

The logo for Training Qualifications UK features the text 'Training Qualifications UK' in a white sans-serif font. The word 'UK' is in a light blue color. To the left of the text is a stylized orange arc that curves around the letters 'i', 'n', 'g' and 'Q', 'u', 'a', 'l', 'i', 'f', 'i', 'c', 'a', 't', 'i', 'o', 'n', 's'.

Qualification Specification

# TQUK Level 2 Certificate in Understanding Nutrition and Health (RQF)

Qualification Number: 601/4656/4

Version 2

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# 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 Understanding Nutrition and Health (RQF) is regulated by Ofqual.

## Qualification Purpose

The purpose of the qualification is to increase the learner's knowledge and understanding of nutrition and healthy eating. It covers the following areas: principles of healthy eating; nutritional needs of a variety of individuals; using food and nutrition information to plan a healthy diet; principles of weight management; eating disorders and food safety for the home environment.

## Entry Requirements

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

The qualification is suitable for learners from 14 years of age and above.

## Progression

Successful learners can progress to other qualifications such as:

- 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
- Level 2 Certificate Introducing Caring for Children and Young People

## Structure

Learners must achieve 15 credits from 6 units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Explore principles of healthy eating	R/505/2204	2	38	5
Consider nutritional needs of a variety of individuals	J/601/2535	2	35	4

Use food and nutrition information to plan a healthy diet	M/601/2545	2	25	3
The principles of weight management	L/505/2203	2	8	1
Understanding eating disorders	D/506/2928	2	10	1
Principles of food safety for the home environment	T/506/3146	2	10	1

## Guided Learning Hours

These hours are made up of all real time 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 126 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 24 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, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 150 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.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

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

All learning outcomes 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 has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website [www.tquk.org](http://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.

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 assurer. 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**

Gov.uk <https://www.gov.uk/government/news/new-eatwell-guide-illustrates-a-healthy-balanceddiet>  
Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

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

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

# Units of assessment

Title:		Explore principles of healthy eating R/505/2204	
Level:		2	
Credit value:		5	
Guided learning hours:		38	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how diet is linked to health	1.1	Define the term 'healthy diet'
		1.2	Describe the difference between healthy diets of adults and children
		1.3	Outline the lifestyle diseases associated with an unhealthy diet
		1.4	Identify the sources of energy from food
		1.5	Identify the amounts of energy supplied by each source
		1.6	Estimate own Basal Metabolic Rate (BMR)
		1.7	Estimate own Physical Activity Level (PAL)
		1.8	Use findings from BMR and PAL estimates to determine own energy requirements
		1.9	Identify factors affecting a person's energy requirements
		1.10	Outline the relationship between energy intake, energy expenditure and weight

		1.11	Explain why it is important to control salt intake
2.	Understand the components of a healthy diet	2.1	Identify the 5 food groups
		2.2	Identify foods belonging to each of the 5 food groups
		2.3	Give examples of current healthy eating advice
		2.4	Describe the importance of eating a wide variety of foods to provide a healthy diet
3.	Know the nutrients in food and their role in maintaining health	3.1	Define the term nutrients
		3.2	Describe nutrients needed by the body
		3.3	Identify foods that are a good source of each nutrient
		3.4	Describe the role of nutrients in maintaining health
		3.5	Describe the factors that influence how much of each nutrient a person needs
		3.6	Explain the importance of adequate fluid intake
4.	Understand the principles of healthy food preparation	4.1	Identify factors to be considered when planning healthy meals
		4.2	Explain how a variety of cooking methods affects the nutritional values of foods
		4.3	Identify healthy food preparation methods for a range of types of food
Assessment requirements: N/A			

Title:		Consider nutritional needs of a variety of individuals J/601/2535	
Level:		2	
Credit value:		4	
Guided learning hours:		35	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the nutritional needs of children and young people	1.1	Plan balanced meals and snacks for a day for a chosen age group
		1.2	Explain why the meals and snacks chosen are appropriate
		1.3	Describe factors influencing eating patterns of various different age groups
		1.4	Identify energy requirements of various different age groups
		1.5	Identify the consequences of a diet lacking in iron
		1.6	Outline the importance of calcium and vitamin D for bone development
		1.7	Identify good food sources of key nutrients for children and young people
		1.8	Outline nutritional recommendations for children and young people
2.	Know the nutritional needs of older people	2.1	Plan balanced meals and snacks for a day for an older person
		2.2	Explain how the meals and snacks chosen are appropriate for the person
		2.3	Describe factors influencing energy requirements of older people

		2.4	Describe reasons why older people may be at risk of malnutrition
		2.5	Outline nutritional recommendations for older people
3.	Understand special dietary requirements	3.1	Explain why people have specific dietary requirements
		3.2	Identify the special dietary requirements of 2 religious or ethnic groups
		3.3	Describe different types of vegetarian diet
		3.4	Describe precautions to take when preparing food for a person with specific dietary requirements
4.	Understand barriers to healthy eating	4.1	Outline how public confusion over healthy eating may prevent people from choosing a balanced diet
		4.2	Identify how costs may prevent people from choosing a balanced diet
		4.3	Describe how accessibility may prevent people from choosing a balanced diet
		4.4	Describe how pre-prepared and convenience foods may prevent people from choosing a balanced diet
		4.5	Give examples of how individual lifestyle choices may prevent people from choosing a balanced diet
Assessment requirements: N/A			

Title:		Use food and nutrition information to plan a healthy diet M/601/2545	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand food labelling	1.1	Identify nutritional information which must be provided on food labels
		1.2	Identify the guideline daily amounts of fat, sugar and salt in an adult diet
		1.3	Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content
		1.4	Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food
		1.5	Outline ways in which food label claims and descriptions may be misleading
2.	Understand food additives	2.1	Define the term food additives
		2.2	Describe the main groups of additives and their functions
		2.3	Explain the benefits of food additives
		2.4	Give examples of legislation surrounding the use of food additives
3.	Apply principles of healthy eating	3.1	Record own food and drink intake for one week
		3.2	Compare own food and drink intake against current healthy eating advice
		3.3	Outline the steps that could be taken to make their diet more healthy

Assessment requirements: N/A

Title:		The principles of weight management L/505/2203	
Level:		2	
Credit value:		1	
Guided learning hours:		8	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the risks associated with ineffective weight management	1.1	Define the terms: <ul style="list-style-type: none"> <li>• obese</li> <li>• emaciated</li> <li>• malnourished.</li> </ul>
		1.2	Describe the health risks associated with obesity
		1.3	Describe the health risks associated with emaciation
		1.4	Identify the signs and symptoms of malnourishment
2.	Understand how body image may influence weight management	2.1	Explain what is meant by 'body image'
		2.2	Give examples of how media portrayals of body image may impact on an individual's weight management
3.	Know about effective methods of weight management	3.1	Describe the role of a balanced diet in weight management
		3.2	Explain the term 'energy balance'
		3.3	Explain the implications of energy balance in weight management
		3.4	Outline lifestyle choices that impact on weight management
		3.5	List common weight loss myths
		3.6	Describe the characteristics of an effective weight management programme

4.	Be able to plan a short-term weight management programme for an individual	4.1	Identify suitable goals for the weight management programme
		4.2	Collect information to plan a weight management programme
		4.3	Use information collected to plan a short-term weight management programme
Assessment requirements: N/A			

Title:		Understanding eating disorders D/506/2928	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the term 'eating disorder'	1.1	Give a definition of the term 'eating disorder'
		1.2	Describe possible types of eating disorders
2.	Understand the causes of eating disorders	2.1	Describe possible causes of eating disorders
3.	Understand how an eating disorder may affect the individual and others	3.1	Give examples of the signs and symptoms associated with eating disorders
		3.2	Describe the feelings an individual with an eating disorder may experience
		3.3	Describe some of the ways an eating disorder may affect the individual and their life
		3.4	Explain how an individual's eating disorder may affect others
4.	Understand how a specific eating disorder may be managed	4.1	Describe different approaches to the treatment of eating disorders
		4.2	Explain what others could do to help an individual recover from a specific eating disorder
		4.3	Describe local resources and treatments that would be available to an individual experiencing an eating disorder
Assessment requirements: N/A			

Title:		Principles of food safety for the home environment T/506/3146	
Level:		2	
Credit value:		1	
Guided learning hours:		10	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the importance of handling food safely	1.1	Explain why it is important to handle food safely
		1.2	Identify hazards relating to food safety
		1.3	Identify ways in which food should be handled safely to avoid contamination during the following operations: <ul style="list-style-type: none"> <li>• storage</li> <li>• preparation</li> <li>• cooking</li> <li>• serving</li> <li>• re-heating.</li> </ul>
2.	Know the importance of personal hygiene when handling food	2.1	Explain ways of maintaining personal hygiene when handling food that helps reduce the risk of contamination
		2.2	Identify how and when to wash hands
		2.3	Describe potential problems resulting from not maintaining personal hygiene when handling food
3.	Know how to store food safely	3.1	Explain how to store the following types of food correctly to avoid contamination: <ul style="list-style-type: none"> <li>• fresh</li> <li>• convenience</li> <li>• high risk</li> <li>• low risk</li> </ul>
		3.2	Explain why it is important to follow food storage instructions

4.	Know how food storage can affect the nutritional value of food	4.1	Outline how storage methods can affect the nutritional value of food
5.	Know how to keep the food work area clean	5.1	Describe why it is important to keep the food work area clean, hygienic and disinfected
		5.2	Outline ways of keeping the food work area clean, hygienic and disinfected
6.	Know how to check food is cooked to the correct temperature	6.1	Describe why it is important to ensure that food is cooked to the correct temperature
		6.2	Give examples of ways to check food is cooked to the correct temperature
7.	Know how to dispose of food waste safely	7.1	Describe why it is important to dispose of food waste safely
		7.2	Outline how to dispose of food waste safely
Assessment requirements: N/A			