



Specification

IAO Level 3 Certificate in Diet and Nutrition

Qualification number: 603/0678/6

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Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the change control table below.

Version Number	Date Revised	Description of Revision	Page Affected
5	June 2026	Correction to Total Qualification Time	5

Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is 5. We will inform centres of any changes to this Specification. Centres can keep up to date by visiting our website

www.innovateawarding.org

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email

contactus@innovateawarding.org

Qualification Summary

Qualification Title	IAO Level 3 Certificate in Diet and Nutrition		
Qualification Number (QN)	603/0678/6	RQF Level	3
Operational Start Date	1st November 2016		
Qualification Appropriate For Age Ranges	16 and over		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
190	92	19

Qualification Objective

This qualification is designed to equip learners with an understanding of the principles of diet and nutrition. This qualification covers a wide range of nutritional issues including food additives and labelling, healthy eating, weight management and roles and responsibilities within the field. This qualification focuses on dietary planning for a wide range of individuals and groups including children and young people, older adults, individuals engaged in sports and exercise and individuals with restricted diets.

Assessment Requirements

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Learners must compile a portfolio of evidence demonstrating how they meet the assessment criteria. To pass the qualification, the learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they will be provided with feedback by their assessor for the criteria not yet met.

Portfolio of Evidence

The Portfolio of Evidence may include workplace documentation and workplace records, witness statements and professional discussion. This is not a definitive list; other evidence sources are allowed.

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them.

Qualification Structure

Mandatory Units

The learner must achieve all the mandatory units.

Unit Number	Unit Title	Level	Credit Value	GLH
M/615/2935	Dietary planning for specific needs	3	2	11
T/615/2936	Food additives and labelling	3	2	12
A/615/2937	Principles of nutrition	3	1	5
F/615/2938	Nutrition for sport and exercise	3	3	13
J/615/2939	Nutritional needs of children and young people	3	3	16
A/615/2940	Nutritional requirements for older adults	3	2	7
F/615/2941	Apply principles of healthy eating	3	3	10
L/615/3140	Understanding roles and responsibilities for providing nutritional advice	3	1	6
R/615/2944	Weight management	3	2	12

Target Audience

This qualification combines knowledge and competence and is suitable for learners interested in nutrition.

There are no formal entry requirements for this qualification.

This qualification is regulated for learners aged 16 years old and over.

Progression Opportunities

Learners who achieve this qualification could progress on to further qualifications at higher levels in areas such as nutrition, coaching or dietetics.

Support Materials

The following support materials available for this qualification are:

- Portfolio Evidence Locator

All the support materials for this qualification can be found on Quartz, including the Assessment Key Verbs Document.

Funding

This qualification is not eligible for public funding.

QUALIFICATION UNITS

Unit Title Dietary planning for specific needs

Unit Number M/615/2935
Level 3
Credit Value 2
GLH 11

Unit Aim

This unit addresses the specific dietary requirements of individuals. The unit enables learners to find out about the foods that should or must be consumed by those with specific dietary needs or intolerances and the reasons for this. Learners are also asked to identify suitable foods and meals for a chosen diet.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the nutritional needs of individuals with special dietary requirements	1.1 Define: <ul style="list-style-type: none"> • food allergy • food intolerance 1.2 Explain why individuals have dietary requirements 1.3 Explain types of dietary requirements 1.4 Explain how nutritional deficiencies associated with specific dietary requirements can be addressed
2. Understand obstacles to adhering to a specific diet	2.1 Explain barriers to following a specific diet 2.2 Evaluate strategies for enabling individuals to follow a specific diet
3. Be able to plan meals for a specific dietary requirement	3.1 Create a meal plan for a specific dietary requirement, considering: <ul style="list-style-type: none"> • preparing meals at home • eating out 3.2 Justify food choices for specific dietary requirements 3.3 Explain the precautions to take when preparing food for an individual with specific dietary requirements
Additional Information	
Dietary requirements may include vegetarian, gluten-free, lacto-ovo vegetarian, ovo-vegetarian, lacto-vegetarian, pescatarian, vegan diets, cultural, religious groups, dairy-free, high or low calorie needs, health needs, allergies and intolerances.	

Unit Title **Food additives and labelling**

Unit Number **T/615/2936**
Level **3**
Credit Value **2**
GLH **12**

Unit Aim

In this unit, learners gain an awareness of the information that is provided on food labels. They will learn the facts behind nutritional claims on food labels and will consider the advantages and disadvantages of using food additives.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand food and drink labelling	1.1 Explain the regulations that apply to food labelling 1.2 Identify nutritional information which must be provided on food and drink labels, in line with current guidelines 1.3 Explain Reference Intake (RI) values found on food labels 1.4 Analyse how food and drink label information may be misleading 1.5 Explain sources of advice and guidance on food and drink labelling
2. Be able to analyse food labels	2.1 Calculate the energy provided by macronutrients from food labels 2.2 Explain how to understand and use food labels
3. Understand the use of food additives	3.1 Define the term 'food additives' 3.2 Explain the legislation relating to the use of food additives 3.3 Explain the function of the different groups of additives 3.4 Explain the benefits of food additives 3.5 Analyse the disadvantages of food additives

Unit Title Principles of nutrition

Unit Number **A/615/2937**
Level **3**
Credit Value **1**
GLH **5**

Unit Aim

In this unit, learners gain an awareness of the importance of nutrition for our health and wellbeing. Learners will explore the interrelationship between nutrition and health, identifying appropriate dietary sources to support a healthy lifestyle.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the process of digestion	1.1 Explain the functions of food 1.2 Explain the process of digestion 1.3 Explain how the human body absorbs nutrients
2. Understand the role of nutrients in the body	2.1 Describe the nutrients needed by the body 2.2 Explain how nutrients are structured 2.3 Explain the role of nutrients in maintaining health 2.4 Explain the function of: <ul style="list-style-type: none"> • macronutrients • micronutrients • water 2.5 Identify dietary sources of: <ul style="list-style-type: none"> • macronutrients • micronutrients 2.6 Analyse factors that affect the body's ability to process nutrients
Additional Information	
Macronutrients include fat, carbohydrates and protein Micronutrients include vitamins and minerals	

Unit Title **Nutrition for sport and exercise**

Unit Number **F/615/2938**
Level **3**
Credit Value **3**
GLH **13**

Unit Aim

This unit provides learners with knowledge and understanding of nutrition for sport and exercise.

It aims to provide learners with the ability to analyse nutrition and hydration for those taking part in sport and exercise, and provide useful advice within their scope of practice and based on recommended guidelines.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the body's energy systems in relation to sport and exercise	1.1 Describe the body's three energy systems 1.2 Identify, for each of the body's energy systems, the: <ul style="list-style-type: none"> • macronutrients used • waste products created 1.3 Describe the types of exercise that utilise the body's different energy systems, to include: <ul style="list-style-type: none"> • duration • intensity
2. Understand the role of carbohydrates in sport and exercise	2.1 State current guidelines for carbohydrate intake for sport and exercise 2.2 Explain how carbohydrates are stored in different parts of the body 2.3 Explain the limitations of glycogen storage 2.4 Describe the process of glycogen replenishment 2.5 Explain the practice of carbohydrate loading prior to an endurance event 2.6 Explain the process of gluconeogenesis in relation to exercise
3. Understand the role of proteins in sport and exercise	3.1 Explain the importance of dietary proteins in relation to exercise 3.2 State guidelines for protein intake (g/kg body weight) for: <ul style="list-style-type: none"> • endurance training • strength/power/hypertrophy training 3.3 Explain the term biological value (BV)

	<p>3.4 Describe how protein needs for sport and exercise can be met on a vegetarian or vegan diet</p> <p>3.5 Explain the use of protein supplementation in terms of:</p> <ul style="list-style-type: none"> • benefits • risks
4. Understand the role of fats in sport and exercise	<p>4.1 Explain the importance of dietary fats in relation to sport and exercise</p> <p>4.2 Identify healthy sources of dietary fat</p> <p>4.3 State current guidelines for fat intake for sport and exercise</p>
5. Understand the role of micronutrients in sport and exercise	<p>5.1 Identify the impact of regular exercise or sport on micronutrient requirements</p> <p>5.2 Explain sources of micronutrients, in line with current guidelines</p> <p>5.3 Explain the potential benefits and risks of micronutrient supplementation</p>
6. Understand the importance of hydration for sport and exercise	<p>6.1 Describe how participation in sport and exercise affects hydration needs</p> <p>6.2 List signs of dehydration</p> <p>6.3 Describe the effects of dehydration on sport and exercise performance</p> <p>6.4 Explain the potential benefits of using sports drinks</p> <p>6.5 State current guidelines for hydration:</p> <ul style="list-style-type: none"> • before sport or exercise • during sport or exercise • after sport or exercise <p>6.6 Define the term hyponatraemia</p> <p>6.7 State how to reduce the risk of hyponatraemia</p>
7. Understand the principles of nutrition planning for sport and exercise	<p>7.1 Describe role boundaries when offering nutritional advice to individuals</p> <p>7.2 Identify the limitations for fitness professionals in relation to advising clients on dietary supplements</p> <p>7.3 List information that needs to be collected prior to nutrition planning for sport and exercise</p> <p>7.4 Explain the importance of the following when collecting personal information:</p> <ul style="list-style-type: none"> • informed consent • confidentiality • legal and ethical implications <p>7.5 Explain the circumstances in which an individual should be referred to their GP or a registered Dietitian</p>

<p>8. Be able to plan an effective diet for a selected sport or exercise programme</p>	<p>8.1 Describe information needed to provide individuals with nutrition advice for their chosen sport or exercise</p> <p>8.2 Explain how to set nutritional goals that are compatible with:</p> <ul style="list-style-type: none"> • chosen sport or exercise • good practice • current national guidelines <p>8.3 Create a diet plan for a chosen sport or exercise</p>
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Additional Information

The body's three **energy systems** include:

- Phosphagen
- Glycolytic/Anaerobic
- Oxidative

Unit Title **Nutritional needs of children and young people**

Unit Number **J/615/2939**
Level **3**
Credit Value **3**
GLH **16**

Unit Aim

This unit covers the principles of healthy eating for children and young people aged 0-19. The unit addresses why the dietary needs of children and young people may differ and how healthy eating can be encouraged. The unit also enables learners to plan a healthy diet for children and young people from a chosen age group.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the nutritional needs of children and young people	1.1 Analyse the specific dietary needs of children and young people 1.2 Explain the nutritional recommendations and guidance for children and young people 1.3 Explain the sources of information and guidance available in relation to the nutritional requirements of children and young people
2. Understand the benefits of healthy eating for children and young people	2.1 Explain the importance of a healthy balanced diet for children and young people 2.2 Analyse the consequences of an unhealthy diet 2.3 Explain sources of advice on dietary concerns
3. Understand obstacles to healthy eating for children and young people	3.1 Describe barriers to healthy eating for children and young people 3.2 Evaluate strategies for encouraging healthy eating for children and young people 3.3 Explain approaches to supporting children and young people to eat the food prepared for them 3.4 Explain necessary precautions to take when preparing food for children and young people
4. Be able to plan to improve the nutritional health of children and young people	4.1 Explain how to improve the diet of a child or young person 4.2 Prepare a plan to improve the nutritional health of a chosen age group 4.3 Justify how meals and snacks chosen are appropriate for a chosen age group

Additional Information

Chosen age group: 0-5, 6-12, 13-19 years

Unit Title Nutritional requirements for older adults

Unit Number **A/615/2940**
Level **3**
Credit Value **2**
GLH **7**

Unit Aim

This unit covers the principles of healthy eating for older adults. The unit explores the nutritional needs of older adults and why recommendations may vary. The unit also enables learners to plan a healthy diet for an older adult.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the nutritional needs of older adults	1.1 Analyse the specific dietary requirements of older adults 1.2 Explain factors influencing the dietary needs of older adults 1.3 Explain nutritional recommendations for older adults 1.4 Explain the sources of information and guidance available in relation to the nutritional requirements of older adults
2. Understand the benefits of healthy eating for older adults	2.1 Describe the importance of healthy eating for older adults 2.2 Analyse the possible consequences of an unhealthy diet 2.3 Explain why older adults may be at risk of malnutrition
3. Understand obstacles to healthy eating for older adults	3.1 Describe barriers to healthy eating 3.2 Explain factors influencing eating patterns of older adults 3.3 Evaluate strategies for encouraging healthy eating for older adults 3.4 Explain necessary precautions to take when preparing food for an older person
4. Be able to plan improvements in the nutritional health of older adults	4.1 Explain how to improve the diet of an individual 4.2 Prepare a plan to improve the nutritional health of a chosen individual

Unit Title **Apply principles of healthy eating**

Unit Number **F/615/2941**
Level **3**
Credit Value **3**
GLH **10**

Unit Aim

In this unit, learners gain an understanding of the importance of current advice, guidance and recommendations relating to a healthy diet. Learners will explore the interrelationship between nutrition and health, evaluating their own diet and make recommendations for improvement.

Learning outcome The learner will	Assessment criteria The learner can
1 Understand guidance on healthy eating	1.1 Explain current government dietary guidelines 1.2 Describe current government guidelines on alcohol intake 1.3 Identify sources of advice and guidance relating to health eating
2 Understand the components of a healthy diet	2.1 Explain recommended food choices in line with current guidelines for a balanced diet 2.2 Explain how to reduce dietary intake of the following in a diet: <ul style="list-style-type: none"> • fat • saturates • sugar • salt 2.3 Explain how to increase fibre content in a diet, including why this is important 2.4 Analyse the importance of including a wide variety of foods to provide a healthy diet
3 Understand the links between nutrition and health	3.1 Analyse the links between nutrition and health and well being 3.2 Explain how individual's nutritional needs are affected by: <ul style="list-style-type: none"> • Lifestyle • Health factors 3.3 Describe allergic reactions to food 3.4 Analyse factors that impact upon the incidence of diet-related diseases

<p>4 Understand how to promote healthy eating</p>	<p>4.1 Describe barriers to healthy eating 4.2 Analyse methods of overcoming barriers to healthy eating 4.3 Explain how to promote healthy eating 4.4 Evaluate support mechanisms for the promotion of healthy eating</p>
<p>5 Be able to apply the principles of healthy eating</p>	<p>5.1 Record own food and drink intake for one week 5.2 Evaluate own food and drink intake against current healthy eating guidance 5.3 Explain how to improve own diet</p>

Unit Title **Understanding roles and responsibilities for providing nutritional advice**

Unit Number **L/615/3140**
Level **3**
Credit Value **1**
GLH **6**

Unit Aim

This unit provides the learner with the knowledge and understanding of roles involved in supporting people to eat healthily, according to their individual needs. Learners will also explore their own role in promoting healthy eating.

Learning outcome The learner will	Assessment criteria The learner can
1 Understand occupational roles and responsibilities in relation to nutritional guidance	1.1 Identify sources of advice and support for nutritional information 1.2 Explain the occupational roles providing nutritional guidance 1.3 Describe the standards and guidance underpinning how roles are carried out
2 Understand own responsibilities in relation to providing nutritional guidance	2.1 Describe the limitations and boundaries of own role when supporting others to eat healthily 2.2 Explain how to refer individuals to registered professionals 2.3 Explain the requirement for ensuring consistency and currency of knowledge 2.4 Evaluate accessible sources for updating knowledge of current practice and guidance
Additional Information	
Occupational roles: may include the Food Standards Agency, Governmental departments, local authorities, the national health service, health trainers, GPs, dietician, nutritionist, public health practitioner, health visitor, school nurse, health trainer champions	

Unit Title **Weight management**

Unit Number **R/615/2944**
Level **3**
Credit Value **2**
GLH **12**

Unit Aim

This unit supports learners to understand approaches to weight management. The unit also helps learners to understand the information needed to enable them to plan a weight management programme.

Learning outcome The learner will	Assessment criteria The learner can
1 Understand the principles of weight control	1.1 Explain the principles of: <ul style="list-style-type: none"> • fat weight loss • lean weight gain • weight maintenance 1.2. Evaluate the relationship between: <ul style="list-style-type: none"> • exercise and weight control • diet and weight control
2 Understand eating disorders	2.1 Define the term 'eating disorder' 2.2 Describe the signs and symptoms of eating disorders 2.3 Explain the effects on health of eating disorders 2.4 Analyse how abnormal eating habits develop 2.5 Evaluate the interrelationship between food and emotions 2.6 Explain the information, support and guidance available in relation to eating disorders
3 Understand approaches to weight management	3.1 Define obesity 3.2 Describe the health risks of excess body fat 3.3 Describe the energy balance equation 3.4 Analyse the role of a balanced diet in weight management 3.5 Describe the characteristics of an effective weight management programme 3.6 Evaluate of current trends in approaches to weight management

<p>4 Be able to plan a weight management programme for an individual</p>	<p>4.1 Identify the information required to plan a weight management programme</p> <p>4.2 Identify goals for a weight management programme</p> <p>4.3 Plan a weight management programme, incorporating:</p> <ul style="list-style-type: none">• exercise• dietary modifications
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APPENDIX

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three 'Entry' levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF Terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

Assessment Principles

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Assessment of knowledge-based learning outcomes:

- May take place in or outside of a real work environment
- Must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- Must be robust, reliable, valid, and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy

and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/context specific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement

Assessors holding historical qualifications such as unit A1, unit A2, or Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF), are required to demonstrate that they meet the same standards as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- 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

Internal Verifiers holding historical qualifications such as unit V1 – Conduct Internal Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External Quality Assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 – Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems.

Email contactus@innovateawarding.org or call 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Use of Artificial Intelligence (AI) and referencing

Learner submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the learner's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL, and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved, centres must adhere to the Centre Agreement and Information and Guidance for Centres.