



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in Allergy Awareness (RQF)

Qualification Number: 603/4813/6

Version 3

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 3	Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 2 Certificate in Allergy Awareness (RQF) is regulated by Ofqual. The qualification was developed in association with The Skills Network.

Qualification Purpose

This qualification will give learners the knowledge and understanding of allergies, the causes and how to deal with reactions.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 2 Diploma in Care (RQF)
- TQUK Level 3 Diploma in Adult Care (RQF)
- TQUK Level 2 Certificate Introducing Caring for Children and Young People (RQF)
- Level 2 qualifications in Hospitality and Catering
- Level 2 and 3 qualifications in Exercise and Fitness Level 3 qualifications in Health Promotion
- Level 2 and 3 qualifications in Sport and Active Leisure Level 2 Diploma in Working in Care Services
- TQUK Level 2 Certificate Introducing Caring for Children and Young People (RQF)

Structure

Learners must achieve 9 credits from 2 mandatory units and 4 credits from 1 optional unit.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Allergens, allergies and intolerances	T/617/6797	2	45	6
Food labelling	M/617/6796	2	23	3

Optional units

Title	Unit ref.	Level	Guided learning hours	Credit value
Allergy awareness for those working with children	A/617/6798	2	37	4
Allergy awareness for those working in adult health and social care	F/617/6799	2	37	4
Allergy awareness for those working in the service sector	K/617/6800	2	37	4

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 105 hours.

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 46 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 131 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task. TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

This qualification is a level 2, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Summarise	Describe
State	Define
List	Explain
Outline	Identify

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal

quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory units

Title:		Understand allergens, allergies and intolerances	
Unit reference number:		T/617/6797	
Level:		2	
Credit value:		6	
Guided learning hours:		45	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand food allergens, allergies and intolerances.	1.1	Define what is meant by the term allergy.
		1.2	Define what food allergens are.
		1.3	Define what a food intolerance is.
		1.4	Identify diseases that can be caused by specific food types.
		1.5	Explain the differences between food allergies and intolerances.
		1.6	Identify prevalence rates for different types of food allergies and intolerances.
		1.7	Describe how allergies can develop.
		1.8	Describe the most common airborne allergens.
		1.9	Define cross-contact.
		1.10	Define what immunotherapy (desensitisation) is.
		1.11	Identify the main 14 food allergens.
2.	Know the methods for allergy diagnosis and treatment.	2.1	Describe allergy testing methods used to diagnose an allergy.
		2.2	Explain the effects of allergens testing.
		2.3	State the treatments for allergies.
3.	Know the methods for intolerance diagnosis and treatment.	3.1	Explain the method for testing intolerances.
		3.2	Explain the effects of intolerance testing.
		3.3	Explain how to manage food intolerances.

Title:		Food labelling and packaging	
Unit reference number:		M/617/6796	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of food labelling.	1.1	Define pre-packed foods.
		1.2	Define non-pre-packed foods.
		1.3	Describe what should be included on the labelling of pre-packed and non-pre-packed foods.
		1.4	Identify foods that don't need to be marked with an ingredients list on packaging.
		1.5	Describe how allergenic ingredients should be displayed on food labels.
		1.6	Describe what 'precautionary allergen labelling' is.
		1.7	Explain what 'free-from labelled foods' are.
		1.8	Explain when a food can be described as 'gluten free'
		1.9	Describe how to avoid food allergen cross contact in relation to the following: <ul style="list-style-type: none"> • Storage • Cleaning
2.	Understand regulations for food labelling.	2.1	Describe the EU Food Information for Consumers Regulation in relation to labelling.
		2.2	Describe two pieces of legislation surrounding the clarity of allergens on food labels.
		2.3	Explain what you should do if you notice that a food product has been incorrectly labelled.
3.	Understand packaging regulations.	3.1	Describe how DEFRA require information on labels or packaging to be displayed.
Assessment guidance: AC 3.2 Department for Environment, Food and Rural Affairs.			

Title:		Allergy awareness for those working with children	
Unit reference number:		A/617/6798	
Level:		2	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know the signs and effects of allergic reactions.	1.1	Define anaphylaxis.
		1.2	Describe the signs and symptoms of anaphylaxis on different body parts for children and young people.
		1.3	Explain how to administer first aid for a severe allergic reaction for children and young people.
2.	Understand how to reduce the risk of an allergic reaction.	2.1	Explain how to avoid allergens can help reduce symptoms
		2.2	Describe the benefits of wearing jewellery to show their hidden condition for children and young people.
		2.3	Explain the importance of record keeping when working with children with allergies.
		2.4	Describe how the following medications help symptoms of an allergic reaction: <ul style="list-style-type: none"> • Antihistamines • Decongestants • Lotions and creams • Steroids
		2.5	Explain how the following specific allergies and related conditions can be treated: <ul style="list-style-type: none"> • Hay fever • Food allergies • Allergic rhinitis • Conjunctivitis • Hives • Eczema • Contact dermatitis • Asthma
<p>Assessment requirements:</p> <p>Children and young people (ages 0-18)</p> <p>AC: 1.2:</p> <ul style="list-style-type: none"> • Eyes • Nose • Lips • Throat • Chest • Gut • Skin 			

Title:		Allergy awareness for those working in adult health and social care	
Unit reference number:		F/617/6799	
Level:		2	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know the signs and effects of allergic reactions.	1.1	Define anaphylaxis.
		1.2	Describe the signs and symptoms of an adult having a common allergic reaction on each of the different body parts.
		1.3	Describe the signs and symptoms of an adult having a severe allergic reaction
		1.4	Explain the steps to take if an adult is having a severe allergic reaction.
2.	Understand how to reduce the risk of an allergic reaction.	2.1	Explain how avoiding exposure to allergens can help reduce symptoms.
		2.2	Describe the precautions someone with an allergy should take on a day to day basis.
		2.3	Describe precautions to take for a person with an allergy whilst doing the following: <ul style="list-style-type: none"> • buying food • preparing food • cooking food • storing food
		2.4	Describe how the following medications help symptoms of an allergic reaction: <ul style="list-style-type: none"> • Antihistamines • Decongestants • Lotions and creams • Steroids
		2.5	Explain how the following specific allergies and related conditions can be treated: <ul style="list-style-type: none"> • Hay fever • Food allergies • Allergic rhinitis • Conjunctivitis • Hives • Eczema • Contact dermatitis • Asthma
		2.6	Describe the benefits of someone with an allergy wearing jewellery to show their hidden condition.
Assessment requirements:			
1.2: <ul style="list-style-type: none"> • Eyes • Nose • Lips • Throat • Chest • Gut • Skin 			

Title:		Allergy awareness for those working in the service sector	
Unit reference number:		K/617/6800	
Level:		2	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know the signs and effects of allergic reactions.	1.1	Define anaphylaxis.
		1.2	Describe the signs and symptoms of a person having a common allergic reaction on each of the different body parts.
		1.3	Describe the signs and symptoms of someone having a severe allergic reaction.
		1.4	Explain how to administer first aid for an individual suffering from anaphylaxis.
		1.5	Explain why you should avoid eating in the following high-risk places if you have an allergy: <ul style="list-style-type: none"> • Seafood restaurants • Fish and chip shop • Asian restaurants • Middle Eastern restaurants
2.	Understand how to reduce the risk of an allergic reaction.	2.1	Describe precautions to take for a person with an allergy whilst doing the following: <ul style="list-style-type: none"> • buying food • preparing food • cooking food • storing food
		2.2	Describe how the following medications help symptoms of an allergic reaction: <ul style="list-style-type: none"> • Antihistamines • Decongestants • Lotions and creams • Steroids
		2.3	Explain how the following specific allergies and related conditions can be treated: <ul style="list-style-type: none"> • Hay fever • Food allergies • Allergic rhinitis • Conjunctivitis • Hives • Eczema • Contact dermatitis • Asthma
		2.4	Describe how to avoid food allergen cross contact in relation to the following: <ul style="list-style-type: none"> • Storage • Cleaning • Packaging • Staff awareness within the service industry
		2.5	Describe the benefits of someone with an allergy wearing jewellery to show their hidden condition.
		2.6	Explain why food service providers should be educated on the importance of safe food handling.
		2.7	Describe how food service providers should provide allergen information and risks of allergic reaction to their customers.
		2.8	Explain the difference between cross-contact and cross-

			contamination.
Assessment requirements:			
1.2 - 1.3:			
<ul style="list-style-type: none">• Eyes• Nose• Lips• Throat• Chest• Gut• Skin			