



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

**Programme Module**

## **Nutrition & Healthy Options**

leading to

**Level 3 QQI Component: Nutrition & Healthy Options 3N0887**

**Please note the following prior to using this programme module descriptor:**

- This programme module can be delivered as a stand alone module or as part of the:
  1. **Level 3 QQI Certificate in General Learning 3M087**
  2. **Level 3 QQI Certificate in Employability Skills 3M0935**
  3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 5 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

## Overview of the Programme Module

The Programme Module is structured as follows:

**Section 1 to 8:** contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

**Section 9:** details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

**Section 10:** outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

**Section 11:** contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

**Section 11a** specifically prescribes the way in which learners are required to present evidence for assessment.

**Learner Marking Sheet:** this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
<b>1. Title of Programme Module</b> Nutrition	<b>2. Component Name and Code</b> Level 3 Nutrition and Healthy Options 3N0887
<b>3. Duration in Hours of Programme Module</b> 50	<b>4. Credit Value</b> 5
<b>5. Assessment Technique</b> Collection of Work 80% Skills Demonstration 20%	<b>6. Specific Requirement</b> Learners must have access to a fully equipped kitchen in compliance with health and safety requirements and current legislation
<p><b>7. Aims and Objectives of the Programme Module</b> This programme module aims to equip the learner with an introductory knowledge of nutrition, the skills to prepare a limited range of nutritious meals and an ability to provide for special dietary needs.</p> <p><b>8. Objectives:</b></p> <ul style="list-style-type: none"> <li>• to promote and encourage good practice in respect of selection of food products and their handling and storage</li> <li>• to spark the learner’s curiosity about the origins of food, its nutritional value and how it is processed</li> <li>• to develop competencies, skills and knowledge to support the creation of safe and efficient practices when working with food and kitchen utensils.</li> </ul>	
<p><b>9. Learning Outcomes of Level 3 Nutrition and Healthy Options 3N0887</b></p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. explain the basic principles of food safety and associated legislation</li> <li>2. explain the role of nutrients in the body and the concept of a balanced diet</li> <li>3. describe the human digestive process</li> <li>4. list common dietary disorders</li> <li>5. discuss contemporary nutritional issues related to food production</li> <li>6. identify ingredients relevant to special dietary needs to include low calorie diets, low cholesterol diets, nut and other allergies, vegetarians, diabetics and coeliacs</li> <li>7. describe the impact of purchasing, storage, preparation and cooking on nutritional value</li> <li>8. demonstrate the versatility of vegetables, as an accompaniment to meat and fish dishes, or as a well balanced stand-alone meal</li> <li>9. prepare a limited range of varied and palatable meals for vegetarians.</li> </ol>	
<p><b>Delivery Strategies and Learning Activities</b></p> <p>The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.</p>	
<p><b>10. Guidelines for Teaching and Learning</b></p> <p><b>Please note:</b> the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.</p>	

## Food Safety and Legislation

**Learning Outcome 1:** Explain the basic principles of food safety and associated legislation.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with the learner the basic principles of food safety, for example,
  - separate raw and cooked foods to prevent cross contamination
  - handle, prepare, and store food in ways that prevent food-borne illness
  - adhere to Irish food safety standards
  - cook foods for the appropriate length of time and at the appropriate temperature to kill pathogens
  - store food at the proper temperature
  - use safe, clean water and raw materials
  
- identify for the learner the authorities and agencies involved in food safety and their role or function, for example,
  - Food Safety Authority of Ireland (FSAI) – functions include: taking all reasonable steps to ensure that food produced, distributed or marketed in Ireland meets the highest standards of food safety and hygiene reasonably available
  - Bord Bia (the Irish Food Board) - role is promoting Irish produced foods on the international market
  - National Dairy Council (NDC) - role is promoting a sustainable dairy industry in Ireland and educating consumers on the role of dairy in their lifestyles
  - Department of Agriculture, Fisheries and Food – functions include: monitoring and controlling aspects of Food Safety Regulation of the agriculture, fisheries, and food industries and providing support services to Agriculture, Fisheries, Food and Forestry
  
- identify for the learner relevant food safety legislation and regulations, for example,
  - European Communities (Certain Contaminants in Foodstuffs) Regulations, 2010
  - European Communities (Food and Feed Hygiene) Regulations 2009
  - European Communities (General Food Law) Regulations 2007
  - Regulation (EC) No 1333/2008 (OJ L354, p16, 31/12/2008) of the European Parliament and of the Council of 16 December 2008 on food additives
  - Irish food safety legislation, EU Regulations, EU Directives, etc.
  - HACCP as a food industry standard
  
- explore with the learner the information that must be included on a label in order that the consumer is not misled, for example,
  - name under which the product is sold
  - list of ingredients quantity of certain ingredients
  - net quantity
  - date of minimum durability, best before, use by, display until, etc
  - any special storage instructions or conditions of use
  - name or business name and address of the manufacturer or packager, or of a seller within the European Union
  - place of origin of the foodstuff if its absence might mislead the consumer to a material degree
  - instructions for use where necessary
  - beverages with more than 1.2% alcohol by volume must declare their actual alcoholic strength.

## The Role of Nutrients

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

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- explain for the learner the role of the following nutrients in the body, to include:
  - fats for energy storage, provision of essential fatty acids, facilitate the absorption of fat soluble vitamins
  - carbohydrates as a source of energy
  - protein to build blocks for the generation and repair of cells, energy
  - vitamins, have diverse functions including hormone-like functions, as regulators of mineral metabolism, regulators of cell and tissue growth, antioxidants, as precursors for enzyme cofactors, that help enzymes in their work, promote health, thirteen vitamins are presently universally recognised
  - minerals to helping your body grow, develop, and stay healthy, to perform many different functions — from building strong bones to transmitting nerve impulses, some minerals are used to make hormones or maintain a normal [heartbeat](#)
  - water to allow cells to function properly and to replace water lost through respiration and perspiration
  
- explore with the learner the concept of a balanced diet, to include:
  - how eating affects us, for example, it can help us to feel good, look our best and stay at a healthy weight
  - how a healthy, balanced diet can reduce the risk of heart disease, diabetes, osteoporosis and some cancers
  - how a balanced diet includes combining several different types of foods, from each of the main food groups and in the right amounts so your body gets all the nutrients it needs while maintaining a healthy weight

the main food groups include:

- bread, rice potatoes, pasta and other starchy foods
- fruit and vegetables
- milk, cheese and yoghurt
- meat, fish, eggs, beans and other non-dairy sources of protein
- foods and drinks high in fat and/or sugar

The Food Pyramid is used in the Republic of Ireland and in Northern Ireland the Eat Well plate is used to demonstrate the recommended daily allowance of nutrients and calories.

## The Human Digestive Process

**Learning Outcome 3:** Describe the human digestive process.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- describe for the learner the human digestive process, for example,
  - the human digestive system is a complex series of organs and glands that processes food
  - the digestive process begins in the mouth where food is partly broken down by the process of

chewing and by the chemical action of salivary enzymes

- the oesophagus is a long tube that runs from the mouth to the stomach and it uses rhythmic, wave-like muscle movements (called peristalsis) to force food from the throat into the stomach
- the stomach is a large, sack-like organ that churns the food and mixes it with gastric acid
- the duodenum is the first part of the small intestine, followed by the jejunum and then the final part of the small intestine, the ileum. In the small intestine, bile (produced in the liver and stored in the gall bladder), pancreatic enzymes, and other digestive enzymes produced by the inner wall of the small intestine help in the breakdown of food.
- the large intestine is where some of the water and electrolytes are removed from the food and many microbes (bacteria like Bacteroides, Lactobacillus acidophilus, Escherichia coli, and Klebsiella) in the large intestine help in the digestion process.
- the end of the process is where solid waste is stored in the rectum until it is excreted via the anus.

## Common Dietary Disorders

**Learning Outcome 4:** List common dietary disorders.



*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- explore with the learner common dietary disorders they may have heard of, for example,
  - food intolerance
  - food allergies
  - diabetes
  - stomach ulcers
  - Crohn's disease
  - obesity
  - osteoporosis
  - malnutrition.

## Ingredients relevant to Special Dietary Needs

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

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- identify ingredients relevant to special dietary needs, to include:
  - low calorie diets, for example, low fat, sugar free
  - low cholesterol diets, for example, Benecol spreads, low fat yogurt, fat free
  - nut and other allergies, for example, nut products, products made in environments that are not nut free, and for other allergies: dairy free, wheat free, yeast free, egg free
  - vegetarians, for example, ovo-lacto, pescos, vegan and associated special dietary needs
  - diabetics, for example, sugarfree
  - coeliacs, for example, gluten free
- discuss with the learner the commonly used food labelling symbols or information, used to guide consumers when purchasing food items, for example,
  -  International Food Irradiation Symbol
  -  Coeliac

-  Wholegrain
-  Organic
-  Food quality marks
- Low calorie
- Contains allergens such as nuts, dairy, eggs.

### Contemporary Nutritional Issues

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

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- discuss with the learner contemporary nutritional issues related to food production, for example,
  - genetically modified foods
  - organic foods
  - processed foods
  - additives for example, preservatives, colours, flavours
  - the use of battery hens
  - free range eggs
  - fortified foods
  - high fibre foods
  - locally produced foods
  - food miles
  - raw food movement.

### Factors which impact on Nutritional Value of Food

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

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- explore with the learner the impact of purchasing on nutritional value, for example,
  - by buying fresh items they will have a longer shelf life and have the nutritional values maintained
  - by buying food that is within its best before date will ensure better nutritional values
- explore with the learner the impact of storage on nutritional value, for example:
  - damage to packaging might affect the nutritional value of foods, for example, burst packaging, dented canned goods, popped jar seals
  - the correct storage of raw and cooked meats, dairy produce, dry stores, tinned goods will affect the nutritional value of those foods
  - using the fridge or freezer to store some items – explore the star symbols for refrigeration, ice boxes and freezers
  - different storage options may affect food nutritional values, for example, refrigeration, air tightness, exposure to daylight/sunlight, exposure to constantly changing temperatures



- explore with the learner the impact of preparation on nutritional value, for example,
    - chopping and exposing food to air may affect the nutritional values
    - the temperature of the room where food is being prepared may affect the food
  - explore with the learner the impact of cooking on nutritional value, for example,
    - the temperature, the cooking method and the length of time used to cook food can affect its nutritional values.
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### **The Versatility of Vegetables**

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

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- discuss with the learner the versatility of vegetables in a balanced diet, for example,
    - as an accompaniment to meat, fish or as a stand alone meal
    - as a snack
    - in a smoothie
    - in soups
    - as an ingredient in baking, for example, carrot cake
    - hors d'oeuvres
    - in chutneys/pickles/marmalade
    - in salads.
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### **Meals for Vegetarians**

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

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- explore with the learner any issues relating to a vegetarian diet, for example
  - the inclusion of sufficient protein and certain minerals
  - is the diet balanced?
- plan with the learner a range of meals/dishes suitable for vegetarians
- prepare with the learner a range of meals for vegetarians
- in preparing these meals, facilitate the learner to demonstrate good personal hygiene practices, for example,
  - list guidelines for personal hygiene in the food preparation area
  - wear suitable clothing when preparing food
  - comply with other food preparation guidelines relating to person hygiene, for example, using hairnets, removing jewellery, using blue plasters on cuts/grazes identify a range of personal hygiene notices which may be displayed in the food preparation area, for example, wash hands

before handling food

- facilitate the learner to demonstrate safe food preparation techniques, for example,
  - washing fruit/vegetables, peeling, chopping, grating, crushing,
  - use different or colour coded chopping boards for different foods
  - demonstrate safe food storage techniques
  - clean work surfaces, utensils and equipment
  - correct laundering of kitchen cloths
  - dispose of food and other waste correctly
- facilitate the learner to demonstrate a knowledge of general health and safety issues in the food preparation area, for example,
  - awareness of safe work practices in the food preparation area, for example, how people should behave, dress, work
  - awareness of safety symbols found in the food preparation area, including warning/safety/hazard symbols on chemicals, notices on appliances
  - awareness of fire risks and fire safety procedures
  - knowledge of which fire fighting equipment to use with different fires
  - awareness of potential hazards in the food preparation area, for example, possible causes of accidents, child-proof caps, storage of chemicals, turning handles of pots inwards
  - demonstrate basic first aid skills, for example, treatment of minor burns, cuts, scrapes, eye irritations
- facilitate the learner to demonstrate correct cooking skills, for example,
  - demonstrate a range of food assembly techniques, for example, preparing salads, marinating food
  - demonstrate a range of cooking techniques including grilling, boiling, frying, simmering, baking
  - demonstrate safe and correct use of a range of kitchen utensils and equipment
  - follow recipes, including, weigh and measure quantities accurately, demonstrate awareness of temperature controls/settings
- facilitate the learner to demonstrate the versatility of vegetables as a well balanced stand alone meal.

### 11. a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

<b>Collection of Work</b>	<b>80%</b>
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will include evidence of the following in a Collection of Work:</p> <ul style="list-style-type: none"> <li>• an information leaflet/poster or similar that reflects a food safety issue or a legislative requirement governing food safety</li> <li>• a chart/multimedia presentation or similar that demonstrates the role of nutrients in the body</li> <li>• an explanation of the food pyramid</li> <li>• an explanation of the human digestive process</li> <li>• a list of a minimum of 3 common dietary disorders</li> <li>• an understanding of a minimum of 3 current nutritional issues related to food production</li> <li>• a chart or similar documenting the foods that can and cannot be eaten by people with special dietary requirements, to include: <ul style="list-style-type: none"> <li>○ low calorie diets</li> <li>○ low cholesterol diets</li> <li>○ diets free from nuts and other allergens</li> <li>○ vegetarian diets</li> <li>○ diabetic diets</li> <li>○ diets for coeliacs.</li> </ul> </li> <li>• an understanding of the impact of the following on the nutritional value of food: <ul style="list-style-type: none"> <li>○ purchasing</li> <li>○ storage</li> <li>○ preparation</li> <li>○ cooking.</li> </ul> </li> </ul>	

<b>Skills Demonstration</b>	<b>20%</b>
<p>The learner will complete Skills Demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.</p>	
<p>The learner will complete a number of Skills Demonstration, requiring him/her to complete the following tasks:</p> <ul style="list-style-type: none"> <li>• show the versatility of vegetables, as an accompaniment to meat and fish dishes, or as a well balanced stand-alone meal</li> <li>• plan and prepare a limited range of meals suitable for vegetarians.</li> </ul> <p>In completing the Skills Demonstration the learner will include evidence of the following tasks:</p> <ul style="list-style-type: none"> <li>▪ planning for the use of vegetables in a range of meals – either as an accompaniment to meat and fish dishes or as a stand-alone meal</li> <li>▪ preparation of a minimum of 3 dishes with vegetables as the main ingredient and suitable for vegetarians</li> <li>▪ cooking and serving the dishes.</li> </ul> <p>In preparing and cooking the vegetarian meals the learner will also demonstrate:</p> <ul style="list-style-type: none"> <li>▪ good personal hygiene practices</li> <li>▪ safe food preparation techniques</li> <li>▪ knowledge of general health and safety issues in the food preparation area in the kitchen</li> <li>▪ correct cooking skills.</li> </ul>	

**11. b Assessment - General Information – Level 3 Nutrition and Healthy Options 3N0887**

All instructions for the learner must be clearly outlined in an Assessment Brief.

**Mapping Each Learning Outcome to an Assessment Technique**

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

**Grading**

At Level 3 a learner is graded as Successful or Referred.

**Successful** means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

**Referred** means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



<b>Level 3 Nutrition &amp; Healthy Options 3N0887</b>	<b>Learner Marking Sheet</b>
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Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

<b>The learner will be able to:</b>	<b>Evidence of the following is included in the assessment portfolio:</b>	<b>✓ If present in portfolio</b>	<b>Please indicate where evidence is to be found</b>
1. explain the basic principles of food safety and associated legislation	<ul style="list-style-type: none"> <li>• explain the basic principles of food safety</li> <li>• explain the basic principles of food safety legislation</li> </ul>		
2. explain the role of nutrients in the body and the concept of a balanced diet	<ul style="list-style-type: none"> <li>• identify the nutrients required by the body</li> <li>• explain the role of nutrients in the body</li> <li>• explain the concept of a balanced diet</li> </ul>		
3. describe the human digestive process	<ul style="list-style-type: none"> <li>• identify the organs involved in the human digestive process</li> <li>• describe the human digestive process</li> <li>• identify where different nutrients are digested/absorbed</li> </ul>		
4. list common dietary disorders	<ul style="list-style-type: none"> <li>• identify 3 common dietary disorders</li> </ul>		
5. discuss contemporary nutritional issues related to food production	<ul style="list-style-type: none"> <li>• describe 3 current nutritional issues related to food production</li> </ul>		
6. identify ingredients relevant to special dietary needs to include low calorie diets, low cholesterol diets, nut and other allergies, vegetarians, diabetics and coeliacs	<ul style="list-style-type: none"> <li>• identify ingredients relevant to special dietary needs, to include:                             <ul style="list-style-type: none"> <li>○ low calorie diets</li> <li>○ low cholesterol diets</li> <li>○ nut and other allergies</li> <li>○ vegetarians</li> <li>○ diabetics</li> <li>○ coeliacs</li> </ul> </li> </ul>		

<p>7. describe the impact of purchasing, storage, preparation and cooking on nutritional value</p>	<ul style="list-style-type: none"> <li>• describe the impact of purchasing on the nutritional value of food</li> <li>• describe the impact of storage on the nutritional value of food</li> <li>• describe the impact of preparation on the nutritional value of food</li> <li>• describe the impact of cooking on the nutritional value of food</li> </ul>		
<p>8. demonstrate the versatility of vegetables, as an accompaniment to meat and fish dishes, or as a well balanced stand-alone meal</p>	<ul style="list-style-type: none"> <li>• demonstrate the versatility of vegetables, as                         <ul style="list-style-type: none"> <li>○ an accompaniment to meat and fish dishes</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>○ a well balanced stand-alone meal</li> </ul> </li> </ul>		
<p>9. prepare a limited range of varied and palatable meals for vegetarians.</p>	<ul style="list-style-type: none"> <li>• plan 3 varied and palatable meals for vegetarians</li> <li>• demonstrate safe and correct food preparation skills in preparing 3 varied and palatable meals for vegetarians</li> <li>• demonstrate the use of food preparation/kitchen utensils and equipment</li> <li>• demonstrate good personal hygiene practices</li> <li>• demonstrate an awareness of health and safety issues.</li> </ul>		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_