



Specification

IAO Level 1 Award in Personal Development and Nutrition

Qualification Number: 610/6812/3

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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

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 V1. 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	Level 1 Award in Personal Development and Nutrition		
Qualification Number (QN)	610/6812/3	RQF Level	1
Operational Start Date	1st January 2026		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
90	60	9

Qualification Objective

The objective of this qualification is to develop learners' knowledge and skills around nutrition and healthy eating, and also to enable learners to develop personal skills which will encourage them to engage with the process of further learning.

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 learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they would be provided with feedback for the criteria not yet met.

Portfolio of Evidence

Each portfolio will be different and unique to each learner. The Portfolio of Evidence may include the following:

- Records of oral questioning between the learner and tutor or assessor
- The learner's written answers to questions asked by the tutor or assessor
- The learner's action plan for self-development
- Witness statement confirming the learner's completion of actions in their action plan

- Leaflets or posters produced by the learner demonstrating their knowledge of healthy eating and drinking
- The learner's diet plans

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 evidence 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. The Statement of Authenticity is attached to the Evidence Locator. This must be signed by both the learner and their tutor or assessor.

Qualification Structure

Mandatory Units

Unit Number	Unit Title	Level	Credit Value	GLH
L/651/8832	Managing personal performance and self-development	1	3	20
M/651/8833	Awareness of the importance of healthy eating and drinking for young people	1	3	25
R/651/8834	Planning and preparing healthy meals for young people	1	3	15

Target Audience

This RQF competence-based qualification is designed for young people aged 11-16 years old and over who may have become disengaged with the education process and wish to reconnect and develop new knowledge and skills.

There are no formal entry requirements for this qualification.

Progression Opportunities

Learners who achieve this qualification could progress on to further study in related areas of personal and social development, hospitality or health and fitness.

Support Materials

The 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

For details on eligibility for government funding please refer to:

<https://www.qualifications.education.gov.uk/>

QUALIFICATION UNITS

Unit Title **Managing personal performance and self-development**
Unit Number **L/651/8832**
Level **1**
Credit Value **3**
GLH **20**

Unit Aim

This unit aims to help learners understand the importance of self-development and managing their own performance. Learners will explore how to identify personal strengths and areas for improvement, set realistic goals, seek feedback, and take responsibility for their continuous learning and growth.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the importance of self-development and managing personal performance	1.1 Define what is meant by self-development . 1.2 Explain why personal performance and self-development are essential in life. 1.3 Identify factors that can affect personal performance . 1.4 Describe ways to take responsibility for personal growth.
2. Know how to develop self	2.1 Identify personal strengths, skills and qualities. 2.2 Identify areas where improvement or learning is needed. 2.3 Describe how feedback from others can help with self-development. 2.4 Use feedback or self-assessment to identify own development needs. 2.5 Explain the need to maintain a positive attitude to feedback on performance. 2.6 Identify their own preferred learning style(s).
3. Be able to set and review personal goals for self-development	3.1 Describe what makes a goal achievable. 3.2 Agree on SMART objectives to set personal development goals. 3.3 Outline an action plan to achieve the goals, including resources and support needed. 3.4 Review progress against the goals and reflect on achievements and challenges.

Additional Information

Learning Outcome 1

Self-development may include:

- Lifelong learning
- Self-motivation
- Ownership of progress

Personal performance may include:

- Attitude
- Reliability
- Communication
- Teamwork

Factors may include:

- Motivation
- Time management
- Confidence

Learning Outcome 2

Feedback may include:

- How to seek feedback
- How to receive feedback
- How to use feedback positively

Learning Outcome 3

SMART: Specific, Measurable, Achievable, Relevant, Time-bound

Action plan: simple plan for achieving goals

Reflect: recognise achievements and consider what went well, what could have gone better

Evidence requirements

Types of evidence could include:

- A self-assessment worksheet identifying strengths and development needs.
- A personal development plan (PDP) with at least two SMART goals.
- A reflective journal or statement describing progress and learning.
- Tutor or peer feedback record.
- Oral questioning or discussion to confirm understanding.

Suggested Resources

- Personal development plan and review templates
- Self-assessment and skills audit tools
- Access to e-learning or training resources
- Reflective journal templates
- Case studies and role play activities

Unit Title	Awareness of the importance of healthy eating and drinking for young people
Unit Number	M/651/8833
Level	1
Credit Value	3
GLH	25

Unit Aim

This unit introduces learners to the basic principles of healthy eating and drinking for young people. It aims to build awareness of the importance of nutrition, hydration, and making healthy food and drink choices for overall wellbeing.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand why healthy eating and drinking are important for young people	1.1 Explain what is meant by a balanced diet . 1.2 Identify key food groups that make up a balanced diet. 1.3 State the purpose of each food group. 1.4 Explain why it is important for young people to eat a balanced diet. 1.5 Give examples of how a poor diet can affect health and well-being.
2. Know the importance of correct fluids and hydration for young people	2.1 Explain why it is essential for young people to drink sufficient fluids. 2.2 State the recommended daily fluid intake to stay healthy. 2.3 Identify signs that a person may not be drinking enough fluids. 2.4 Identify factors that can affect how much a young person needs to drink. 2.5 State examples of suitable fluids to maintain good hydration. 2.6 Describe the impact of alcohol on young people. 2.7 Describe the impact of high-calorie fluids on young people.
3. Know how to make healthier food and drink choices	3.1 Identify examples of healthy food and drink choices. 3.2 Describe ways to reduce intake of salt, sugar and fat. 3.3 Give examples of simple changes that can make meals healthier.

	3.4 Identify accessible sources of information and advice on healthy eating and drinking, and describe how these can be used.
4. Know how a range of factors can influence eating and drinking habits	4.1 Identify factors that may influence a person’s food and drink choices. 4.2 State why it is important to respect individual choices about food and drink. 4.3 Explain the relationship between eating and drinking habits and physical and mental well-being.

Additional Information

Learning Outcome 1

Balanced diet as per NHS recommendations, which are set out in the Eatwell Guide. This could include:

- The Eatwell Guide – to show what percentage of each food group should make up a meal
- Too much as well as too little can be bad for you – balance is required
- Everyone's diet will look slightly different as we all have different requirements depending on our body’s shape and size, and our levels of activity

Purpose may include:

- Energy
- Growth
- Repair

Learning Outcome 2

Recommended daily fluid intake may include: 6-8 glasses of fluid per day (Eatwell Guide), which could include:

- Water
- Lower fat milk
- Sugar-free drinks
- Tea and coffee

This is only a guide – the actual amount will vary depending on the individual and on factors such as age, climate and physical activity.

Learning Outcome 4

Factors may include:

- Culture
- Religion
- Health
- Cost

- Preference

Evidence requirements

Types of evidence could include:

- written or oral questions
- simple worksheets
- discussion
- observation of participation in learning activities

Suggested Resources

- NHS Eatwell Guide
- Public Health England: "Healthy Eating and the Eatwell Guide"
- British Nutrition Foundation resources for learners
- Videos on hydration and nutrition
- Food pictures for sorting into groups

Unit Title	Planning and preparing healthy meals for young people
Unit Number	R/651/8834
Level	1
Credit Value	3
GLH	15

Unit Aim

This unit aims to help learners understand the basic principles of planning and preparing simple meals to support healthy eating habits.

Learning outcome The learner will	Assessment criteria The learner can
1. Be able to plan a simple, healthy meal for a young person	1.1 Plan a simple, balanced meal suitable for a young person. 1.2 Explain how the meal will benefit the young person. 1.3 List the ingredients and equipment needed to prepare the meal. 1.4 Compare the cost of the ingredients from different retailers.
2. Be able to prepare a simple, healthy meal for a young person	2.1 State the importance of food safety and hygiene when preparing meals. 2.2 Plan the stages of preparing the meal. 2.3 Gather the ingredients and equipment needed. 2.4 Prepare the meal.
Additional Information	
<p>Learning Outcome 1</p> <p>Meal must include:</p> <ul style="list-style-type: none"> • Breakfast or lunch or dinner • Fluid intake <p>If any dietary requirements have been identified, ensure these are carried through the whole meal plan.</p>	

Evidence requirements

Types of evidence could include:

- Worksheets or knowledge checklists
- Short written or oral responses
- A simple meal plan or visual food plate design
- Observation of practical activities
- Tutor witness statements or photos of work

Suggested Resources

- The Eatwell Guide (NHS or government resources)
- Simple nutrition posters and food models
- Recipe cards and healthy eating websites
- Access to basic kitchen or classroom equipment for practical work

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.



Innovate Awarding
Block F, 291 Paintworks, Arnos Vale,
Bristol, BS43AW

 innovateawarding.org

 contactus@innovateawarding.org

 +44 (0)117 314 2800

