

SPECIFICATION

IAO Level 2 Certificate in Understanding Nutrition and Health
Qualification number: 601/4402/6



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

- Active Leisure
- Business Management (Administration)
- Business Management (Sales)
- Business Management (Team Leading)
- Education and Training
- Health and Beauty
- Hospitality and Catering
- IT
- Retail
- Business Management (Customer Service)
- Childcare
- Health and Social Care
- Logistics

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the qualifications regulator Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN) 601/4402/6

Qualification review date 31.10.2023
Guided Learning Hours (GLH) Minimum 126 hours

Total qualification time (TQT) 150 hours

RQF level 2

Qualification credit value 15

Minimum credits at/above level 15

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Assurance Consultants (EQACs).

Aims and objectives of the qualification This qualification aims to develop learners' understanding of nutrition, healthy eating and weight management. The qualification covers the principles of healthy eating and the nutritional needs of different groups. Learners will gain an understanding of how to plan healthy diets, weight management, eating disorders and the effects of both balanced and disordered eating on health and wellbeing.

Entry guidance There are no formal entry requirements for this qualification.

This qualification is suitable for a wide range of learners with some existing knowledge of healthy eating who want to improve their understanding of nutrition.

Progression opportunities Learners who achieve this qualification could progress into a qualifications in a number of different sectors such as Hospitality and Catering, Active Leisure and Fitness and Health and Social Care.

Funding For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

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 us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll 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.

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 IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

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.

Qualification structure

Learners must complete all six mandatory units to gain the required 15 credits. The total Guided Learning Hours (GLH) for this qualification is 126 hours. The Total Qualification Time (TQT) for this qualification is 150 hours.

Equivalent Units

The following unit in this qualification has an equivalent unit identified against it:

- R/505/2204 - Explore Principles of Healthy Eating (K/601/2530 - Explore Principles of Healthy Eating)

If a learner has achieved any of the equivalent identified units, they can use them towards achievement of this qualification

Unit structures

All units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
R/505/2204	Explore principles of healthy eating	2	5	38
J/601/2535	Consider nutritional needs of a variety of individuals	2	4	35
M/601/2545	Use food and nutrition information to plan a healthy diet	2	3	25
L/505/2203	The principles of weight management	2	1	8
T/506/3146	Principles of food safety for the home environment	2	1	10
D/506/2928	Understanding eating disorders	2	1	10

Title:	R/505/2204 Explore principles of healthy eating
Level:	2
Credit value:	5
GLH:	38
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how diet is linked to health	1.1 Define the term “healthy diet” 1.2 Describe the differences 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 five food groups 2.2 Identify foods belonging to each of the five 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 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 value of foods 4.3 Identify healthy food preparation methods for a range of types of food
Additional information about this unit Equivalent unit set as K/601/2530 - Explore Principles of Healthy Eating	
Unit aim (s)	This unit starts by looking at how diet affects a person's health. Learners then look at how the five food groups contribute to a healthy diet and the role of different nutrients in maintaining health. The final section provides learners with an understanding of healthy food preparation.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/601/2535 Consider nutritional needs of a variety of individuals
Level:	2
Credit Value:	4
GLH:	35
Learning Outcomes The learner will:	Assessment Criteria 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 two 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	<p>4.1 Outline how public confusion over healthy eating may prevent people from choosing a balanced diet</p> <p>4.2 Identify how costs may prevent people from choosing a balanced diet</p> <p>4.3 Describe how accessibility may prevent people from choosing a balanced diet</p> <p>4.4 Describe how pre-prepared and convenience foods may prevent people from choosing a balanced diet</p> <p>4.5 Give examples of how individual lifestyle choices may prevent people from choosing a balanced diet</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit encourages learners to look at how nutritional needs vary with age. Learners gain an understanding of the special dietary requirements of vegetarians, those with certain religious beliefs and those with allergies. They also gain an awareness of the factors that create barriers to healthy eating.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/601/2545 Use food and nutrition information to plan a healthy diet
Level:	2
Credit Value:	3
GLH:	25
Learning Outcomes The learner will:	Assessment Criteria 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 additive 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
Additional information about this unit	
N/A	
Unit aim (s)	In this unit, learners gain an awareness of the information that is provided on food labels and how this may be used to plan

	a healthy diet. They will learn the facts behind nutritional claims on food labels and will consider the advantages and disadvantages of using food additives. In the final section learners evaluate their own diet and make recommendations for improvement.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A



Title:	L/505/2203 The principles of weight management
Level:	2
Credit Value:	1
GLH:	8
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the risks associated with ineffective weight management	1.1 Define the terms: <ul style="list-style-type: none"> • obese • emaciated • malnourished 1.2 Describe the health risks associated with obesity 1.3 Describe the health risks associate with emaciation 1.4 Identify the signs and symptoms of malnourishment
2. Understand how body image may influence weight	2.1 Explain what is meant by “body image” 2.2 Give examples of how media portrayal 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

Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to give learners an understanding of weight management and how to plan a short-term weight management programme.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/506/3146 Principles of food safety for the home environment
Level:	2
Credit Value:	1
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria 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"> • storage • preparation • cooking • serving • re-heating
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"> • fresh • convenience • high risk • low risk 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
Additional information about this unit	
N/A	
Unit aim (s)	This unit provides learners with the knowledge and understanding to handle food safely in a home environment. It includes knowledge in areas of personal hygiene, handling food, storage, temperature control, safe waste disposal, keeping work areas clean, and the effects of food hygiene effect on the nutritional value of food.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/506/2928 Understanding eating disorders
Level:	2
Credit Value:	1
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria 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
Additional information about this unit	
N/A	

Unit aim (s)	This unit gives learners an understanding of different types of eating disorders, how they develop, their effect on health and wellbeing and how they may be managed.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A