

Getting the messages too



community
food and health
(scotland)



**The benefit of obtaining
nutrition qualifications
for practitioners and
their organisations**

We are happy to consider requests for other languages or formats. Please contact 0131 314 5300 or email nhs.healthscotland-alternativeformats@nhs.net

Published by NHS Health Scotland

1 South Gyle Crescent
Edinburgh EH12 9EB

© NHS Health Scotland 2014

All rights reserved. Material contained in this publication may not be reproduced in whole or part without prior permission of NHS Health Scotland (or other copyright owners). While every effort is made to ensure that the information given here is accurate, no legal responsibility is accepted for any errors, omissions or misleading statements.

NHS Health Scotland is a WHO Collaborating Centre for Health Promotion and Public Health Development.

Contents

The work of CFHS	2
Context of the report	3
The course participants	4
Impact on the participants	5
Benefits for the participants' organisations	9
Impacts on people and communities	12
What can the feedback teach us?	13
Appendix 1: About the nutrition courses	15
Notes	16

The work of CFHS

About the publication

Since 2007, Community Food and Health (Scotland), or CFHS, has supported 51 community food practitioners to obtain a Royal Society for Public Health (RSPH) Diploma in Nutrition, Certificate in Nutrition or Level 3 Award in Nutrition for Healthier Food and Special Diets. This has been a significant investment by CFHS in the community food sector.¹ This publication reports on a survey carried out in 2014 to identify if and how this investment has benefitted the community food practitioners, the organisations they work for and the people they work with.

The publication includes a summary of the feedback from 31 of the community food practitioners supported.

Background

Reducing health inequalities through increasing access to, and take-up of, affordable, healthy food in low-income communities underpins CFHS's work. Ensuring that people living in low-income communities receive accurate and consistent nutrition messages is a vital component of this work. In 2006, the Royal Environmental Health Institute for Scotland (REHIS) introduced a six-hour accredited basic nutrition course, the Elementary Food and Health (EF&H) course, aimed at anyone wanting to understand more about food and its relationship to good health. CFHS was a partner in the development of the course, and has actively promoted it since its launch. The course is delivered by a network of trainers across the country. Over 10,000 people have now completed the course.

CFHS wanted to increase the number of trainers able to deliver the EF&H course, especially within low-income communities. REHIS requires trainers to register with them, hold a recognised nutrition qualification at or above Level 7 in the Scottish Credit and Qualifications Framework (SCQF) and have a training qualification or significant experience of delivering training.

To enable more community food practitioners to become trainers, CFHS funded 23 community food practitioners to obtain the RSPH Diploma in Nutrition between June 2007 and January 2014.² Because the Diploma course required participants to have prior knowledge of nutrition, CFHS also funded 34 practitioners to obtain the RSPH Certificate in Nutrition or Level 3 Award in Nutrition for Healthier Food and Special Diets, both of which may be used as stepping stones to the Diploma course. Seven of these practitioners were also funded by CFHS to obtain the Diploma.

Applicants for places on the Diploma course were expected to have the Certificate in Nutrition/Level 3 Award in Nutrition,³ or a similar nutrition qualification. Applicants for places on the Certificate/Level 3 Award courses were expected to have taken part in a REHIS EF&H or a similar basic nutrition course. More information about the REHIS EF&H course, the Certificate and Level 3 Award, and the Diploma in Nutrition can be found in *Appendix 1*.

Anyone funded to obtain the Diploma was expected to register with REHIS to become an Elementary Food and Health tutor and deliver at least one EF&H course within a specified timescale.

Context of the report

Policy context

Reducing health inequalities is a priority for the Scottish Government. The role that increasing access to, and availability of, healthier food can play in helping to achieve this is acknowledged in three of the Scottish Government's main food and health policies: *Recipe for Success, the National Food and Drink Policy*;⁴ the *Preventing Obesity Route Map and Action Plan*;⁵ and the *Maternal and Infant Nutrition Framework*.⁶

All three recognise that many people need help to understand what a healthier diet is for themselves and their families. This includes help to develop skills about what foods to buy, and how to prepare and cook them. The three policies also recognise that community groups have an important role to play in supporting people to develop these skills.

CFHS is a programme within NHS Health Scotland, a national Health Board that works with the public, private and third sectors to reduce health inequalities and improve health. Its five-year strategy, *A Fairer Healthier Scotland*,⁷ focuses on how the organisation will support the Scottish Government to achieve a reduction in health inequalities.

About the survey

The aim of the survey was to find out:

- the benefits of obtaining the nutrition qualification for the participants, their employers and the people they support; and

- if and how the course participants were using the nutrition knowledge they had gained, including if they had delivered the REHIS Elementary Food and Health course (if appropriate).

This work builds on *Getting The Messages*, a report on research carried out by CFHS in 2012 about the impact of basic accredited nutrition courses on food and health work.⁸

Survey methods

The survey was conducted between April and August 2014. Three attempts were made to arrange a face-to-face meeting or phone interview.⁹ If participants had moved to a new employer, their previous employers were asked to forward emails.

Ten of the participants could not be contacted,¹⁰ seven did not respond to emails or phone calls requesting a meeting/interview, and three were unable to do so within the timescale for this report.

Nineteen of the 31 people surveyed had obtained the Diploma in Nutrition; seven of these had also been funded by CFHS to obtain the Certificate or Level 3 Award. The rest had obtained the Certificate or Level 3 Award.

The course participants

Where were they working?

- Twenty course participants were working in community or voluntary organisations.
- Six were volunteers at the time of taking part in a course.
- Two were self-employed, but were contracted to run community-based cooking sessions.
- One was working for a social enterprise.
- Five were employed by a NHS health board.
- One was employed by a non-departmental government body.
- Two were local authority employees.

Who were they reaching?

The participants were working with a wide range of groups more likely to be affected by health inequalities. The settings included youth work; working with black and minority ethnic groups; employability programmes for people with learning disabilities; mental health support; community health projects; working with older people; homelessness services; prisons; a visual impairment service; schools; working with people affected by head injuries; and an environmentally-focused project.

All were involved in running or supporting community food and health activities. These were mainly cooking sessions, but also included a food co-op; a lunch club; a FareShare¹¹ franchise; community gardening; healthy eating sessions; and a community café. As a minimum, all had a basic understanding of nutrition gained from taking part in a REHIS EF&H course.

Feedback on the courses

The survey did not seek feedback from the participants about the courses. However, unprompted, 12 commented about how much they had enjoyed the course(s) they had taken part in:

‘I’m so glad [I took part in the course].’

‘...it was really good, which is why I recommended it to a colleague when there was [a] place available.’

‘It was amazing.’

Two stated that, although they had enjoyed their courses, these were more intense than they had anticipated. One said a longer break between the course and the exam would have been better for her. Another suggested the course focused too much on the medical side of nutrition.

Others commented on the courses’ structure and format. One said that she got more from the course because:

‘...everyone was from a similar background, there for similar reasons, had similar attitudes.’

One participant noted how good it was to meet and share ideas with people from other organisations. Another stated that she was surprised about how much she learned and how much knowledge she has retained.

Impact on the participants

Sharing their learning

All but two stated that they used the learning from the course(s) they took part in within their work, their personal lives or both.

Those using the learning within their workplaces were doing so in a range of ways, and were incorporating the knowledge into the food and health activities they ran.

‘...helped to give a theoretical basis to food work.’

‘...[given me a] better context for work.’

B works for a community health project. She has changed her way of working since obtaining the Diploma: she is more comfortable and confident when working with groups. She finds that some group members can be confused by conflicting nutrition messages. The underpinning knowledge she gained from the course enables her to provide accurate, consistent information. To maintain up-to-date knowledge, she refers back to the notes and websites, literature and other resources she found out about on the course.

While some included separate, more formal nutrition inputs into their activities, others adopted an informal approach.

‘...plan messages into the teaching so that it looks natural...is part of the conversation. I don’t include separate nutrition sessions as I don’t want to put people off...try to have consistent ‘drip-drip’ approach.’

Upskilling colleagues

Eleven used their knowledge to develop the skills and increase the nutritional knowledge of staff or volunteers running food and health activities within their own or other organisations. This included participants who had obtained the Diploma or the Certificate/Level 3 Awards. The dissemination of knowledge was both formal and informal.

Simon manages Transform Community Development, a voluntary organisation and social enterprise established to meet the needs of vulnerable people, especially those affected by, or at risk of, homelessness. As well as providing temporary accommodation, the organisation runs a range of services: a FareShare franchise redistributing surplus food, a food bank, a Zero Waste project, outside catering and a furniture recycling scheme. A number of other activities are also in the planning stage.

Simon obtained the Diploma in Nutrition in 2008 and enjoyed taking part in the course. Because of his health background, much of the course content was an extension of his existing knowledge. Following the course he registered with REHIS to become an EF&H trainer. He hoped to deliver EF&H courses quite quickly, but wasn't in a position to do so until 2014. However, he was able to use his knowledge to make changes to the catering provided in the supported accommodation. Meals are now cooked on site during the week, and healthier menus have been introduced, e.g. including more vegetables in dishes.

He has been running EF&H courses since April, and intended that all of the organisation's 32 support staff would have taken part in a course by the end of summer 2014. In the two courses run so far he found that the staff already had a lot of nutrition knowledge and were motivated to use this and their new knowledge in their work and personal lives.

Simon wants to provide opportunities for staff to use their nutritional knowledge in supported

accommodation settings and develop activities around cooking and healthy eating for the people they work with. He recognises that this would make the staff's work more interesting, as well as benefitting the people they support. The organisation had run some activities in the past, but these have decreased in number because of funding and staffing cuts.

He also hopes to instil nutrition knowledge across all of the organisation's services.

J works for the dietetics department in a Health Board. Her role includes upskilling staff in her team and other organisations involved in running cookery or other healthy eating activities. Providing nutritional information is central to her work. The Diploma course helped to improve her technique and she is able to tutor others and deliver training. She does not run REHIS EF&H courses, although still registered to do so, because this is done by colleagues.

V manages a community café staffed by volunteers and trainees with mental health issues who are involved in preparing and serving the café's food.

V encourages the trainees and volunteers to have a better understanding of the nutritional needs of their customers; she passes on relevant nutrition messages, explaining their importance while demonstrating and discussing different catering techniques.

Employment

Four of the participants had moved jobs since taking part in a course. All four stated that having the qualification contributed, to a greater or lesser extent, to them obtaining their new posts.

‘I got a job at X as a result of my volunteering work with Y and my [nutrition] qualifications.’

Another suggested that holding a qualification demonstrated her interest in nutrition to her new employers.

Increased confidence

Nine of the participants stated that obtaining a nutrition qualification had increased their confidence to deliver nutrition messages to others. Some stated that they felt more confident in general, while two stated that this related to particular aspects of their work.

‘...helped develop my ability to understand what the key messages are for each group and the confidence to deliver to these participants.’

One participant stated that her increased confidence had enabled her to ‘spread her wings’ and become involved in other food and health activities.

Affirmation

Two participants stated that taking part in the course affirmed the nutrition knowledge that they had and were using in their

work already. Two reported that the course had ‘reactivated’ nutrition knowledge they had received in previous education or training.

‘... I went back to my catering books while and after I did the courses. It reminded me that I had covered most of the content before but had forgotten it.’

Validation

Two participants stated that their qualification demonstrated their nutritional knowledge to colleagues and others that they worked with. One was working closely with nutritionists and the course helped her to understand what they talked about at work.

Developing resources

Nine of the participants stated that they continued to use the resources provided on the courses.¹² Six said that they had developed their own teaching resources as a result of taking part in a course.

‘...use the knowledge to develop programmes and with session planning.’

‘...have developed a nutrition toolkit, with a degree-level nutrition student, for our volunteers to use [with groups].’

Delivering the REHIS EF&H course

Everyone funded by CFHS to obtain the Diploma was expected to register with REHIS to become an EF&H trainer and deliver at least one course. Of the 19 Diploma participants contacted, 14 had registered as trainers and 11 had delivered an EF&H course. The remaining three intended or hoped to run courses in the future.

The number of courses delivered ranged from one to 11, with between three and 12 participants on each course.

Two of the five people who had not registered expected to do so in the future. Two did not intend to register or deliver the EF&H course because it was available locally. Two others were no longer registered: one because of lack of capacity and one because she is not able to run courses in her current post.

R works with a community food project. In addition to running EF&H courses regularly, he works closely with other organisations to recruit 'food champions' who will deliver nutrition and cookery activities for their organisations. As they are expected to deliver relevant nutrition messages, they must have passed the REHIS EF&H course. For R the course is 'the backbone of what we do'.

Sharing outside work

Five participants stated that they had shared their knowledge with family members, friends or neighbours. One participant stated that she was passing on some nutrition messages to fellow volunteers.

Changing their diet

Twelve of the participants reported that they had made changes to their own or their family's diets as a result of taking part in a course. Some commented that they have supported friends or colleagues to make changes too.

'My family are fed up listening to me!'

For some, the changes in their personal life had been significant.

P works for a voluntary organisation that supports men affected by homelessness to live in their own accommodation. After taking part in a course she completely changed what and how she ate. As a result she has lost a significant amount of excess weight and her health has improved.

T realised that her diet included too much salt. 'I've cut out ready meals and cook from scratch.'

Personal development

Two of the participants highlighted the feeling of achievement they experienced as a result of obtaining a qualification.

F, an experienced cookery trainer, felt that she was lacking the background nutrition knowledge essential for delivering good quality cooking classes. Obtaining the Diploma has made a big difference to how she feels about teaching. For her, taking part in the course has been invaluable and has given her the confidence to branch out into other work. The course has been one of the best things she's done in her career.

Another commented that obtaining the Diploma gave him 'another feather in [his] cap' and being able to deliver another course increased his job satisfaction.

Benefits for the participants' organisations

Embedding knowledge

Although all participants were running food and health activities, a third of the participants' organisations had previously had no other staff or volunteers with a nutrition qualification at the Certificate/Level 3 Award or Diploma level.

Two participants spoke about sharing their learning with colleagues to embed consistent nutritional messages within their organisations.

Jacqui works for Scottish War Blinded, a voluntary organisation that provides support to its members, all ex-servicemen and women with a visual impairment. The centre she works in provides a range of activities and services for 109 members each week, with the organisation providing an outreach service to 500 more. The average age of the members using the centre is over 80, but all have a can-do attitude and take an active part in the centre. Members attend one or more days a week. The centre is very food orientated, looking at healthy living for its members through informed meal choices and activities based in its skills kitchen.

Jacqui obtained the Diploma in Nutrition in 2012. When she started in post she became the centre's

healthy eating representative. She had obtained the Certificate in Nutrition in her previous post, but wanted to enhance her knowledge and share this with the centre's members and staff team.

Since obtaining the Diploma, she has developed a range of food and health activities for the centre's staff and members. The first activity she ran was a session for members and staff based around the Eatwell plate, which looked at portion size, salt, sugar and fat. The session was very successful and she is hoping to run something similar in future.

She ran a REHIS EF&H course for three of the staff, including the cook. No further courses are being run at the moment, because of a lack of staff capacity and time, but Jacqui hopes to look at this again. Some other staff had expressed an interest in the course.

She has also worked with the cook on menu planning and incorporating healthier options into the food served: the centre provides a two-course lunch and snacks for the members each day. It now has the healthy living award¹³ and is hoping to achieve the healthy living award plus within the next two years. For some of the members their weekly lunch is the only freshly cooked meal they will eat, so it is important for the centre that healthier choices are always available. The cook has also adopted a 'health by stealth' approach, incorporating more vegetables into

meals and adapting recipes. For example, half of the members have diabetes, so the cook has developed low-sugar cake recipes.

Jacqui has introduced fruit bags for the members, originally as part of a 'Healthy Eating May' month. The bags were so popular that the centre continues to provide these weekly.

The centre runs regular 'friends and families' nights, which include sessions on topics that have been requested by the people attending. The next session is about food and nutrition and their effect on eyesight.

Other staff members deliver cookery sessions in the centre's skills kitchen. They are very resourceful and, if they can, adapt recipes suggested by members to make them healthier. Members are surveyed annually about what activities the centre should provide in the following year, including in the skills kitchen.

Jacqui has also developed an online diabetes awareness-raising training course that all staff have completed, and she is intending to develop another around coronary heart disease. She sees these courses as a tool to upskill the staff so that they are confident to discuss these topics with members.

H works with adults with complex needs, many with dietary conditions or wanting to lose weight. She shares her knowledge within her team and with others in the organisation so that they are better able to support the people they work with to make changes to their diets.

Offering a wider range of services

Six participants said that their organisations were able to offer additional services or activities because they had gained nutrition skills and expertise. For some, this included being able to deliver a REHIS course. For others, it has resulted in broadening their organisation's work.

'... gaining the [qualification] has opened what the organisation is about ... it's 'changed the spin' – we're about health improvement as well as environmental issues. It's given us more flexibility about what we do.'

One participant stated that gaining the qualification meant she was able to take on the responsibility for some of her organisation's work, freeing up her colleagues' time.

'My colleagues are able to step back from the nutrition aspects of our work. I wouldn't have been able to do this before [obtaining the Diploma] – I'd have had to second guess.'

Generating income

Three participants stated that their organisations were now able to generate income from delivering REHIS courses. Three others said they intended, or were considering, running courses commercially in the future.

K works for a third-sector organisation that supports people with disabilities to gain the skills they need to live independently and to gain employment. He runs the EF&H course both in house and for other organisations. This previously generated a significant level of income. However, funding limitations have reduced the number of courses requested by other organisations.

Increasing resources

Five had used their nutrition knowledge to develop or adapt their organisation's nutrition learning resources (course content, delivery methods or materials) to suit the people they work with.

'...we want to upskill volunteers and staff from other organisations that are working with groups, so that they can act as trainers...'

'... the Diploma has given me more confidence to use different resources and be more flexible about using a wider range. I've used my knowledge to develop programmes and ... some of my own resources.'

Crossover with Elementary Food Hygiene course

Two of the participants are also registered REHIS Elementary Food Hygiene trainers. Both stated that information in the Diploma course about food allergies would assist them when delivering the food hygiene course.

Impacts on people and communities

Consistent nutrition messages

Being able to provide accurate, consistent nutrition messages to the people that they worked with was why the participants had wanted to obtain a qualification, whether this was the Diploma or the Certificate/Level 3 Award. Although all had at least a basic level of nutrition knowledge, they wanted to enhance this. One participant who delivers the Elementary Food and Health course stated that taking part in the Certificate and Diploma courses

‘gave me the knowledge to answer the “but why?” questions that I’m asked.’

Participants were asked if they evaluated the impact of disseminating their nutrition knowledge to the people and communities they work with (if this was appropriate). Twelve did, formally or informally. Of these, one did so as a condition of external funding. Six stated that the organisations that they delivered the training for may have measured any impact.

Others were not in a position to evaluate their work; some intended to do so in the future.

The formal methods included surveys and food diaries. One participant recorded feedback on film.

The informal methods used included observation and collecting unsolicited feedback.

J works for a youth project that runs a café and other food and health activities. Any changes in the diets of the young people are noted. One young person used the information to help lose some excess weight. He also highlighted the sugar content of certain foods and drinks to his peers in a display on the café’s wall. Some of the young people challenge staff if they see them eating foods that are considered less healthy.

Some of the participants reported that the people they worked with had made or reported changes to their diet; the impact, however, could be small. One stated that most of his clients did not seem to have taken any learning on board, although some were drinking fewer energy drinks. One highlighted that it was difficult to measure impact if only working once with a group.

Achieving an accredited qualification

One participant noted the importance of gaining an accredited qualification for some community members she works with.

V ran an EF&H course for a group of mostly older minority ethnic women. For several, this was the first time that they had achieved an accredited qualification. Some of the women had made changes to their own and their families’ diets, and were recommending the course to others. V recognised that the EF&H course can play a capacity-building role, providing opportunities for people to develop skills and build self-confidence.

What can the feedback teach us?

How can you ensure that people use their learning?

You can't. Several of the participants were not able to use their nutrition knowledge as they had hoped because of changes in their work or personal circumstances. This included a number of the Diploma participants. However, all but one intended or hoped to use their knowledge eventually.

Should the courses be about qualifications or knowledge?

It can be about both. Fewer of the participants obtaining the Diploma were delivering REHIS EF&H courses than hoped. However, everyone able to do so was using their nutrition knowledge in their work, as were the Certificate/Level 3 Award participants.

Enabling more people to take part in an REHIS EF&H course was why CFHS wanted to support more people to become trainers. Although this remains important, ensuring that communities have access to a level of accurate and consistent nutrition messages they require for their lives, delivered by people with recognised nutrition qualifications, is perhaps as important. For example, two of the Certificate/Level 3 participants stated that their courses provided them with enough nutrition knowledge for the work they do.

Is the training about developing skills or building confidence?

It can be about both. A third of the participants reported an increase in confidence as a result of taking part in a course. For some this was related to their increased nutrition knowledge; for others, participating in the course made them feel more confident about their abilities as trainers.

Is the EF&H course appropriate for everyone?

It may not be. For many of the participants, including some of those who had obtained the Diploma, what was more important was being able to provide appropriate and accurate nutrition messages to the communities they worked with.

Wendy runs food and health activities in prisons in the Forth Valley area. This includes a Life Skills programme in Polmont Young Offenders Institution that is targeted at young offenders pre release (those with six months or less of their sentence left to serve). It includes cookery sessions, nutrition information and budgeting. Wendy includes basic nutrition messages and activities in the cookery sessions, e.g. on the Eatwell plate, sugar in foods and takeaway meals. The programme also now offers two accredited qualifications, the REHIS Elementary Cooking Skills course and the EF&H course, for young offenders interested in catering once they have finished their sentence.

The EF&H course has also been incorporated into the skills section of the Duke of Edinburgh Award, which is offered to all young offenders in Polmont. However, Wendy would only encourage offenders to take part in the EF&H course if they demonstrate an interest in the subject and are likely to use the nutrition knowledge themselves and cascade their learning to others.

She works in partnership with prison staff and staff from third-sector organisations. Embedding accurate and consistent nutrition knowledge and the skills to deliver these messages to others working with offenders is a major aspect of her work. In Polmont she has run two food and health programmes, one for the third-sector youth team, the other for prison staff and two peer educators who are offenders (peer education is an important part of her and the prisons' work). The programmes included delivering the EF&H course.

Should the RSPH courses be available in different formats?

All of the courses were delivered in a classroom setting over consecutive days (ranging from 2.5 to 4.5 days). Four of the participants stated that they had found the course they had taken part in much harder, more intense, or more work than expected, which may have been partly due to how it was delivered.

The time commitment required to take part in the courses may also have stopped some community food practitioners from applying, as may the location of the courses (all were delivered in Glasgow).

If alternative delivery methods were available, e.g. web-based or distance learning, these constraints may be overcome.

Is supporting community food practitioners to gain nutrition qualifications a good investment?

The survey has demonstrated clear benefits – both professionally and personally – for some of the course participants and the organisations they work for. The impact for the people they work with is less clear in some cases, or may only be evident in the longer term, and may be difficult to attribute solely to the advice and support they received. However, many of the course participants highlighted the changes that they had made to their own or their families' diets, or the changes they had influenced in friends' and neighbours' eating habits. The informal sharing of knowledge outside the workplace may also lead to a reduction in health inequalities.

In addition, enabling community food initiatives to generate income through delivering accredited nutrition training courses may decrease their reliance on external funding.

Appendix 1: About the nutrition courses

REHIS Elementary Food and Health course

Those completing the course will gain an understanding of the following: an introduction to food and health; the function of food; energy measures and influences on food intake; eating for health – food and wellbeing; and, tying these all together, action planning.

The Royal Society for Public Health (RSPH) Certificate in Nutrition and Health (now replaced by the Level 3 Award, below)

This course includes the following: the factors affecting food intake and choice; sources and functions of nutrients; nutritional requirements of different groups; the development of disease; changes in the food and catering industries affecting the British diet; and promotion of healthy eating.

RSPH Level 3 Award in Nutrition for Healthier Food and Special Diets

This course includes the following: the importance of balanced diets; the nutrient composition of food; nutritional needs of individuals; and the preparation, presentation and promotion of healthy meals and diets.

RSPH Diploma in Nutrition and Health (now replaced by a Level 4 Award)

Holders of the qualification will have a good knowledge and understanding of the principles of good nutrition and healthy eating and be able to apply these principles in a practical and responsible way in the course of their daily work and lives.

Notes

- 1 Since 2001, CFHS has invested over £17,000 in RSPH training courses or places.
- 2 The RSPH Diploma in Nutrition is a Level 7 qualification in the SCQF framework and is equivalent to a Level 4 qualification in the UK Office of Qualifications and Examinations Regulations (OFQUAL) framework. THE RSPH is replacing the Diploma in Nutrition with a Level 4 Award in Nutrition for Healthier Food and Special Diets.
- 3 The RSPH Certificate in Nutrition and the Level 3 Award in Nutrition are Level 6 qualifications in the SCQF framework.
- 4 The Scottish Government. *Recipe for Success: Scotland's National Food and Drink Policy*. Edinburgh: The Scottish Government; 2009. www.scotland.gov.uk/Publications/2009/06/25133322/0
- 5 The Scottish Government. *Preventing Overweight and Obesity in Scotland: A Route Map Towards Healthy Weight*. Edinburgh: The Scottish Government; 2010. www.scotland.gov.uk/Publications/2010/02/17140721/0
- 6 The Scottish Government. *Improving Maternal and Infant Nutrition: a Framework for Action*. Edinburgh: The Scottish Government; 2011. www.scotland.gov.uk/Publications/2011/01/13095228/0
- 7 NHS Health Scotland. *A Fairer Healthier Scotland: our strategy 2012–2017*. Edinburgh: NHS Health Scotland; 2012. www.healthscotland.com/documents/5792.aspx
- 8 Community Food and Health Scotland. *Getting the Messages: What is the impact of basic accredited nutrition courses on food and health work?* Glasgow: Community Food and Health Scotland; 2013. www.communityfoodandhealth.org.uk/wp-content/uploads/2013/04/CFHS-getting-the-messages1.pdf
- 9 One participant completed a paper questionnaire.
- 10 Some employers had no follow-on contact details for employees who had left. Some of the organisations that participants had worked for had ceased operation. Some participants were on maternity leave at the time the research was carried out.
- 11 FareShare is a national organisation which supports local franchises to redistribute surplus food to people most in need. www.fareshare.org.uk
- 12 These included the course notes, a range of websites, and information about the Eatwell plate and how to use it.
- 13 The healthyliving award is an award for caterers that are providing healthier options for their customers. The healthyliving award plus is awarded to caterers that provide a higher percentage of healthier options. www.healthylivingaward.co.uk