Qualification Specification

NCFE CACHE Level 2 Certificate in Understanding Nutrition and Health

QRN: 601/3389/2

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Section 1: General introduction

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Understanding Nutrition and Health.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria/scope of learning** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Know substances which are commonly misused.	1.1. List **categories** of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- begin with ‘Be able to’. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner’s experience in a real work environment.

Knowledge-based learning outcomes:

- begin with ‘Know’, ‘Understand’ or ‘Know how to’.

For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Our website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website www.qualhub.co.uk or can be requested from the Customer Support team on 0345 347 2123 or by emailing info@cache.org.uk

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing info@cache.org.uk.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Understanding Nutrition and Health
Qualification number	601/3389/2
Aims and objectives	This qualification provides learners with a range of underpinning knowledge in areas such as healthy eating, nutritional needs, weight management, eating disorders and food safety in the home environment. The qualification supports the Government drive to empower individuals to make healthy choices, a key focus of which is the need to educate and change behaviour on diet and nutrition to reduce the prevalence of obesity. This qualification aims to: • increase understanding of the principles of healthy eating and the role of food in maintaining health • increase confidence in planning and achieving a healthy diet • provide an understanding of how an individual's dietary requirements change throughout their life • provide an understanding of food labelling and the ability to use information from food labels • provide information on eating disorders • increase understanding of the role of a healthy diet for weight management • increase understanding of the principles of food safety in a home environment. The objectives of this qualification are to: • give learners working in, or intending to work in, settings such as sport and recreation, exercise and fitness, hospitality and catering or healthcare an understanding of nutrition and health, to support their role in the workplace • enable learners to progress to other qualifications in this subject area, or within the wider area of healthcare, sport and leisure or hospitality and catering.
Total Qualification Time (hours)	150
Guided Learning (hours)	126

Credit value	15
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	14
Real work environment (RWE) requirement/ recommendation	No real work environment placement is required.
Rule of combination	To be awarded the Level 2 Certificate in Understanding Nutrition and Health, learners are required to successfully complete 6 mandatory units.
Entry requirements/ recommendations	There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification. This qualification is suitable for learners aged 14 and above.
Progression	Learners who achieve this qualification could progress to: • Level 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Certificate for Working in the Health Sector • Advanced Level Apprenticeship in Health & Social Care • Advanced Level Apprenticeship in Health (Clinical Healthcare Support) (England) • Intermediate Level Apprenticeship in Catering and Professional Chefs – Food Production and Cookery • Intermediate Level Apprenticeship in Catering and Professional Chefs – Professional Cookery.
Assessment methods	Portfolio of evidence
Additional assessment requirements	This qualification is internally assessed and externally quality assured.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/3389/2.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- British Nutrition Foundation: www.nutrition.org.uk
- Department of Health: www.dh.gov.uk
- Food Standards Agency: www.food.gov.uk
- NHS Choices: www.nhs.uk/LiveWell
- NHS – Food Safety: www.nhs.uk/LiveWell/homehygiene
- Change4Life: www.nhs.uk/change4life
- Beat: www.b-eat.co.uk
- National Centre for Eating Disorders: eating-disorders.org.uk.

Section 3: Units

Mandatory units

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
Unit 01	R/505/2204	Explore principles of healthy eating	Knowledge	2	5	38
Unit 02	J/601/2535	Consider nutritional needs of a variety of individuals	Knowledge	2	4	35
Unit 03	M/601/2545	Use food and nutrition information to plan a healthy diet	Knowledge/ Skills	2	3	25
Unit 04	L/505/2203	The principles of weight management	Knowledge/ Skills	2	1	8
Unit 05	D/506/2928	Understanding eating disorders	Knowledge	2	1	10
Unit 06	T/506/3146	Principles of food safety for the home environment	Knowledge	2	1	10

The lightbulb icon indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit the Centre secure website for more information.

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg. links to NOS.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points….)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Unit 01: Explore principles of healthy eating

Unit reference	R/505/2204	**Unit level**	2
Unit group	Mandatory		
Credit value	5		
Guided learning hours	38		
Unit summary	This unit looks at how diet affects a person's health. Learners then look at how the 5 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.		

Learning outcomes 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 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.

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	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 affect the nutritional values of foods.

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.3. Identify healthy food preparation methods for a range of types of food.

Delivery and assessment

Assessment guidance

Type of evidence: activity

Assessment criteria: 1.1-1.3

Additional information: learners could take part in a group exercise to compare dietary intakes over 7 days, with a presentation on healthy diets for adults and children and the consequences of a poor diet.

Type of evidence: learner report

Assessment criteria: 1.6-1.8

Additional information: produce a short report, which compares daily energy requirements within a group of learners, family or friends.

Type of evidence: assignment

Assessment criteria: 1.4, 1.5, 1.9, 1.10

Additional information: produce an assignment on energy intake and weight management.

Type of evidence: activity

Assessment criterion: 1.11

Additional information: examination of food labels to compare salt content, and the production of a checklist, which can be referred to in the planning of a reduced-salt diet.

Type of evidence: group discussion

Assessment criteria: 2.1-2.4

Additional information: group discussion on the differences between foods and food groups, in relation to healthy eating advice. Production of a ‘Balance of Good Health’ chart containing own food choices.

Type of evidence: assignment

Assessment criteria: 3.1-3.6

Additional information: produce an assignment on the differences between nutrients, foods and food groups in relation to a healthy diet, including nutrients associated with different foods.

Type of evidence: learner report

Assessment criteria: 4.1-4.3

Additional information: plan a healthy menu for 3 days, which does not use a frying pan or grill, and present the results to a group of adult learners, friends or family. Include how the food was prepared and served to maximise its healthy profile.

Types of evidence
Evidence could include: • activity • learner report • assignment • group discussion.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • Mathematics • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Clinical Health Skills and Food Technology. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. **Key**: Clinical Health Skills = SFHCHS Food Technology = IMPFT Unit 01 Explore principles of healthy eating: • SFHCHS 96 • SFHCHS 146 • SFHCHS 148 • IMPFT 102K
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Consider nutritional needs of a variety of individuals

Unit reference	J/601/2535	**Unit level**	2
Unit group	Mandatory		
Credit value	4		
Guided learning hours	35		
Unit summary	This unit encourages learners to look at how nutritional needs vary with age. Learners gain an understanding of the special dietary requirements of people following a vegetarian diet, people with certain cultural requirements, and people with allergies. They also gain an awareness of the factors that create barriers to healthy eating.		

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.

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	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

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	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.

Delivery and assessment

Assessment guidance

Type of evidence: assignment

Assessment criteria: 1.1-1.4, 1.8

Additional information: plan a day's diet for a 4-year-old and 9-year-old child, justifying the food choices and taking into account their different energy needs. Plan a day's diet for an adolescent, identifying the key nutrients and taking into account their daily energy needs.

Type of evidence: group discussion

Assessment criteria: 1.5-1.7

Additional information: group exercise to look at the long-term effects of diets short in iron, calcium and vitamin D, for different age groups. The presentation of results should include diets to compensate for the nutrient shortfall.

Type of evidence: assignment

Assessment criteria: 2.1, 2.2, 2.5

Additional information: plan a full day's diet for an older person, looking at the choice of food and taking into account their reduced energy needs.

Type of evidence: assignment

Assessment criterion: 2.3

Additional information: produce a set of charts to show how age affects our body composition, BMR and energy requirements.

Type of evidence: learner report

Assessment criterion: 2.4

Additional information: short report on the common nutritional risk factors for elderly people and how they can be reduced.

Type of evidence: learner report

Assessment criteria: 3.1, 3.2

Additional information: devise a questionnaire to survey the dietary requirements of 2 religious or ethnic groups and write a short report to summarise your findings.

Type of evidence: assignment

Assessment criterion: 3.1

Additional information: plan and produce an assignment which explores the reasons why people choose a particular diet and how they can overcome any dietary shortfalls.

Delivery and assessment
Type of evidence: learner report **Assessment criterion**: 3.3 **Additional information**: produce a short report on the dietary requirements of a range of vegetarian diets. **Type of evidence**: assignment **Assessment criterion**: 3.4 **Additional information**: learners could write a checklist of precautions to take when preparing a daily menu for a person with a known food allergy or intolerance. **Type of evidence**: group discussion **Assessment criteria**: 4.1-4.5 **Additional information**: group discussion on the barriers to healthy eating and the presentation of a strategy to help vulnerable individuals overcome these barriers.
Types of evidence
Evidence could include: • assignment • group discussion • learner report.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Clinical Health Skills and Food Technology. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. **Key**: Clinical Health Skills = SFHCHS Food Technology = IMPFT Unit 02 Consider nutritional needs of a variety of individuals: • SFHCHS 96 • SFHCHS 146 • SFHCHS 148 • IMPFT 102K
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Use food and nutrition information to plan a healthy diet

Unit reference	M/601/2545	**Unit level**	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	25		
Unit summary	In this unit learners gain an awareness of the information provided on food labels and how this may be used to help 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.		

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 and 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’.

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	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.

Delivery and assessment

Assessment guidance

Type of evidence: assignment

Assessment criterion: 1.1

Additional information: the learner could imagine they had created a new high-protein snack food which contained acceptable levels of fat, salt and sugar. Identify the information that should be included on the label.

Type of evidence: assignment

Assessment criteria: 1.2-1.4

Additional information: collect labels from a range of foods and produce a set of posters clearly showing the levels of fat, sugar and salt in each food, together with the energy provided by protein, fat and carbohydrate.

Type of evidence: assignment

Assessment criterion: 1.2

Additional information: produce a chart which identifies the current advice given on the maximum levels of fat, salt and sugar we should consume on a daily basis.

Type of evidence: learner report

Assessment criterion: 1.5

Additional information: make a list of 10 foods which make a specific health claim, such as boosting the immune system or lowering cholesterol. Obtain information to back up or challenge their claims and discuss this within the group.

Type of evidence: learner report

Assessment criteria: 2.1-2.4

Additional information: report on food additives and the foods which contain them. Cover what each additive does in the chosen food and discuss whether the food is safer to eat with or without the additive in question.

Type of evidence: learner report

Assessment criteria: 3.1-3.3

Additional information: keep a food and drink diary for one week, including portion sizes. Compare intake against current healthy eating guidelines to outline how diet could be improved.

Types of evidence

Evidence could include:

- assignment
- learner report.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • Mathematics • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Clinical Health Skills and Food Technology. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. **Key**: Clinical Health Skills = SFHCHS Food Technology = IMPFT Unit 03 Use food and nutrition information to plan a healthy diet: • SFHCHS 96 • SFHCHS 146 • SFHCHS 148 • IMPFT 102K
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: The principles of weight management

Unit reference	L/505/2203	**Unit level**	2
Unit group	Mandatory		
Credit value	1		
Guided learning hours	8		
Unit summary	This unit aims to give learners an understanding of weight management and how to plan a short-term weight management programme.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:
1. Know the risks associated with ineffective weight management.	1.1. Define the terms: • obese • emaciated • malnourished.
	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.

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	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.

Delivery and assessment

Assessment guidance

Type of evidence: oral or written questioning

Assessment criterion: 1.1

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria, defining the terms outlined in 1.1. Questions and answers should be clearly recorded.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.2, 1.3

Additional information: learners could participate in a small group discussion to describe the health risks associated with both obesity and emaciation. This could be assessed via Tutor witness testimony or video recording. Learners could also prepare a learner report outlining these risks.

Type of evidence: individual notes or learner report

Assessment criterion: 1.4

Additional information: learners could conduct research and prepare notes or a learner report on the signs and symptoms of malnourishment.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 2.1, 2.2

Additional information: learners could participate in a small group discussion about what is meant by the concept of ‘body image’. This could include how the learners interpret the term and the impact of the media on an individual’s weight management. This should include both positive and negative aspects. This could be assessed via Tutor witness testimony or video recording. Learners could also prepare a learner report outlining what is meant by ‘body image’.

Delivery and assessment
Type of evidence: individual notes or learner report **Assessment criteria**: 3.1-3.3 **Additional information**: learners could review a food diary, either their own or that of another individual. The review should include: • the role a balanced diet has on weight management • what is meant by ‘energy balance’ • an energy balance calculation taken from the food diary, showing the impact it will have on weight management of the individual, for example: gain; loss; maintenance. **Type of evidence**: individual notes or learner report **Assessment criteria**: 3.4-3.6 **Additional information**: learners could conduct research and prepare notes or a learner report on the impact of lifestyle choices, common weight-loss myths and describe the characteristics of an effective weight management programme. This weight management programme could cover weight loss, gain or maintenance. **Type of evidence**: individual notes or learner report **Assessment criteria**: 4.1-4.3 **Additional information**: learners could plan a short-term weight management programme, either for themselves or another individual. The plan can relate to weight loss, gain or maintenance.
Types of evidence
Evidence could include: • oral or written questioning • individual notes from a small group discussion • individual notes or learner report.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • Mathematics • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Clinical Health Skills and Food Technology. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. **Key**: Clinical Health Skills = SFHCHS Food Technology = IMPFT Unit 04 The principles of weight management: • SFHCHS 96 • SFHCHS 146 • SFHCHS 148 • IMPFT 102K
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 05: Understanding eating disorders

Unit reference	D/506/2928	**Unit level**	2
Unit group	Mandatory		
Credit value	1		
Guided learning hours	10		
Unit summary	This unit gives learners an understanding of different types of eating disorders, how they develop, and their effect on health and well-being.		

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.

Learning outcomes The learner will:	**Assessment criteria** The learner can:
	4.3. Describe local resources and treatments that would be available to an individual experiencing an eating disorder.

Delivery and assessment

Assessment guidance

Type of evidence: individual notes or learner report

Assessment criteria: 1.1, 1.2, 3.1, 3.3

Additional information: learners could put together profiles of a number of different eating disorders. Each profile should outline the signs and symptoms of the condition, along with both the short-term and long-term effects on health.

Type of evidence: individual notes from a small group discussion

Assessment criterion: 2.1

Additional information: learners could participate in a small group discussion on the possible causes of eating disorders (eg connection between food and feelings; peer pressure; media influence). The discussion could be assessed via Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: individual notes or learner report

Assessment criteria: 4.1, 4.3

Additional information: learners could research what treatments and support are available for individuals with eating disorders and produce a short leaflet outlining this.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.2, 3.4, 4.2

Additional information: learners could participate in a small group discussion on the feelings an individual may experience, how the disorder could affect others associated with them (eg family, friends, work colleagues) and how others can help an individual recover from the disorder.

Types of evidence

Evidence could include:

- individual notes or learner report
- individual notes from a small group discussion.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • ICT. **Links to NOS** We've mapped this qualification against National Occupational Standards (NOS) in Clinical Health Skills and Food Technology. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification. **Key**: Clinical Health Skills = SFHCHS Food Technology = IMPFT Unit 05 Understanding eating disorders: • SFHCHS 96 • SFHCHS 146 • SFHCHS 148 • IMPFT 102K
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 06: Principles of food safety for the home environment

Unit reference	T/506/3146	**Unit level**	2
Unit group	Mandatory		
Credit value	1		
Guided learning hours	10		
Unit summary	In this unit learners will understand food safety in a home environment. They will investigate safe handling of food, food storage and food disposal. They will also look at correct cooking temperatures to ensure food is safe to eat.		

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: • 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.

Learning outcomes The learner will:	**Assessment criteria** The learner can:
3. Know how to store food safely.	3.1. Explain how to store the following types of food correctly to avoid contamination: • 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.

Delivery and assessment

Assessment guidance

Type of evidence: individual notes or learner report

Assessment criteria: 1.1, 1.3

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: case study

Assessment criterion: 1.2

Additional information: Tutors could construct case studies to illustrate scenarios based on the assessment criterion, these could be supported by focused questions for the learner.

Type of evidence: individual notes or learner report

Assessment criteria: 2.1–2.3

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: individual notes or learner report

Assessment criteria: 3.1, 3.2

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: individual notes or learner report

Assessment criterion: 4.1

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 5.1, 5.2

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Type of evidence: individual notes or learner report

Assessment criteria: 6.1, 6.2

Additional information: learners could conduct research and prepare notes or a learner report.

Type of evidence: oral or written questioning

Assessment criteria: 7.1, 7.2

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence
Evidence could include: • individual notes or learner report • case study • individual notes from a small group discussion • oral or written questioning.

Additional information	
Relationship to occupational standards/NOS mapping	**Links to National Skills Standards** We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments. The mapping is only at the level of the unit. • English • ICT.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance.**

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance.**

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.
The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our Centre secure website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group
- NCC Resources
- Creating Careers/Vision2Learn
- Hallmark Education.

Section 6: General Information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.