

19 December 2007

Food Competency framework: food skills and knowledge for children and young people aged 7-9, 11-12, 14 and 16+

Summary of consultation responses from stakeholders by issue

- 1 The '**Food Competency framework: food skills and knowledge for children and young people aged 7-9, 11-12, 14 and 16+**' consultation was issued on 22 May 2007 and closed on 22 August 2007. This was a UK wide consultation and was sent, mainly via email notification, to 111 targeted stakeholders in addition to those who have registered their details on the FSA Website and chosen to receive automatic email-notifications of all FSA consultations published on the Website (approximately 5000 stakeholders).
- 2 The purpose of the consultation was to establish a consensus view on the minimum food skills and knowledge that young people should possess, understand and be able to apply by the ages of 7-9, 11-12, 14 and 16+. These skills and knowledge are framed within four themes of diet and health; consumer awareness; food preparation and food safety. This work built upon the 'Getting to Grips with Grub' food competences for 14-16 year olds.
- 3 **The key proposals on which the consultation sought views were:**
 - a draft view of the minimum food skills and knowledge that young people should know, understand and be able to apply by the ages of 7-9, 11-12, 14 and 16+ years;
 - a preferred option of promoting and encouraging organisations to adopt the food competences through a voluntary approach.
- 4 The FSA commissioned the British Nutrition Foundation to assist in the development of the food competences. This included assistance with the informal and formal written consultation process as appropriate and following the Cabinet Office Code of Practice on Consultations guidelines. Our informal consultation with key stakeholders, including a stakeholder seminar in (location) October 2006, enabled the Agency to develop a draft consensus view of food competences. The Agency also gathered views from delegates at the Education Conference in London on 24 May. Teachers, who attended the British Nutrition Foundation's programme of UK education conferences, had the opportunity to look at and respond to the draft food competences.

- 4 Young people's input and views on the food competences was imperative. As young people are sometimes difficult to reach through the consultation process the FSA decided to directly consult primary and secondary aged school children via the Agency's network of school councils in England.
<http://www.food.gov.uk/multimedia/pdfs/agerelatedcompetencies.pdf>
- 5 The FSA is grateful to those stakeholders who responded and sets out in the table below responses in order of the issues considered.
- 6 The Food Standards Agency's considered responses to stakeholders' comments are given in the last column of the table. A summary of changes to the original proposal(s) resulting from stakeholder comments are set out in the final table.
- 7 A list of stakeholders who responded can be found at the end of the document.

SUMMARY OF SUBSTANTIVE COMMENTS TO THE FSA FOOD COMPETENCY CONSULTATION

General comments	
Comment	Response
<ul style="list-style-type: none"> ◆ The majority of consultation responses welcomed the competence approach, commending its clear, progressive and age-appropriate structure. However, a small number of responses noted that the competences may be more of a 'gold standard' and for the 14-16 age group, rather 'idealistic'. In counterbalance to these views, other respondents suggested that expectations should be high. ◆ Many responses indicated that a practical approach to teaching the competences was needed, proposing a greater emphasis on cooking. It was suggested that 50% of time should be spent on cooking activities, and that the <i>Food Preparation and Handling Skills</i> section be moved to the front. ◆ There was a call to ensure that the competences can be attained by all children, including those with special educational needs. In addition, resources should be developed to help deliver the competences. 	<p>The Agency's research with young people suggests that the competency framework appears to be broadly in line with young people's learning experiences. It also appears that the consensus believe that the framework does present the essential competences at each learning stage. Furthermore, the Agency believes the framework should be used flexibly and not deemed a rigid structure.</p> <p>The Agency agrees that practicality is key and the consensus framework will take this on board. In doing so, we will look to ensure that this framework provides the capability for all children to aspire to these food life skills.</p>

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General comments	
Comment	Response
<ul style="list-style-type: none"> ◆ It was felt that the competences should be provided for different audiences, along with supplementary information. It was also suggested that parents should be targeted and supported, as they provide an important role. ◆ Delivery of the competences was raised as a concern and training and support (for teachers, community food workers, parents and others) were identified as issues to be addressed. It was suggested that training could be delivered through existing Food Partnership arrangements and the School Food Trust's Let's Get Cooking campaign. ◆ Training for staff, and others, delivering the competences was also strongly favoured. Any training, which should also be open to parents and carers, should be unbiased, informative and fun. 	<p>Support, resources and training to deliver the competences already exist to some degree and are provided by a range of organisations. In terms of training, elements are provided, in England, through the DCSF Food Partnership scheme; the Agency's cooking bus; Licence to Cook; and the Lets Get Cooking programme.</p> <p>The Welsh Assembly operates a cooking bus and is also developing its food and fitness I in the curriculum guidance. In Scotland the Grampian Confidence to Cook programme, which helps schools and members of the community to adopt a healthier diet by developing confidence in shopping, food preparation and cookery skills. The Agency's What's Cooking programme has also helped parents, in England and Scotland, to have hands on food experience.</p> <p>All of these help to train up individuals and contribute towards a network of local practitioners throughout England, Scotland and Wales. The Agency believes all children should learn about food and cooking and initiatives such as those mentioned above provide ways to target a wider number of young people.</p>

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What do you think of the themes and statements of skills and knowledge detailed in the food competency framework? For instance are they consistent with what you would expect young people of these ages to achieve? Are there any gaps?	
Comment	Response
<p>Diet and health</p> <ul style="list-style-type: none"> ◆ Emphasis should be on balance and variety in the diet, using the <i>Balance of Good Health</i> as a guide. Links to physical activity should be strengthened and highlighted to earlier age groups. Therefore consideration to the concept of energy balance and 'healthy weight' should be given to each age group. ◆ Implications of dietary excess and deficiency should be introduced in earlier age groups. However, it is important also to stress positive reasons for eating healthily. ◆ Good dental health should be embedded in all age groups. In addition, consideration should be given to the inclusion of breastfeeding and diets of young children. ◆ The competences for the younger age groups could potentially be made more demanding, with some statements being merged together to avoid duplication. There is a need to ensure that children at younger age groups have the knowledge in order to make healthier choices, as many need to do this now at school. ◆ References to allergy should be made in the youngest age group. ◆ Other areas of consideration, which were made by 1 respondent each, were: <ul style="list-style-type: none"> ○ the promotion of local food, strengthening special diets and religious and festival differences; ○ making the section more practical; ○ highlighting the need to reduce salt, sugar and saturated fat in the diet ○ concentrating on meals not snacks; ○ mentioning nutrients in the youngest age group. 	<p>The Agency believes that emphasis is aptly placed upon acquiring knowledge about the balanced diet (which includes meals and snacks) – the competences will also reflect the practicalities of using this knowledge in making choices. We have stayed away from mention of specific resources as this could prematurely place the framework out of date – balance of good health is now Eatwell plate.</p> <p>Strengthening the underlying theme of physical activity; concept of a healthy weight throughout life; dietary health; and dental health messages are in line with Healthy Schools approach and steps have been taken to embed principles into learning at earlier ages.</p> <p>The competences now include a more practical approach and the Agency feels this has added a degree of challenge. The framework aims to fit in with progressive learning and is best placed to emphasise essential competences, which are at times challenging and aspirational.</p> <p>The Agency acknowledges the importance of younger children beginning to learn about why people eat/avoid certain foods. The model needs to reflect learning at school and curricula's do not currently address the issue of nutrients at the youngest age group. This and a range of food issues could be tackled as extension learning as appropriate for each age range.</p>
<p>Consumer awareness</p> <ul style="list-style-type: none"> ◆ Emphasis at an earlier age should be made to looking at marketing/advertising to help 'understand the influence of food marketing, advertising and promotion on their own lifestyle, diet and purchasing behaviour'. In addition, aspects of peer pressure should be made more explicit to help children explore 	<p>Agency welcomes the wide range of suggestions under the consumer awareness theme.</p>

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<p>food choice issues.</p> <ul style="list-style-type: none"> ◆ Food production, including growing and farming, should be more explicit. Animal welfare, food quality and standards from the UK and different countries should be explored more fully. ◆ Aspects of globalisation of food supplies, food miles, waste, packaging, ethics around food production and fair trade should be highlighted more fully, and possibly in younger age groups. ◆ There is a need to check the progression of competence statements for labelling, with the consideration of adding further details about labelling law in younger age groups, including allergens in food. ◆ Other areas of consideration, which were made by 1 respondent each, were the need for inclusion of shopping, additives in food and fresh foods that are not labelled. 	<p>It is essential that children learn, and make informed choices, involving sustainability and food issues from farm to fork. The competences reflect most of the specific issues addressed and we have, where appropriate, worked in more practical references to the competences such as when shopping for food; choosing foods to eat; growing foods etc.</p> <p>Labelling was an issue that young people sometimes struggled to use in everyday choices. The Agency has amended the competences to provide a clearer and less ambiguous progression by the age of 14. Making use of label information is a key component and already includes reference to nutrient and ingredient information, which includes additives.</p> <p>The Agency will develop a teaching resource, using recipes, to help teachers develop pupil learning on food labelling.</p>
<p>Food Preparation and Handling Skills</p> <ul style="list-style-type: none"> ◆ This section should be the first competence strand, highlighting the importance of a practical approach. In addition, consideration should be given to the inclusion of the food safety section here. ◆ Where references exist to cooking recipes, it should be stated that these should be 'healthy recipes', 	<p>The consensus framework of competences relates to food as a whole issue, of which cooking is an important element. The Agency feels the four themes are all equally important in this respect and are presented in no</p>

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<p>and that they should not pose a risk to children.</p> <ul style="list-style-type: none"> ◆ Where possible, any reference to foods should be avoided, with terms such as 'broader range of foods' used as an alternative. In addition, it should be highlighted that children need to recognise the source/origin of the food, not just its name. ◆ All age groups should include aspects of tasting food, e.g. sensory evaluation. ◆ Healthier cooking methods should be required in all age groups gradually, and in the oldest age group 'removing salt' should be changed to 'substituting salt' (for flavour) and there should be a reference to substituting animal products. 	<p>particular order. The Agency acknowledges that particular delivery programmes, such as Licence to Cook in England, will concentrate on the practical aspects and hence place emphasis on this section. The Agency has changed the title to food preparation and cooking skills highlights the important practical aspects.</p> <p>The Agency agrees that it is important to make a clear reference to healthier recipes/dishes throughout the competences. Broader reference, as opposed to specific mention, of foods is included and healthier approaches to preparation of food have been clarified. Tasting food is also a key skill in making food palatable and enjoyable and has also been included.</p> <p>It was also recognised that learning how to minimise food waste when preparing and eating meals is important in terms of cost and impact on the environment.</p> <p>The framework uses the balanced diet approach as key learning and hence it is not appropriate to suggest reference to substituting animal products. Animal products can be prepared in healthier ways and used in conjunction with healthier cooking practices to provide a healthier dish.</p>
<p>Food safety</p> <ul style="list-style-type: none"> ◆ Reference to the 4C's should be made in all age groups. 	<p>The Agency agrees that it is important to create consistent messages and, where not previously reflected, has embedded principles of cleaning, cooking, chilling and cross contamination into the competences as appropriate.</p>

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- ◆ Terms such as 'piping hot' and 'cross-contamination' should be fully explained.
- ◆ Consideration should be given to referencing allergies in this section.
- ◆ There should be a more overt reference to the importance of personal hygiene.

The Agency's website provides more explanation. Our websites and those of our key stakeholders provide useful and more detailed information on these concepts - this represents a more effective means of explanation than expanding the food competences framework.

The Agency considers that safety can be achieved by ensuring that allergic and other consumers can make properly informed choices about what they eat. As such competences relating to food allergies fit in with the diet and health and consumer awareness themes as these help young people make informed choices. It is, however, important that the themes are not seen as individual strands and that the issues covered are embraced in a holistic approach.

Personal hygiene is a wider issue and it is not appropriate to tackle specifically through this framework. This section appropriately tackles hygiene practices when dealing with food and getting ready to cook. We have also included a competence related to 'looking after yourself' in the diet and health section.

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2. Do you agree our assessment that encourages a voluntary approach to using the food competences framework is most beneficial in terms of impact and cost?

Comment	Response
<ul style="list-style-type: none"> ◆ From the 66 respondents, 36 responded to this question. Of these, 18 agreed that the competences should take a voluntary approach, 9 disagreed and 9 did not commit to a definitive answer, yet provided suggestions for implementation. There is a need to ensure that when the competences are promoted, they support national and local programmes/initiatives. In addition, a communications strategy is required. ◆ Those who disagreed with the voluntary approach welcomed a legislative approach to ensure that the competences are delivered in schools consistently to all pupils. This was to ensure that the competences were on 'everyone's agenda' (<i>public health nutritionist</i>). Many supported cookery and home economics in the formal school curriculum to deliver the competences. It was also suggested that <i>voluntary approaches are hard to enforce and rely on goodwill of all stakeholders. (British Heart Forum)</i> Many saw the voluntary approach as patchy. However, it was also suggested that if a voluntary approach were to be taken then <i>incentives to encourage uptake and monitor use</i> should be made (<i>Chartered Institute of Environmental Health</i>). ◆ Those that agreed with the voluntary approach suggested that the competence framework may be more difficult to enforce or implement. As the competences cover more than school, some aspects would therefore be difficult to impose or regulate, e.g. at home, play groups. However, it was noted that the <i>competences will provide school venues, play/youth groups and care setting a positive, consistent framework to follow. (Community Dietitian)</i>. This must include awareness raising, promotion and sustained resourcing. If this route is taken, then it <i>must not be relied upon if there is any risk in the inequalities of health being increased (Environmental Health Officer)</i>. 	<p>The Agency agrees, with the majority of people who committed a definitive answer that a voluntary approach is the most beneficial route to adopt.</p> <p>The competency approach applies to the wider learning experiences and hence developing a legislative approach for schools would unbalance the approach and impose further burdens upon schools. We will continue to work with stakeholders, across the UK, to ensure that they are aware of the framework and what it means to them. This framework represents a consensus view and those individuals/organisations working with young people are likely to believe in this approach and this should have a positive influence upon delivery. The Agency will consider ways to flag up who is using the competences.</p> <p>The Agency recognises the complexity of developing a holistic approach to learning food skills and knowledge. This approach balances the need for direction and consistency whilst allowing for and encouraging flexibility in how the competences are delivered across the UK. The Agency believes that this approach should contribute positively to wider action to improve children's health and well being.</p>
<ul style="list-style-type: none"> ◆ There was a strong feeling that a co-ordinated approach was needed to achieve the desired 	<p>The Agency will publish the framework so</p>

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<p>outcomes. This would ensure that implementation did not become too fragmented. It was suggested that working closely with Healthy Schools programmes, OFSTED and Children’s Services would be a useful way forward. It was also recommended that the FSA work closely with its Education colleagues to ensure that these competences are built into further work on the curriculum at different stages. (Foodaware). The Association of School and College Leaders suggested that there ‘must be sufficient flexibility in the National Curriculum to allow time for this, and other well supported initiatives, to be addressed’.</p> <ul style="list-style-type: none"> ◆ It was put forward that FSA should make a serious commitment to an information campaign (Meat & Livestock Commission) to inform people about the competences to ensure uptake and use. It was also suggested that FSA could provide endorsement for schemes which meet the competences. ◆ Many favoured the competences being rooted in the school curriculum. However, it was also acknowledged that there is a need to look beyond schools and target parents and carers in a range of settings. It was suggested that food education in the formal school curriculum should be compulsory. ◆ Support through resources was suggested, along with making food education compulsory in school. One teacher commented that they ‘hope there is some legislation to help me with the necessary facilities, resources and curriculum time – if not it will be ignored by many Heads.’ 	<p>that it is widely available across the UK. This does mean that a range of stakeholders could potentially use the competences. However, the Agency has and will continue to work with other Government departments and directorates and other organisations, which are responsible for wide reaching food related learning programmes.</p> <p>The Agency will also explore ways to tie the competences in with Healthy School programmes across the UK. Whilst the Agency does not consider endorsement a priority we will consider how to disseminate information from those who share with us their experiences of using the competences.</p> <p>Curricula content and development is the responsibility of UK Education departments and directorates. However, in England the key stage 3 food component of Design and Technology and GCSE examination criteria all consistently use and reflect the competences. The Agency is committed to continue to work with UK Education departments and directorates to encourage them to reflect the food competences in curricula relating to food education. The scope for this is highlighted by the fact that the Welsh Assembly are introducing compulsory food preparation for 7-14 year olds and in Northern Ireland Home Economics is compulsory for 11-14 year olds.</p>
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3. Who (individuals or organisations) do you see as being best placed to make sure that YP have the opportunities to acquire these skills and knowledge?

Comment	Response
<ul style="list-style-type: none"> ◆ From the 27 respondents that answered this question, 23 directly suggested that schools were best placed to provide opportunities within the formal school curriculum. It was suggested that it should be led by Healthy Schools or the School Food Trust, and monitored by the FSA, and 2 cited a holistic approach, involving schools, community, industry, farmers and health professionals. ◆ There was considerable support for the role of families to help deliver the competences. However, support and training would need to be provided to help parents, carers and others. There was a need for a holistic approach – supporting schools, families and local communities together. ◆ It was also suggested that after school and community clubs/groups would also provide a good avenue. Again, within school, it was suggested that greater emphasis in secondary school should be placed on the cross-curricular nature of food. Other community workers, with food networks, were also suggested as key people that could play their part to promote the competences. However, consideration also needs to be given to the schools and community venues which currently lack facilities for children to practice and obtain practical cooking skills. 	<p>Schools are undoubtedly a key setting for the delivery of the food competences. The Agency recognises that the role of schools has potential to extend outside of the formal curriculum and into extended schools. This presents an opportunity to support the wider community through after school clubs such as the Agency's What's Cooking, SFT's Lets Get Cooking and Welsh Assembly's Cymru Cooks. These programmes, as demonstrated in the What's Cooking roll out in North East England and Scotland, can help schools engage parents/carers/families in preparing and cooking food.</p> <p>It is welcoming that respondees agree with the Agency that a wider 'out of school' holistic approach is required. The Agency acknowledges that the availability of facilities and equipment to prepare food varies. The Agency and Focus on Food have piloted cooking kits in Primary schools across the UK and these kits have enabled schools to run food clubs.</p> <p>Our experience through rolling out the What's Cooking programme suggests that a co-ordinated local and regional approach involving key organisations can help schools/communities to deliver food clubs. Such an approach could equally identify solutions to issues with resources and facilities, including links with FE Colleges.</p>

3. Who (individuals or organisations) do you see as being best placed to make sure that YP have the opportunities to acquire these skills and

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knowledge? continued...	
Comment	Response
<ul style="list-style-type: none"> ◆ Although schools were almost universally cited as being the best place, it was also acknowledged that they are overloaded with initiatives, so it is not realistic to expect them to take on more without additional resource. However, one teacher commented that <i>'the competences need to be delivered by someone with a recognised food qualification, not just any old person that likes to cook'</i>. ◆ One respondent suggested that there was an assumption in the framework that there is a trained and competence workforce to teach and deliver the competences (<i>Public Health Nutritionist</i>). Further, it was suggested that in schools sometimes what is currently covered is variable and the standard and quality is equally disappointing in terms of reflecting health, ◆ One respondent suggested that although the food industry may well help to play a positive role, materials developed for schools should be monitored and regulated by the FSA. It was also highlighted that a national resource bank should be created, with FSA monitoring impact and use. ◆ There is a need to take account of local circumstances, as well as being flexible to meet the needs across the UK. The competences should be integrated at a strategic level with other programmes, e.g. Every Child Matters. 	<p>The competences are designed to fit with and add objectivity to the existing curricula and programmes. Training and support for teachers and non teachers delivering food education is essential and positive moves are being taken to this end. This includes work by the TDA to increase the number of food trainee teaching places available. Local Authorities also have a role to play in helping to embed the food competences. The Agency is currently looking to develop training courses on the provision of information and advice on healthy eating and nutrition policy to local authority enforcement officers.</p> <p>Resources and programmes already exist to support teachers in delivering the competences. The Agency does not have the remit to regulate materials for schools. However, we would encourage organisations, producing educational resources around food, to use the competences in the development phase and we would welcome the opportunity to hear about their experiences.</p> <p>The Agency is committed to help teachers across the UK to use Agency educational resources – this includes stating how they link to the competences. This will help teachers and the wider school community to easily identify how such resources can help them deliver lesson content.</p>

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4. How should we promote these to young people? Do we need to develop a young people's version?	
Comment	Response
<ul style="list-style-type: none"> ◆ A young people's version was supported by 14 respondents (22 answered this question). It was strongly indicated that the development of this version should involve young people. Versions for teachers, the voluntary sector and others with an interest in delivering these competences were also recommended. Language should be positive, not 'off putting' and be presented in a fun and interesting way, perhaps in a more practical manner. Work with young people should take place. 	<p>The Agency would like to clarify that this framework was specifically developed for policy makers, teachers and those involved in wider food education – not young people. The Agency welcomes the call for further specific work with young people and will look to develop any protocol for a young person's resource with these suggestions in mind.</p>
<ul style="list-style-type: none"> ◆ A few specific additional resources were mentioned, including recipe cards for parents and computer games for young people. 	<p>Resources and activities help bring the competences alive and are vital in helping children and young people get engaged with food. One resource the Agency is currently updating, an interactive cd resource Dish it up, aims to get 11-12 year olds thinking about how to make healthier choices. In Scotland the Agency has successfully rolled out a programme to help primary school children learn about hygiene and healthy eating with an out of school physical activity element.</p>
<ul style="list-style-type: none"> ◆ From the responses, 2 suggested that if the competences were mandatory, then different versions and other resources would not be needed. 	
<ul style="list-style-type: none"> ◆ It was suggested that the current competences would not excite young people, and could perhaps be patronising. Materials are needed which convince young people that cooking and eating healthily is pleasurable. 	<p>The Agency takes care to develop any resources with its audience in mind and we look to involve teachers and young people where appropriate. In developing the competences, for instance, the Agency consulted with its School councils – this was extremely useful in identifying issues around learning and will be useful when developing resources.</p>

5. We propose a voluntary approach to adopting the food competences, which may affect small or other food business? What resources

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implications including administrative costs would you anticipate falling to your business as you respond to possible changes in consumer's choices?

Comment	Response
<ul style="list-style-type: none"> ◆ This question was answered by 8 respondents. ◆ A Country Council responded that the effect on Trading Standards would be negligible or have a minor impact. It was also suggested that it is not clear that there would be any significant costs to small food businesses through the adoption of the competence framework. ◆ Those that responded with reference to the food industry (not food industry themselves) stated that there may well be changes in food products that are sold, leading to healthier options, and that the product mix in shops could also change. The thrust was about industry providing a greater range of healthier food choices. ◆ Changing consumer choice may impact on food selected as part of a healthy diet, leading to decreased consumption of confectionery and sugary drinks. ◆ It was suggested by 1 respondent that this is not a cost burden that should concern FSA, as if sales of products perceived to be unhealthy drop, as a result of increased consumer knowledge, then the aim of the competences would be achieved (<i>Nutrition Society</i>). 	<p>The Agency acknowledges that only a minority of the sample responded to this question. However, we welcome the responses and the fact that they are reflective of our small firm impact assessment. This indicated that a voluntary approach would not have a significant negative impact on potential cost.</p> <p>It is useful to know that respondents agree that an unintended, though plausible, consequence of the food competency approach is a change in young people's food choices mirrored by industry action. The Agency considers that the food industry as part of its marketing strategy regularly surveys consumer behaviour. The Agency also believes that the framework's influence is likely to be as part of the wider programme to tackle dietary health issues.</p> <p>The Agency has a responsibility to consider all possible impacts whether intended or otherwise. This is irrespective of whether the Agency regards such an impact as being a success measure or not.</p>

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6. We asked you about costs incurred due to a voluntary approach. This question may be of particular interest to businesses and enforcement bodies, such as local authorities/HMI's. What would be the effect on your resource/cost 'if' we were to pursue a legislative approach to the food competences?

Comment	Response
<ul style="list-style-type: none"> ◆ In total, 15 respondents answered this question. ◆ It was highlighted that children's health and wellbeing outweigh (or prevail over) any commercial interests or funding costs. ◆ It was suggested that any legislative approach would have resource implications, in terms of staffing, refurbishment of school rooms, training programmes and equipment. ◆ Resource would be required to help monitor implementation, ensuring that it is sustainable in the future. There would be a need to have a drive at a local level to make significant change. ◆ One respondent mentioned that they would work with other organisations to ensure maximum support for the competences. This would also help to maximise the limited resources they had available. ◆ Any inspectors or enforcers would need to be competent in their areas of inspection. Visits would also take longer, so costs would also be higher. However, it was suggested that inspection could be carried out through Healthy School programmes or within other existing structures. 	<p>The Agency welcomes the responses to this question, which generally reflect discussions in the impact assessment.</p> <p>We recognise that the costs associated with a legislative approach would potentially be wide spread – wider than just Government. Government departments and other organisations are already committed to resourcing programmes to help improve children's dietary health, such as the mandatory developments on school food across the UK.</p> <p>The Agency views collaboration and partnership working as a key component in any activity targeting young people. Not only can this help use resources more effectively but enables us to promote consistent messages.</p> <p>We consider that an effective approach, to implementing the food competences, is most likely to be achieved through a system that complements and adds value to existing programmes, including formal school inspections and healthy schools. It should also stimulate such programmes to factor in the food competency framework where appropriate.</p>

7 What additional resources and or support materials/activities would you need to help communicate/ promote these competences through a voluntary approach, to your audiences, for example to teachers or community workers?

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Comment	Response
<ul style="list-style-type: none"> ◆ This question was answered by 19 respondents. ◆ Respondents strongly felt that a guidance pack for schools, and other groups with an interest in delivering the competences, should be created. This would suggest how the competences could be delivered in different settings, along with support information and success criteria for each competence. ◆ There is also a need for awareness raising for the competences to ensure support and encourage greater participation. ◆ A number of formats were suggested for support materials, including DVDs and CDs, as well as grants for cooking equipment and ingredients. One respondent also suggested that farm visits should also play a part. It was also suggested that Schemes of Work could be devised to show how the competences could be used, such as the <i>Food – a fact of life</i> resources (School Development Officer), or have stronger links to the curriculum. ◆ The competences should list knowledge and capability rather than behaviour. In addition, it may not be appropriate to market the competences as a minimum, as there will always be those who will fall below and could be labelled as ‘failures’. Perhaps they could be termed as ‘typical competences’. 	<p>The Agency welcomes the idea of an overarching guide to the competency framework. Whilst there are merits in this the Agency recognises and wishes to maximise the innovation and current practices of teachers, community food workers and larger organisations. The Agency would not wish to assume how best these individuals could use the framework. This seems the best approach to encourage flexibility and innovation.</p> <p>Sharing experiences and good practice is key and the Agency would encourage schools and young people to send us this information so we can consider how to disseminate to a wider audience. Such an approach can entice others to get involved and increase participation.</p> <p>The Agency uses its network of School councils, In England, to feed into and develop policy. In Scotland we are developing a teachers panel, which will help evaluate/inform Agency school resources.</p> <p>The Agency is aware that there are lots of useful resources and initiatives already available to schools. One key purpose of this framework is the way it lends itself to act as a construct on which to map/develop these existing resources and thereby work towards creating a more consistent approach. The Agency agrees that minimum could be counterproductive and considers the framework as providing an essential benchmark.</p>

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Summary of changes made to the food competences:

Diet and health

- Included more emphasis on well being, staying active, energy balance and a healthy weight at the younger age stages;
- Incorporated a more participative element so that skills relate to choosing foods – this makes the framework a little more challenging;
- Introduced competency at a young age relating to looking after yourself and dental health;
- Emphasised issues, where appropriate, which relates to understanding about the requirements of people at different stages e.g. infant feeding/pregnancy.

Consumer awareness

- Included broader factors that children and young people should be aware of/use when making food choices;
- Emphasised the need to learn/be aware of food promotion/advertising and how it influences their food choices;
- Emphasised further importance of learning about how food is grown, produced and sold including mention of local farms, growing clubs at school and fair trade.

Food Preparation and handling

- Changed emphasis on the theme's title to reflect feedback so it now reads as - 'Cooking (Food preparation and handling)'
- Included tasting food as a skill;
- Replaced mention of specific foods with emphasis on ethnic diversity;
- Included practical skills around minimising food waste and learning to recycle;
- Provided clearer examples of how to make dishes healthier;

Food Safety

- Included references to the four c's (cleaning, cooking, cooling and cross contamination).

List of Respondents:

1	Academic, Public Health Nutrition	36	Heart of Mersey
2	Allergy Charity	37	Individual
3	Association of School and College Leaders	38	Individual
4	British Heart Foundation	39	Individual
5	British Society of Paediatric Dentistry	40	National Federation Women's Institute
6	Catering manager	41	North Eastern Education and Library Board (NEELB)Northern Ireland
7	Chartered Institute of Environmental Health	42	Nutrition Co-ordinator, PCT, East of England
8	Coeliac UK	43	Nutrition Co-ordinator, Scottish Council
9	Community Dietitian North East	44	Nutrition Society
10	Compass-Group	45	Nutritionist North West
11	Consultant Nurse North West	46	Paediatrician North West
12	Consultant South East	47	Parent
13	Department of Education Northern Ireland	48	Primary School Teacher East of England
14	Deputy D&T Subject Leader, North East	49	Public Health Nutritionist South East
15	Dietitian North East	50	Public Health Nutritionist, Scottish Borders
16	Dietitian East Midlands	51	Public Health Nutritionist/Dietitian North West
17	Environmental Health Officer North West	52	Research Fellow South East
18	Estyn, Wales	53	Schools Officer North West
19	Farmer's Union of Wales	54	Scottish Consumer Council
20	Food Teacher Secondary School	55	Public Health Dietitian North West
21	Food Technology Teacher North East	56	Slimming World
22	Food Technology teacher North West	57	Stafforsshire County Council
23	Food Technology Teacher, South West	58	Teacher
24	Foodaware	59	Teacher South West
25	Gloucester Food Vision	60	Teacher West Midlands
26	HCC Hybu Cig Cymru - Meat Promotion Wales	61	The British Association for Nutritional Therapy
27	Head of Technology & leading teacher of Food, East England	62	The British Dietetic Association
28	Head Teacher South East	63	The Meat and Livestock Commission
29	Headteachers Association of Scotland	64	The School Food Trust
30	Health Education Officer	65	VEGA REsearch
31	Health Education Officer North East	66	Youth Worker- Scouts
32	Health Professional North East		
33	Health Promotion Facilitator North West		
34	Health Promotion Specialist North West		
35	Health Promotion Worker, North West		