



## Qualification Specification

GA Level 6 Diploma in Nutritional Therapy

610/3201/3

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

## Section 1: Qualifications Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 6 Diploma in Nutritional Therapy.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace an existing qualification.

### 1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 6 Diploma in Nutritional Therapy	610/3201/3	01/09/2023	01/09/2028

### 1.3 Qualification Aims and Objectives

The GA Level 6 Diploma in Nutritional Therapy aims to prepare individuals to become nutritional therapists, with a strong naturopathic approach integrated into the qualification.

Candidates will be provided with the core knowledge needed to become a nutritional therapist. This includes an in-depth exploration of human anatomy, physiology and pathology, as well as key aspects of conventional laboratory testing and pharmacology.

Candidates will develop their understanding of essential concepts within the field of nutritional therapy, including macronutrients, micronutrients, superfoods, food labelling and phytonutrients. The practice-focused component of this qualification is centred around the

observation of experienced nutritional therapists. Candidates will take on their own clients and their competency skills as a nutritional therapist are assessed.

Candidates will focus on the use of nutritional therapy to support health, with a systems-based approach to common ailments. This includes developing insight into the mechanisms of illness and the relevance of testing. Candidates will also be required to conduct their own nutritional therapy one-to-one consulting sessions, supervised by qualified nutritional therapists, where candidates will develop autonomy and competently apply the knowledge gained in the theoretical units.

#### 1.4 Qualification Structure and Overview: Units, GLH, TQT, Level and Credit Value

The structure of this qualification is as follows:

GA Level 6 Diploma in Nutritional Therapy (610/3201/3)					
Mandatory Units	Level	Unit Reference	Credits	GLH*	Study Time**
1. Biomedicine 1	4	M/650/8294	15	100	50
2. Biomedicine 2	4	R/650/8295	15	100	50
3. Principles of Naturopathic Nutrition	5	T/650/8296	20	100	100
4. Nutritional Observation	5	Y/650/8297	30	126	174
5. Naturopathic Nutritional Therapy	6	A/650/8298	20	100	100
6. Pharmacology, Physiology & Pathology	6	D/650/8299	25	100	150
7. Nutritional Therapeutics	6	L/650/8300	25	100	150
8. Nutritional Practice	6	M/650/8301	30	126	174
			<b>Total Credits</b> 180	<b>Total GLH*</b> 852	<b>TQT**</b> 1800

### \*Guided Learning Hours (GLH): Definition

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): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the **'Study Time'** above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

### Level

The qualification within this specification is designated at Level 6 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 6 reflects the ability to use advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors and understand different perspectives, approaches or schools of thought and the theories that underpin them. It reflects an ability to critically analyse, interpret and evaluate complex information, concepts and ideas and determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many

interacting factors. It also reflects the ability to use and, where appropriate, design relevant research and development to inform actions and evaluate actions, methods and results and their implications.

### **1.5 Rules of Combination**

This qualification consists of eight mandatory units. There are no optional units.

The mandatory units within the qualification are detailed in Section 1.4 above.

Candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

Candidate must achieve:

- 30 credits at Level 4
- 50 credits at Level 5
- 100 credits at Level 6

The learning outcomes and assessment criteria for each unit are provided in Section 4 below.

There are no further rules of combination.

### **1.6 Intended Audience, Age and Entry Requirements**

This qualification is designed for adult learners who work in, or intend to enter, a role in nutritional therapy, where a detailed knowledge and understanding of anatomy, physiology and pathology, fundamental concepts of nutritional therapy and an in depth understanding of nutritional therapeutics and nutritional practice is required.

This qualification is intended for learners aged 18 and above.

Due to the nature of the qualification content, entry is through previous achievement of a minimum of 5 GCSEs at Grade 4 or above (A\* - C) including: English Language, maths and at least one science subject (A\* - C / Grade 4 or above), or equivalent.

If English is not the learner's first language, an English language level of International English C1 (CEFR) is required.

Learners who have not achieved secondary education-level qualifications in English, maths and science may have work experience which can count towards entry, e.g. through submission of a portfolio of evidence.

Applicants must demonstrate an ability to study at Level 6. It is therefore recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

The application process for those entering the programme at Level 5 should include an interview, and recruitment processes must involve industry experts who understand naturopathic nutritional therapy and the needs of clients.

### **1.7 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

### **1.8 Relationship to Other Qualifications & Progression Opportunities**

Progression opportunities may include the practitioner being able to:

- Become a qualified nutritional therapist - after gaining enough practical experience, therapists can register with professional organisations such as the Association of Naturopathic Practitioners (ANP) and General Naturopathic Council (GNC).
- Open a private practice - with experience and a client base, therapists can open their own clinic providing nutritional therapy consultations, whilst helping people to improve their health. This allows therapists to be independent and create their own schedule. Alternatively therapists could join an existing nutritional therapy or multidisciplinary health and wellness centre, and work as part of a team.
- Specialise in a particular area of nutritional therapy - therapists could pursue further training to become an expert in areas like paediatric nutrition, nutrition for women's health, advanced immune nutrition etc. Specialising allows the therapist to work with specific populations, command higher fees and build a strong reputation within the chosen area.
- Work for a supplement/nutraceutical or functional testing company and support fellow nutritional therapists with their clients.
- Become a lecturer or clinic supervisor for nutritional therapy students – therapists may choose to share their knowledge and train the next generation of nutritional therapists.
- Develop nutritional products or programmes – therapists may choose to create books, online programs, meal plans, retreats etc. catered to their clientele. A number of nutritional therapists also go on to host their own podcasts and have television slots, whilst some have also become successful authors.

This qualification can also allow progression to higher level learning, for example a post-graduate programme of study, a bachelor's or master's degree, or other specialist areas of higher-level learning, such as those related to nutrition research, corporate wellness, public health promotion and higher-level consulting.

### **1.9 Language of Assessment**

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

### **1.10 Grading**

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

### **1.11 Qualification Availability**

This qualification is available exclusively via the College of Naturopathic Medicine (CNM).

If you would like further information about this qualification, please contact us.

Our contact details appear on our website: [www.gatehouseawards.org](http://www.gatehouseawards.org)



## Section 2 – Qualification Delivery, Assessment Model and Certification

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

### 2.2 Assessment and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### 2.3 Registering Candidates & Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be three years. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity. For further information regarding when and how to confirm each candidate's identity, centres may wish to refer to the GA document '*Guide on Candidate Identity Checks*', published on the GA website.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

## Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering these GA qualifications must ensure that they have the following resources in place.

### 3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

### Requirements for Teachers and Assessors

Those delivering and assessing this qualification must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

### **Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
  - In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **External Moderation (also referred to as External Quality Assurance or EQA)**

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

### **3.2 Assessment of Candidates**

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

### **3.3 Portfolio Requirements**

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace (or in a realistic working environment)
- product evidence
- case studies
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

### 3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

### 3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements

- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

### **3.7 Venue Requirements**

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

### **3.8 Equipment**

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **3.9 Teaching and Learning Resources**

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.



### 3.10 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA).

Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account.

Certificates are usually issued within 10 working days of the award of the qualification.

### 3.11 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### 3.12 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

### 3.13 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### 3.14 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 GA Level 6 Diploma in Nutritional Therapy (610/3201/3)

	Mandatory Unit	Level	GLH	Credits	Unit Reference
1	Biomedicine 1	4	100	15	M/650/8294
<p>In this unit, learners will develop their knowledge and understanding of cytology and histology, and explore the scientific terminology needed to understand the human body. Learners will also learn key anatomical landmarks and become familiar with the location, structure, and functions of the major bones, muscles, joints, and organs of the body. Learners will develop their knowledge and understanding of anatomy and physiology of the skeletal, muscular, respiratory, cardiovascular, digestive, endocrine, skin, and lymphatic body systems whilst discussing how the functioning of these systems integrate.</p> <p>The study of pathology in this unit includes a comprehensive overview of the most common pathologies seen within each body system covered, and the causes, mechanisms, signs and symptoms, and medical investigations, of the diseases commonly seen in nutritional therapy practice.</p>					
<h4>Assessment Guidance</h4>					
<p>Range of body systems: learners must include the <b>skeletal, muscular, respiratory, cardiovascular, digestive, endocrine, skin, and lymphatic systems</b>.*</p> <p>(*note: urinary, reproductive, nervous, immune and sensory systems are covered in Unit 2, Biomedicine 2')</p> <p>Summative assessment for this unit should include:</p> <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• long answer questions / essays</li> <li>• case studies</li> <li>• application-focused questions</li> </ul>					

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the components and functions of normal cells and tissues and the cellular basis of genetics.	1.1 Outline cell structure, organelle function, and the structure and functions of different cells and tissues in the body.
	1.2 Outline the structure of DNA, the nature of chromosomes, the process of cell division, and patterns of inheritance.
2. Understand the scientific terms used in the study of anatomy, key surface landmarks and structures within the body, and key relevant biochemical structures and processes.	2.1 Demonstrate knowledge of key surface landmarks and apply the correct anatomical language to describe anatomical directions, regions, and planes of the body.
	2.2 Name and locate major bones, muscles, blood vessels, organs, and glands in the human body.
	2.3 Apply the correct biochemical and medical language to the study of anatomy and physiology.
	2.4 Explain theories of atomic bonding, energy production, enzymes, hormones, pH regulation.
	2.5 Explain macronutrient structure, functions, and metabolism.
3. Understand the anatomy and physiology of blood and its components, and the skeletal, muscular, respiratory, cardiovascular, digestive, endocrine, skin, and lymphatic systems.	3.1 Describe the structure of each of the body systems.
	3.2 Explain the functions of each of the body systems.
	3.3 Outline the integration of the body systems within the body as a whole.
4. Understand key pathologies and red flag symptoms relating to the	4.1 Explain the aetiology and pathophysiology of diseases of each of the body systems.

skeletal, muscular, respiratory, cardiovascular, digestive, endocrine, skin, and lymphatic systems.	4.2 Outline the signs and symptoms of diseases of each of the body systems, including red flag symptoms.
	4.3 Understand conventional treatments for pathologies of each of the body systems.
	4.4 Demonstrate knowledge of key disease complications within each of the body systems.

	Mandatory Unit	Level	GLH	Credits	Unit Reference
2	Biomedicine 2	4	100	15	R/650/8295
<p>In this unit, learners will develop their knowledge and understanding of anatomy and physiology of the urinary, reproductive, nervous, immune, and sensory body systems whilst discussing how the functioning of these systems integrate to maintain balance in a healthy human body.</p> <p>The study of pathology in this unit includes a comprehensive overview of the most common pathologies seen within each body system covered, and the causes, mechanisms, signs and symptoms, and medical investigations, of the diseases commonly seen in nutritional therapy practice.</p> <p>This unit also includes the study of infectious diseases and oncology, and explores key concepts in pharmacology and laboratory testing.</p>					
<p><b>Assessment Guidance</b></p>					
<p>Range of body systems: learners must include the <b>urinary, reproductive, nervous, immune, and sensory</b> systems.*</p> <p>(*note: skeletal, muscular, respiratory, cardiovascular, digestive, endocrine, skin, and lymphatic systems are covered in Unit 1, Biomedicine: Human Science 1')</p> <p>Summative assessment for this unit should include:</p> <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• longer answer questions / essays</li> <li>• case studies</li> <li>• application-focused questions</li> </ul> <p>Learners must also complete a <b>written assignment</b> exploring, in detail, a medical pathology. Learners must choose one of the following options:</p> <ul style="list-style-type: none"> <li>• Crohn's disease</li> <li>• Polycystic Ovarian Syndrome</li> <li>• Type 2 Diabetes Mellitus</li> <li>• Rheumatoid Arthritis</li> </ul>					

*Note: Learners must **not** choose the same pathology as their assessment for Unit 7: Nutritional Therapeutics.*

This assessment task enables the student to explore the chosen pathology in-depth, including epidemiology, aetiology, pathophysiology, clinical signs and symptoms (and relevant red flag symptoms), differential diagnosis, medical investigations and approaches, prognosis and complications, alongside natural considerations.

The indicative Word Count for this assignment is 2,500 words.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the anatomy and physiology of the urinary, reproductive, nervous, immune, and sensory systems.	1.1 Explain the structure of each of the body systems.
	1.2 Explain the functions of each of the body systems.
	1.3 Outline the integration of the body systems within the body as a whole.
	1.4 Discuss how each of the body systems contributes to maintaining a constant internal environment.
2. Understand key pathologies and red flag symptoms relating to the urinary, reproductive, nervous, immune, and sensory systems.	2.1 Explain the aetiology and pathophysiology of diseases of each of the body systems.
	2.2 Outline the signs and symptoms of diseases of each of the body systems, including red flag symptoms.
	2.3 Understand conventional treatments for pathologies of each of the body systems.
	2.4 Demonstrate knowledge of key disease complications within each of the body systems.

3. Understand features of infectious diseases and cancer.	3.1 Outline the aetiology and transmission of infectious diseases.
	3.2 Describe the signs and symptoms, diagnostic procedures, and conventional treatment approaches of key infectious diseases.
	3.3 Discuss cancer development, aetiology, diagnostic testing, and conventional treatment approaches in an oncology setting.
	3.4 Describe the symptoms and signs of common types of cancers.
4. Understand key principles in pharmacology and laboratory testing.	4.1 Outline concepts in pharmacokinetics and pharmacodynamics.
	4.2 Demonstrate ability to access information on drug actions and side-effects using appropriate information sources.
	4.3 Outline the relevance of key laboratory tests.
	4.4 Interpret simple laboratory tests and results of investigations.



	Mandatory Unit	Level	GLH	Credits	Unit Reference
3	Principles of Naturopathic Nutrition	5	100	20	T/650/8296

In this unit, learners will develop their knowledge and understanding of the key concepts that form the basis of nutritional therapy. Learners will examine key nutritional philosophies and principles, as well as the essential concepts in biochemistry that are vital for understanding the functions of nutrients in the body, with emphasis placed on the application of this information.

The unit also requires learners to explore food composition and the properties and functions of macronutrients and micronutrients. For each nutrient, learners will gain knowledge of the food sources, functions, signs and symptoms of excess, deficiency and toxicity and the possible interactions of these compounds.

The module also requires learners to explore the significance of the digestive process in the context of nutritional therapy, as well as key energetic concepts, and provides an insight into the key aspects of food labelling and composition and dietary assessment methods.

### Assessment Guidance

Summative assessment for this unit should include:

- short answer questions
- longer answer questions / essays
- case studies
- application-focused questions

Learners must also complete a **written assignment** exploring, in detail, one nutrient.

Learners must choose one of the following options:

- Vitamins: A, B1, B2, B3, B5, B6, B9, B12 C, D, E.
- Minerals: Calcium, chromium, copper, magnesium, selenium, and zinc

The assignment should consist of two parts:

1. A fact sheet, which details the functions, interactions, deficiencies, signs and symptoms of imbalance, RDAs, therapeutic uses, supplemental range, and toxicity for the specified nutrient.

2. A critical evaluation of the research or evidence pertaining to the therapeutic use of the selected nutrient.

The learner must detail how the nutrient can be used in nutritional therapy practice for a specific therapeutic area.

The indicative Word Count for this assignment is 2,000 words.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the history and development of nutritional therapy, research and philosophies shaping the practice of naturopathic nutrition and its relationship to energetic principles.	1.1 Evaluate the historical concept of nutritional therapy to support health as held by traditional medicine philosophies.
	1.2 Apply the core concepts to case scenarios to demonstrate a practical understanding of naturopathic philosophies.
	1.3 Review research aligned to nutritional therapy and naturopathic principles.
	1.4 Analyse the relevance of nutritional therapy in both a functional and clinic environment.
2. Understand the process of digestion and its role in health and disease.	2.1 Analyse the key stages of digestion and explain how each process can be impaired and supported naturally.
	2.2 Discuss the key functions of digestive organs and the role of liver detoxification, the digestive system microbiomes and gut-brain connection.
	2.3 Discuss the implications of compromised digestive health on the health of various body systems, including potential resulting symptoms and signs.
3. Understand dietary sources, bioavailability, functions, deficiency states, interactions, safety considerations and uses of micronutrients.	3.1 Evaluate key food sources of a range of micronutrients.
	3.2 Describe absorption and metabolism of dietary and supplemental sources.

	3.3 Describe the metabolic functions and uses of micronutrients.
	3.4 Outline the signs and symptoms of micronutrient deficiency, excess and toxicity.
	3.5 Describe the major nutrient-nutrient and drug-nutrient interactions and their implications within nutritional therapy.
	3.6 Analyse the preferred forms for optimal uptake of micronutrients and discuss factors which affect an individual's micronutrient requirements.
4. Understand macronutrient structure and metabolism with a specific emphasis on metabolic physiological processes including energy production.	4.1 Outline relevant chemical structures, their behaviour and bonding in biological systems.
	4.2 Discuss the structure and functions of water, buffers, and enzymes within physiological processes.
	4.3 Discuss the structural characteristics, functions, and digestion of macronutrients.
	4.4 Evaluate the structure of nucleic acids, proteins and enzymes and their role in nutrition, metabolic pathways, and applications.
	4.5 Evaluate the biochemical processes of energy production including important enzymes and nutrient cofactors.
5. Understand the concept of energetics in nutritional therapy and the fundamentals of food composition including methodologies employed in determining nutrient composition.	5.1 Discuss the role of energetics in food and how processing can alter its energetic status.
	5.2 Describe the role of individual energetic constitutions and imbalances and outline the effective nutritional therapy strategies to support individual constitutions.
	5.3 Describe food composition and evaluate different food types (e.g., whole, processed, animal and plant based).

	<p>5.4 Analyse the functions and applications of culinary herbs and spices, seasonal foods, and energetics.</p>
	<p>5.5 Evaluate food combining, various food preparation processes and their impact upon nutrient availability and health.</p>
	<p>5.6 Apply the use of food composition tables to help measure the nutrient status of foods and daily food intake.</p>
	<p>5.7 Evaluate the potentially harmful effects of food ingredients presented on food labels.</p>
	<p>5.8 Analyse and evaluate food intake, including both macronutrients and micronutrients, using manual or electronic means.</p>

	Mandatory Unit	Level	GLH	Credits	Unit Reference
4	Nutritional Observation	5	126	30	Y/650/8297

The purpose of this module is to equip learners with a thorough understanding of professional, safe, and effective nutritional therapy practice. Learners will observe a range of experienced nutritional therapists conducting consultations and learn how hypotheses are formulated and how nutritional therapy plans are designed in line with relevant legal and ethical considerations.

Learners will experience the ongoing care of clients by taking responsibility for making appointments, meeting, and greeting them. Learners will therefore develop their skills in presenting an appropriate professional approach, behaviour and demonstrate the use of interpersonal skills in a nutritional therapy clinic. Learners will develop their understanding of the importance of effective client communication, planning, and time management as well as education of the client, reflective practice and self-development.

#### Assessment Guidance

Range: learners must observe and record/journal a minimum of **five** nutritional therapy consultations.

A range of summative assessment methods may be used for this unit, alongside the following assessment requirements:

Learners must complete a **written assignment** in 'Reflective Practice' exploring, in detail, their observation reflections and journal entries for each day of nutritional observation. This reflective essay should contain developmental action points to identify and undertake further self-development, and should focus on practice development, and draw upon key areas of academic and personal development. The five completed student observation records and one client handout must be included with this submission.

The indicative Word Count for this assignment is 2,000 words.

Learners must complete a **timed case study assessment**. In this open book assessment, learners will demonstrate their ability to think like a nutritional therapist under timed conditions and produce a naturopathic synopsis, naturopathic summary, nutritional aims, and a wellness plan. The student must clearly demonstrate their rationale for the recommendations made as a result of the discussion.

The indicative timing for the case study assessment is 2.5 hours.

Learners must complete a **practical assessment** where they will work with a peer acting as a client and practice as a nutritional therapist, under direct supervision.

The practical assessment role-play will consist of case taking for one hour, followed by development of a plan for 30-40 minutes. The developed plan must be approved by the supervisor before delivery to the client. The learner will then undertake delivery of the plan to the client for 20-30 minutes. Learners must follow the practical assessment protocol.\*

The indicative timing for this practical assessment is 2 hours.

**\*Protocol: In the practical assessment, the learner will demonstrate:**

- Appropriate dress code and personal hygiene.
- Preparation of adequate workspace and documents/forms.
- Professional language and attitude.
- Full engagement with the client.
- A welcoming introduction and signposting (confidentiality, outline of the clinic process and explaining what a naturopathic therapist does).
- A therapeutic rapport with client.
- Use of a Case History form and health concern documentation.
- Appropriate use of open and closed questions for information gathering.
- Awareness of Red Flags (where applicable, and use of GP/referral letter where applicable).
- Recording of case notes in legible manner.
- Appropriate storage of client records.
- Ability to produce a sound synopsis, naturopathic summary, including up to 3 simple and SMART therapeutic aims with 3 sound dietary suggestions and 2 lifestyle suggestions.
- Ability to present the plan to the client, explaining the therapeutic aims with simple explanation of suspected drivers/triggers and 3 dietary suggestions and 2 lifestyle suggestions.
- Ability to complete all paperwork including name, date, and consultation number in a legible manner.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand methods used to gather information on patients to form basic naturopathic hypotheses.	1.1 Discuss how a nutritional therapist gathers relevant information from patients to establish an accurate case history.
2. Understand how to formulate appropriate and effective nutritional therapy plans which meet the specific needs of the individual client.	2.1 Appreciate the underlying causes of disease by connecting symptoms with biomedical and traditional knowledge.
	2.2 Explain the rationale behind initial working hypotheses and nutritional therapy plans based on case evaluation.
3. Understand communication skills when gathering information from a client.	3.1 Analyse the rationale behind dietary, lifestyle and nutraceuticals recommendations based on information gathered.
	3.2 Discuss how nutritional therapy plans take account of a whole person and address underlying causes of imbalance as well as symptoms.
	3.3 Explain how nutritional therapy plans are adapted based on client progress.
4. Demonstrate an ability to gather and evaluate new client information, identify underlying imbalances and formulate working hypotheses.	4.1 Discuss how to implement plans in agreement with a client.
	4.2 Appreciate the importance of effective communication skills.
	4.3 Explain how the nutritional therapist and client can collaborate to evaluate the effectiveness of the plan.
5. Behave in a professional manner with clients, carers, prospective clients, and colleagues.	5.1 Demonstrate correct professional conduct regarding language, time management and appearance.
	5.2 Record and securely store confidential client records, discuss client access to their own notes and when client information may be disclosed.

<p>6. Appreciate the management of red flags, contraindications, drug-nutrient interactions, and side effects and understand how to manage client referrals for further investigations.</p>	<p>6.1 Examine issues surrounding red flags, contraindications, drug-nutrient incompatibilities, and correct nutrient dosages.</p>
	<p>6.2 Explain the basis of referring clients for further assessment to appropriate health professionals.</p>
	<p>6.3 Develop an effective approach to communicate with appropriate professionals.</p>
<p>7. Use reflective practice as an important tool for professional development.</p>	<p>7.1 Develop reflective practice skills through clinic observation and reflective journaling.</p>
	<p>7.2 Develop a continuous professional development approach which encourages lifelong learning.</p>



	Mandatory Unit	Level	GLH	Credits	Unit Reference
5	Naturopathic Nutritional Therapy	6	100	20	A/650/8298
<p>In this unit, learners will develop their knowledge and understanding of the concept of 'food and nutrients as therapy' as they move their focus from the constituent basis of foods to the factors affecting the nutritional impact of our daily food intake.</p> <p>Learners will develop their knowledge and understanding of the impact of food in both a societal and therapeutic context.</p>					
<p><b>Assessment Guidance</b></p>					
<p>Summative assessment for this unit should include:</p> <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• longer answer questions / essays</li> <li>• case studies</li> <li>• application-focused questions</li> </ul> <p>Learners must also complete a <b>written assignment</b> in the form of a food diary. This assignment must provide the learner with opportunities to demonstrate their competency in the use of dietary records and nutrient software to analyse the nutritional composition of dietary intake. This assignment should focus on two diets: the learner's own personal intake and a westernized diet) and include a critical appraisal of selected macronutrients, micronutrients, RDA relevance and the impact of dietary models on nutrient status. In this assignment, the learner must assess the use of dietary analytical methods and factors that may impact nutrient status including the use of nutritional supplements, environmental and dietary factors.</p> <p>The indicative Word Count for this assignment is 2,000 words.</p>					

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand naturopathic evaluation methods with advanced case taking skills and be able to apply these in clinical practice.	1.1 Discuss the principles of holism and balance and the concepts of health, illness, and wellbeing.
	1.2 Analyse the inter-relationships between biochemical and structural elements and the body and emotions, and how to make connections.
	1.2 Demonstrate competency in naturopathic case taking skills and use naturopathic clinical evaluation tools in assessment.
	1.3 Discuss how to prepare a therapeutic protocol with rationale for each therapeutic goal.
2. Understand dietary sources, bioavailability, functions, deficiency states, therapeutic use and safety considerations for proteins, amino acids, lipids, and essential fatty acids, orthomolecular compounds, and medicinal mushrooms.	2.1 Describe the structural characteristics and functions of proteins and lipids.
	2.2 Outline the characteristics, classification, dietary sources, bioavailability of amino acids and essential fatty acids (EFAs) and their role in major metabolic pathways and inflammatory processes.
	2.3 Outline appropriate dosage levels and preferred forms for optimal intake of EFAs including client testing.
	2.4 Describe the metabolic functions, dietary sources, and therapeutic uses of orthomolecular compounds and medicinal mushrooms.
	2.5 Discuss the absorption and metabolism of dietary and supplemental sources of orthomolecular compounds and medicinal mushrooms, including major nutrient-nutrient and drug-nutrient interactions.
	2.6 Outline the signs and symptoms regarding excess and toxicity of orthomolecular compounds and medicinal mushrooms, and the therapeutic dosages including factors affecting individual requirements.
3. Understand dietary models, energy metabolism and factors	3.1 Evaluate a range of popular dietary regimes, including their potential impact on individual health and nutrient status.

affecting control of food intake and dietary requirements for different population groups.	3.2 Demonstrate personal use and assessment of one popular dietary model over a specified timeframe.
	3.3 Discuss the dietary sources, regulatory, metabolic, and external factors affecting energy production, including factors which impact energy expenditure.
	3.4 Identify factors that affect the control of food intake, to include ghrelin and leptin.
	3.5 Explain the link between the microbiome and obesity.
	3.6 Explore factors affecting hunger and appetite and discuss factors and strategies affecting food intake.
	3.7 Identify the nutritional needs for different life stages and cultural groups.
	3.8 Explain the physiological, psychological, economic, environmental, and social factors which affect food choices.
	4. Understand superfood and phytonutrient forms and clinical applications, as well as the therapeutic use of nutritional supplements in clinical practice.
4.2 Describe the main categories and food sources of phytonutrients to include metabolic and therapeutic uses and dosages.	
4.3 Explain signs and symptoms of phytonutrient deficiency, excess and toxicity, and factors which affect individual requirements.	
4.4 Identify nutritional supplements and their potential for therapeutic change, outlining the levels and forms of active constituents.	
4.5 Describe factors affecting the manufacturing, transport, and storage of nutritional supplements.	

	<p>4.6 Discuss therapeutic claims and factors that influence those claims.</p>
	<p>4.7 Appreciate when nutritional supplements are indicated and contra-indicated for use in a naturopathic therapeutic plan.</p>

Mandatory Unit		Level	GLH	Credits	Unit Reference
6	Pharmacology, Physiology & Pathology	6	100	25	D/650/8299

In this unit, the learner will develop a deeper understanding of aetiology and risks, pathophysiology, and the signs and symptoms of a wide range of diseases that are encountered in nutritional therapy practice. The learner will also develop their knowledge and understanding of the core ‘drivers’ influencing health and disease, including the essential functions of detoxification, the pathophysiological impact of stress, the principles of defence including the gut mucosa and microbiome, disorders of cell and tissue growth, repair processes and the effects of ageing on structure and function.

Learners will explore the key topics of endocrine and female reproductive health, hormone imbalances, nervous system health, obesity, and the impact of eating disorders on long-term health, as well as undertaking a detailed evaluation of ‘red flag’ symptoms which must be referred to conventional medical practitioners.

In addition, the learner will understand conventional medical approaches to disease treatment and prevention, looking at the common classes of conventional drugs and the use appropriate drug reference sources. Learners will develop their understanding of drug actions and pharmacodynamics, and the potential side effects and possible interactions with nutritional intervention. The unit also explores commonly used herbs and their applications in various health conditions with a focus on potential interactions with foods, nutraceuticals, and pharmaceutical drugs.

### Assessment Guidance

Summative assessment for this unit should include:

- short answer questions
- longer answer questions / essays
- case studies
- application-focused questions

Learners must also complete a **written assignment** on the topic of drug-nutrients: learners must choose one pre-assigned drug-nutrient combination (one drug, two nutrients) and discuss pharmacokinetics, pharmacodynamics, efficacy, side effects, interactions and nutrient depletions pertaining to the drug/medicine. Based on the drug’s main application the assignment will require the learner to compare and contrast the nutrients’ mode of action, critically evaluate the efficacy of each nutrient for a therapeutic application,

critically appraise drug-nutrient and nutrient-nutrient interactions and contraindications for concomitant use, and the application of drug-nutrient combinations in nutritional practice.

The indicative Word Count for this assignment is 2,500 words.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand commonly prescribed drugs and access standard pharmaceutical reference sources.	1.1 Explain factors affecting variability of responses to drugs including pharmacokinetics and pharmacodynamics.
	1.2 Classify the major classes of pharmaceutical medications and interpret their general actions, side effects and contraindications.
	1.3 Analyse information and research from standard reference sources relating to common pharmaceutical medications.
	1.4 Explain possible drug-nutrient interactions and drug-induced nutrient depletions for the most commonly used (or prescribed) medicines.
2. Understand anthropometric and functional tests and their application, and the relevance of nutrigenomics to nutritional therapy practice.	2.1 Explain how a range of functional and anthropometric tests are conducted within a nutritional therapy setting.
	2.2 Identify and interpret a range of medical test results and what they may indicate for a client's state of health and how to aim for optimal ranges.
	2.3 Critically discuss and evaluate the use of functional and anthropometric tests as investigative tools within nutritional therapy practice.
	2.4 Explain the relevance of nutrigenetics and nutrigenomics and the impact of common polymorphisms to the practice of naturopathic nutrition.
	2.5 Describe in detail the functions and importance of detoxification, methylation and impact of common polymorphisms on health and wellness.

	2.6 Detail nutritional therapy protocols and strategies including dietary and lifestyle changes and nutraceuticals in support of detoxification and gastrointestinal functioning.
3. Understand the actions of commonly used herbs and their applications in nutritional therapy practice.	3.1 Describe the health benefits of a range of common culinary and therapeutic herbs in nutritional therapy practice.
	3.2 Explain the safety aspects, dosing, interactions, and contraindications relevant to the recommendations of herbal preparations in nutritional therapy practice.
4. Understand how disease risks and triggers drive and influence health and disease, whilst being able to recognise and interpret key 'red flags'.	4.1 Describe the structure, function, and processes of the gastrointestinal, endocrine, female reproductive and nervous systems.
	4.2 Identify signs and symptoms of systems imbalance and explain and interpret relevant conventional tests for each system.
	4.3 Discuss the specific role of factors contributing to stress and chronic fatigue and their physiological impact on health and disease.
	4.4 Examine the factors perpetuating fat storage in the body and outline the physiological effects of visceral adiposity.
	4.5 Identify the factors which contribute to, and the physiological effects of, dis-ordered eating.
	4.6 Discuss common pathologies to include risks, aetiology, and pathophysiology and drivers.
	4.7 Recognise potential 'red flag' signs and symptoms and when to refer for conventional medical assessment.
5. Understand how to support systems and physiological imbalances through nutritional strategies.	5.1 Detail and develop nutritional therapy protocols and strategies including dietary and lifestyle changes and nutraceuticals to support system health.
	5.2 Outline the nutritional therapy interventions for reducing fat storage including dietary and lifestyle changes.

	<p>5.3 Discuss the role of the nutritional therapist in supporting clients with dis-ordered eating and eating disorders.</p>
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	Mandatory Unit	Level	GLH	Credits	Unit Reference
7	Nutritional Therapeutics	6	100	25	L/650/8300

In this unit, the learner will develop their knowledge and skills in the practical applications of nutrition, drawing and expanding on their knowledge of health and nutritional sciences and applying their understanding of nutritional therapy within the interconnected systems that make up the human body.

The learner will explore the impact of both endogenous and exogenous factors in common disease presentations and evaluate the importance and impact of nutrients, both dietary and supplemental, in the support of case presentations.

### Assessment Guidance

Summative assessment for this unit should include:

- short answer questions
- longer answer questions / essays
- case studies
- application-focused questions

Learners must also complete a **written assignment** on the topic of therapeutics, focussing on one individual pathology.

Learners must choose one of the following options:

- Psoriasis
- Polycystic Ovarian Syndrome
- Type 2 Diabetes
- Chronic Fatigue Syndrome
- Crohn's disease
- Angina

*Note: Learners must **not** choose the same pathology as their assessment for Unit 2: Biomedicine 2.*

Within this assignment, learners must explore the pathology from a westernised medical perspective and a naturopathic and functional medical perspective, evaluating the naturopathic drivers, causative agents and risk factors and the integrated

pathophysiological processes of the condition. Learners must critically appraise key conventional and functional laboratory tests that may be used to discern different drivers and critically evaluate current research and evidence pertaining to nutritional and complementary therapies applicable to the condition. Learners are required to create a nutritional therapy protocol aligned to the appraised evidence.

The indicative Word Count for this assignment is 3,000 words.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand pathology, aetiology, pathophysiology, drivers, differential diagnosis, and conventional treatment.	1.1 Identify signs and symptoms of systems imbalance and explain and interpret relevant orthodox tests for different body systems.
	1.2 Detail common pathologies and the risks, aetiology, and pathophysiology and drivers associated with them.
	1.3 Recognise and interpret potential 'red flag' signs and symptoms and when to refer patients for conventional medical assessment.
2. Understand nutritional therapy intervention as a supportive health measure.	2.1 Research published evidence in a targeted way by making use of a variety of appropriate sources.
	2.2 Critically evaluate and assess the reliability and control of online and published research material.
	2.3 Explain the role of the key nutrients in the modulation and homeo-dynamics of common presentations.
	2.4 Design individual nutritional therapy programs and strategies which address disease states based on nutrient modulation of functional status.
	2.5 Appreciate the importance of on-going evaluation of current information as a nutritional therapist.
3. Formulate effective nutritional and lifestyle strategies following	3.1 Design holistic treatment protocols which address individual factors affecting or driving the presentation as well as presenting signs and symptoms.

critical interpretation of case histories, and understand how to evaluate and manage individual progress.	3.2 Explain a nutritional therapy strategy for meeting both short term and long-term health goals based on case history.
	3.3 Analyse factors that may affect a client’s ability to commence and comply with recommendations given, including measures to counter such factors.
	3.4 Evaluate response patterns and describe how to adapt recommendations based on client responses.
	3.5 Discuss how to manage potential adverse effects and reactions to a nutritional therapy plan.
	3.6 Assess factors determining prognosis and duration of a nutritional therapy plan.
4. Understand the integration of nutritional therapy intervention with conventional approaches.	4.1 Analyse the scope of dietary, lifestyle and nutraceutical recommendations for commonly presenting conditions, considering the medications and advice that may be being provided by healthcare professionals.
	4.2 Demonstrate knowledge of red flags, notifiable diseases, the limits of nutritional therapy and the need for appropriate referral.
	4.3 Demonstrate critical awareness of dosage, nutrient incompatibilities, and contra-indications.
	4.4 Demonstrate the ability to rationalise to an audience of conventional and naturopathic health care practitioners dietary, lifestyle and nutraceutical recommendations for presenting conditions.
5. Understand and apply the ethical, administrative, legal, and business environment requirements of being a nutritional therapist.	5.1 Describe the ethical, legal, and professional obligations of a nutritional therapist.
	5.2 Identify a key range of resources for continuing professional development and undertake professional development planning for skills and knowledge enhancement.

Mandatory Unit		Level	GLH	Credits	Unit Reference
8	Nutritional Practice	6	126	30	M/650/8301

In this unit, the learner will integrate their theoretical and practical skills to develop fluency and confidence in the safe, effective, and professional assessment and care of clients, gaining increasing autonomy throughout. Learners must undertake responsible continuous ongoing care of clients, taking case histories, carrying out full assessments, evaluating and analysing client data, identifying naturopathic imbalances, and developing nutritional therapy plans which aim to restore balance. Learners are expected to gain the confidence needed to work with a range of clients, including those with more complex and multi-system pathologies under direct supervision.

The unit will require learners to hone important professional skills, including planning and time management, to ensure that a clinic is operated in an efficient, effective, and safe manner. Learners are required to demonstrate appropriate and empathic communication skills, and the ability to critically self-reflect on strengths and weaknesses, considering issues in professional development - including sources of support and life-long learning.

Throughout this unit, learners are expected to demonstrate a constant awareness of safety, record keeping, ethics and professionalism in clinic based on the codes of relevant practitioner organisations.

### Assessment Guidance

Summative assessment for this unit should include:

- short answer questions
- longer answer questions / essays
- case studies
- application-focused questions

The learner's portfolio of evidence must demonstrate the depth and breadth of work within nutritional practice and will include a continuing record of clinic attendance and adherence to professional standards.

The learner may also choose to include certificates of attendance at external relevant CPD lecture or seminars.

The learner must provide evidence of their practitioner indemnity insurance.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
<p>1. Understand the complexities of chronic and multi-system disorders, the scope of practice of the nutritional therapist and development of safe recommendations.</p>	1.1 Assess the role of the nutritional therapist beyond the scope of acute care.
	1.2 Examine the concept of chronic pathologies and multi-system disorders and how they impact overall health status and quality of life.
	1.3 Demonstrate key knowledge of methylation pathways and how altered methylation can impact health and the development of chronic conditions.
	1.4 Discuss the concept and strategy of long-term nutritional support to maintain wellness and the role of the nutritional therapist in formulating and supporting individualised protocols in complex conditions.
	1.5 Demonstrate knowledge of red flags, notifiable diseases and appreciate the scope of nutritional therapy strategies and the need for appropriate referral.
	1.6 Demonstrate critical awareness of dosage, nutrient incompatibilities, and contra-indications when managing clients with complex and multiple pathologies.
	1.7 Develop the ability to interpret and respond to a wide range of conventional tests and functional biomarkers for chronic and multisystem pathologies.
<p>2. Competently gather information from clients and analyse the case to determine functional imbalances.</p>	2.1 Formulate an accurate and holistic picture of clients using case taking, observation, assessment and results of conventional and functional tests.
	2.2 Recognise and appraise the relevance of information gathered from other diagnostic systems and non-verbal communication.
	2.3 Employ relevant research and evidence-based sources where necessary to evaluate and analyse client data.
	2.4 Consolidate and evaluate available data to identify key naturopathic imbalances to highlight underlying causes and patterns of disease.

3. Synthesise patients' data to develop nutritional aims and appropriate strategies.	3.1 Develop appropriate aims and safe and effective nutritional therapy plans based upon evaluation and analysis of client data and identification of underlying imbalances.
	3.2 Confidently identify and safely manage red flags, contraindications and interactions whilst recognising when a client should be referred to a healthcare professional for further investigation.
	3.3 Ensure the accurate use and dosage of nutraceuticals within a nutritional therapy plan.
	3.4 Confidently deliver approved nutritional therapy plans to clients, appreciating the importance of client education, client understanding and feedback within the consultation.
4. Evaluate patient progress and effectiveness of nutritional therapy plans.	4.1 Evaluation of client progress and appreciate changes in naturopathic imbalances, red flags, and investigations.
	4.2 Interpret and evaluate conventional and functional tests which the client has undertaken.
	4.3 Explore client compliance to recommendations, and evaluate response to recommendations, and adjust where appropriate and develop revised aims and suggestions.
	4.4 Employ relevant research and evidence-based sources where necessary to evaluate and analyse client data.
	4.5 Confidently deliver approved revised nutritional therapy plans to clients appreciating the importance of client education and motivation, client understanding and feedback.
5. Demonstrate self-awareness, professionalism, and reflective practice.	5.1 Demonstrate a high level of self-awareness and fully consult with the supervisor to develop safe and effective protocols.
	5.2 Enhance practitioner listening skills and manage constructive and formative feedback to further improve and enhance skills, including the use of clinical reasoning.
	5.3 Evaluate and reflect on knowledge gained in a clinic setting to allow for development within nutritional therapy practice.

6. Engage in professional, empathetic, effective, and ethical interactions with clients, prospective clients, and carers.	6.1 Maintain clear, sensitive, empathetic and ethical communication with clients/prospective clients.
	6.2 Demonstrate professional language, time management, appearance, personal and professional boundaries.
	6.3 Demonstrate awareness of the emotional impact of interactions and consider when engaging with clients.
7. Evaluate and demonstrate safe client management, evaluate and apply ethical considerations, and operate a legally and professionally sound practice.	7.1 Evaluate red flags, contraindications, nutrient-drug incompatibilities, and appropriate dosages.
	7.2 Appraise the risks of nutrient adverse effects and explain how to respond to such events.
	7.3 Maintain clients' best interests by appraising limits of competence, making appropriate referrals.
	7.4 Practice compliantly with legal, health, safety, regulatory and professional standards and codes of practice.
	7.5 Maintain confidentiality in all aspects including recording and storing secure patient notes for future reference and audit.
	7.6 Appraise the fundamental principles of medical ethics and propose solutions to moral, legal, and ethical issues such as requirements relating to children and vulnerable adults.
8. Research cases and progress using evidence-based and appropriate information sources.	8.1 Access, critique and apply information and data in an organised and structured way.
	8.2 Use published sources to support analysis of aetiology, naturopathic imbalances, aims, and the production of a nutritional therapy plan.
	8.3 Develop self-directed learning and research through research into client's conditions, medications and conventional diagnoses and management to further develop clinical reasoning skills.

## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

### 3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.



### 3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

### 3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

### 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

### 3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

### 3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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