level

3

Credit value

6

GLH

30

Observation(s)

0

External paper(s)

0



Healthy eating and wellbeing for the complementary therapy client

Learning outcomes

On completion of this unit you will:

1. Understand the role and sources of nutrients required for a balanced diet to maintain good health
2. Be able to provide general information on healthy eating

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

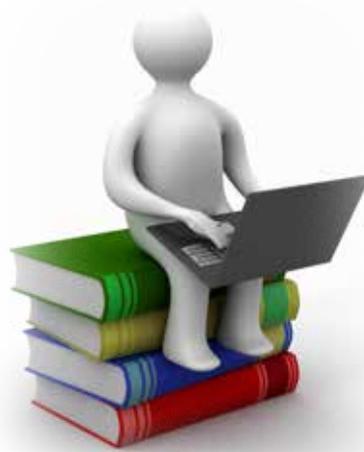
You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand the role and sources of nutrients required for a balanced diet to maintain good health

You can:	Portfolio reference / Assessor initials*
a. Explain the function of protein, fat/lipids, carbohydrates, roughage/fibre, water, vitamins and minerals in the diet, identifying examples in common food sources	
b. Describe how nutrients may be affected by: <ul style="list-style-type: none">• the cooking process• refining food• environmental pollutants	
c. Explain what constitutes a balanced diet	
d. Explain the importance and benefits of eating regularly	
e. Explain how nutritional imbalance can affect health and wellbeing	
f. Explain metabolism, Basal Metabolic Rate (BMR) and units of energy	
g. Identify the basic rules/guidelines to food labelling	

* Assessor initials to be inserted if orally questioned.



Learning outcome 2

Be able to provide general information on healthy eating

You can:	Portfolio reference / Assessor initials*
a. Evaluate the client's present eating habits in line with current healthy eating guidelines	
b. Provide general information to maintain health and wellbeing	
c. Explain the factors that should be considered when planning healthy eating for the complementary therapy client	

* Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand the role and sources of nutrients required for a balanced diet to maintain good health

Functions of nutrients:

Proteins – amino acids, essential, non-essential, complete, incomplete.

Functions of proteins – growth and repair, make enzymes/hormones, energy, essential body processes e.g. water balance, nutrient transport.

Fats – lipids, fatty acids, saturated, unsaturated, monounsaturated, polyunsaturated, omega 3 and omega 6, cholesterol (lipoprotein profile), blood cholesterol levels (high density, low density), relationship with heart disease/diabetes).

Functions of fats – energy, insulation, cushioning (organs), supply of essential fatty acids.

Carbohydrates – simple, complex, starch, monosaccharides, disaccharides, polysaccharides, fibre (soluble, insoluble), glycemic index.

Functions of carbohydrates – energy, elimination of waste.

Vitamins – organic substances, water soluble (B1, B2, B3, B5, B6, B7, B9, B12, C), fat soluble (A, D, E, K).

Minerals – inorganic substances, calcium, potassium, sodium, magnesium, phosphorus, chromium, iron, selenium, zinc.

Functions of vitamins/minerals – regulate/maintain body processes, maintenance of health.

Functions of water – plasma, temperature regulation, lubrication, medium for chemical reactions/digestion/movement of nutrients and waste, hydration, dehydration, hyper-hydration.

Common food sources for nutrients:

Protein – meat, fish, eggs, lentils, pulses, nuts.

Fats – dairy, cheese, oils, spreads, hidden fats (dairy products, meat substitutes, bakery goods).

Carbohydrate – glycemic index, bread, potatoes, rice, pasta, fruit, vegetables, fibre (breakfast cereals, wholegrain cereals and breads).

Vitamins/minerals – fruit, vegetables.

How nutrients may be affected:

Methods of cooking – frying, roasting, baking, boiling, steaming.

Cooking and effect on nutrients – how nutrient value is affected by cooking methods/heat/water/fluids/reheating, effects on colour/texture/taste, methods to preserve nutrient content.

Refining – definition, types of foods, methods.

Refining food and effect on nutrients – effects of refining food (nutrient content reduced, fibre reduction).

Environmental – exposure, pollutants, fertilisers, farming methods, genetically modified products.



Learning outcome 1: Understand the role and sources of nutrients required for a balanced diet to maintain good health (continued)

Environmental factors and effect on nutrients – effects of exposure to air/light/heat, effects of environmental pollutants, effects of farming methods.

Balanced diet: Government recommendations, proportions of food groups, guideline daily amounts (GDAs) for macronutrients, recommended daily allowances (RDAs) for micronutrients, dietary reference values, recommended methods of preparation and cooking, importance of a balanced diet.

Importance and benefits of eating regularly: Recommended daily meal schedule, healthy snacks, importance of breakfast, effect of regular eating on metabolism/energy levels/mood/concentration/general health.

Nutritional imbalance: Weight loss, weight gain, weakened immune system, common health conditions (cold, influenza, arthritis, PMT, sinusitis, migraine, asthma, stress, eczema, diabetes, irritable bowel syndrome), effects of imbalance on specific health conditions, possible reasons for imbalances.

Metabolism and energy: Metabolism (definition, factors affecting, how to increase, effect of dieting), basal metabolic rate (definition, calculations), resting metabolic rate, units of energy (calories/cal, kilocalories/kcal, kilojoules/kj), energy values of macronutrients).

Food labelling: Food labelling regulations, label content (food name, ingredients, amounts, energy value, nutrient values, GDAs, RDAs, storage, manufacturing process, instructions for use, notification of intolerances and allergy advice, manufacturer).



Learning outcome 2: Be able to provide general information on healthy eating

Evaluate client's eating habits:

Information (food timings, food and fluid types, quantity, cooking method, mood after eating, lifestyle, medical history, contra-indications, client needs and preferences), evaluation methods (verbal consultation, food diary, questionnaire), importance of informed consent, importance of confidentiality, importance of client referral.

Information to maintain wellbeing:

Healthy eating recommendations, physical activity and exercise guidelines, sleep and rest recommendations, adverse effects of nicotine/alcohol/drugs, stress management, ways to provide information (verbal, factsheets, audio visual, websites), provide information within limits of responsibility, limitations of advice in complementary therapy, provide information which is appropriate for the client, when not to provide information (contra-indications).

Factors that influence planning: Culture, religion, political factors, geographic location, cost, availability, other factors (lifestyle, age, body type, gender, occupation, income, activity level, food and fluid intake, stress), importance of considering factors.

Lifestyle changes: Eating habits, leisure pursuits, exercise and activity level, stress levels, sleep patterns, rest and relaxation, smoking habits, alcohol intake, caffeine intake, fluid intake, impacts of positive and negative lifestyle changes on general health and wellbeing.

Methods of weight control: Nutritional programme, exercise programme, combined nutritional and exercise programme, weight control groups, medical interventions, aims and objectives of different methods, advantages and disadvantages of different methods.

Notes

Use this area for making notes and drawing diagrams