

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 1 Award in Nutrition and
Health
QN: 600/5142/5**

Qualification summary

Qualification title	NCFE CACHE Level 1 Award in Nutrition and Health		
Ofqual qualification number (QN)	600/5142/5	Aim reference	60051425
Guided learning hours (GLH)	43	Total qualification time (TQT)	50
Credit value	5		
Minimum age	14		
Qualification purpose	This qualification is designed for learners looking to increase their knowledge and understanding of nutrition and health. It will help the learner to develop their knowledge of healthy eating, planning a healthy diet and understanding eating disorders.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1	April 2012	First publication
v2	September 2017	Standard template updates
v3	October 2017	Standard template updates
v4	September 2018	Standard template updates
v4.1	February 2020	Resources section added
v4.2	August 2021	New spec template Unit summaries updated on all units Progression quals update
v4.3	June 2022	Information regarding registration and entry requirements and the language of assessment evidence added to section 1. Support handbook information updated in section 1.
v4.4	September 2022	Assessment method updated. This qualification is internally assessed and externally quality assured via a portfolio of evidence. Learners are no longer required to complete a mandatory workbook. Qualification specification template information has been updated throughout. There have been no changes to the unit content.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of nutrition and health
- offer breadth and depth of study, incorporating a key core of knowledge

The objectives of this qualifications are to enable the learner to gain an understanding of:

- the importance of eating healthily and maintaining hydration
- food choices and how to make healthy choices
- planning a healthy diet for self and others
- eating disorders, the connections between food and feelings and ways to seek help and support

Support handbook

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Guidance for entry and registration

This qualification is designed for learners looking to increase their knowledge and understanding of nutrition and health. It will help the learner to develop their knowledge of healthy eating, planning a healthy diet and understanding eating disorders.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved an entry level qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **3 units** from the mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification.

Progression

Learners who achieve this qualification could progress to the following:

- Level 2 Award in Nutrition and Health
- Level 2 Certificate in Understanding Nutrition and Health
- Level 2 Certificate in Improving Personal Exercise, Health and Nutrition

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 1 Award in Nutrition and Health.

All the evidence generated by the learner will be assessed against the standards expected of a level 1 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with the unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

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

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Introductory awareness of the importance of healthy eating and drinking for adults (Y/502/9720)



Unit summary				
In this unit the learner will increase their knowledge and understanding of the importance of healthy eating and drinking for adults.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 1	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of healthy eating	1.1 Outline what is meant by a balanced diet
	1.2 Give examples of the effects on health if a diet is not balanced
	1.3 Give examples of ways that food can contribute to helping an individual to stay healthy
	1.4 Outline ways to inform individuals to eat a balanced diet
2. Understand the importance of drinking enough to stay healthy	2.1 State the recommended daily fluid intake to stay healthy
	2.2 Outline how drinking enough can help to stay healthy
	2.3 Identify the effects to health of not drinking enough
	2.4 Give examples of signs of not drinking enough
	2.5 Outline ways to encourage individuals to drink enough to stay healthy

Range
1. Understand the importance of healthy eating
<p>1.1 Balanced diet as per NHS recommendations, which are set out in the Eatwell Guide. This could include:</p> <ul style="list-style-type: none"> 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
2. Understand the importance of drinking enough to stay healthy
<p>2.1 Recommended daily fluid intake:</p> <ul style="list-style-type: none"> 6–8 glasses of fluid per day, which could include: <ul style="list-style-type: none"> water lower-fat milk sugar-free drinks tea and coffee <p>Primary-aged children would be expected to drink smaller amounts.</p> <p>This is only a guide – actual amount will vary depending on the individual and on factors such as age, climate and physical activity.</p>

Delivery and assessment guidance

1.1–1.4 Learners could investigate sources such as the Eatwell Guide found on the NHS website, the British Heart Foundation, or other approved UK sources. Using tutor-set headings based on the assessment criteria, they could present the information in a visual format (such as a poster or leaflet) with commentary to encourage healthy eating and reasons why it is important.

1.4 Learners must outline 3 ways to inform individuals to eat a balanced diet.

2.1–2.5 Tutors could devise fictional case studies to illustrate scenarios based on individuals with different amounts of fluid intake. Learners could answer pre-set questions relating to the assessment criteria to identify the importance of drinking enough fluids. Questions and answers must be recorded.

2.5 Learners must outline 3 ways to encourage individuals to drink enough to stay healthy.

Unit 02 Planning healthy diets (F/503/2241)

Unit summary				
In this unit the learner will plan a healthy diet and understand how to make healthy food choices from a menu. They will also explore how food choices can be influenced.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 1	1 credit	10 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand influences on own diet	1.1 Identify influences on food choices 1.2 Explain how influences affect own food choices
2. Be able to plan healthy diets	2.1 Plan a healthy diet for self for one day to meet dietary requirements 2.2 Plan a healthy diet for another individual for one day to meet dietary requirements
3. Be able to make healthy choices from menus	3.1 Make healthy choices for a 3-course meal from a menu 3.2 State how the choices made will contribute to a balanced diet

Range
2. Be able to plan healthy diets
2.1 Plan must include:
<ul style="list-style-type: none"> • breakfast • lunch • dinner • snacks • fluid intake: <ul style="list-style-type: none"> ○ to total the recommended daily intake for the learner, reducing the intake or avoiding the use of drinks high in fat or sugar • dietary requirements
If any dietary requirements have been identified, ensure this is carried through the whole diet plan.
3. Be able to make healthy choices from menus
3.1 Healthy choices
Learners should try to balance their food so they can have a treat but balance the rest of the meal with healthy choices. They must also consider:
<ul style="list-style-type: none"> • accompaniments • sauces • cooking method

Range

3.2 Choices should meet as many food groups as possible that make up a balanced diet (avoids high fat and/or sugar content), taking into account the learner's own dietary preferences/requirements, for example:

- fruit and vegetables
- bread, rice, potatoes and pasta
- milk and dairy foods
- meat, fish, eggs and beans
- oils and spreads

Delivery and assessment guidance

1.1 Learners must identify 5 influences on food choices.

1.2 Tutors must ensure learners explain influences on food choices. These will be individual to the learner.

2.1 and 2.2 Learners must complete 2 diet plans, each covering a different age group. Each of the plans must reflect the individual's dietary requirements, preferences, and demonstrate a healthy balance of the main food groups over the day. For example, a child's requirements in relation to growth and energy will differ from those of an adult.

The choices made by learners could vary greatly. Tutors will need to use their own judgement on the answers, taking into account the definition of a balanced diet.

3.1 Tutors may provide or ask learners to bring in menus from home to discuss in class or menus could be viewed online.

Unit 03 Understanding eating disorders (H/503/0997)



Unit summary				
In this unit the learner will understand the various types of eating disorders. They will know the signs and symptoms of different eating disorders and the effects they have on health. They will also explore the link between food and feelings and how to access more information and support.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 1	1 credit	9 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about different eating disorders	1.1 List different types of eating disorders
	1.2 Outline the signs and symptoms of different eating disorders
	1.3 State the possible short-term and long-term effects on health of each
2. Understand the connections between food and feelings	2.1 Identify the connections between food and feelings
	2.2 Outline why abnormal eating habits may develop
3. Know how to access information and support related to eating disorders	3.1 Identify further information and support available

Range
1. Know about different eating disorders
1.1 Types could include:
<ul style="list-style-type: none"> • anorexia • bulimia • binge eating disorder (BED) • orthorexia • avoidant restrictive food intake disorder (ARFID) • other specific feeding or eating disorder (OSFED)
1.2 Signs and symptoms will vary according to the nature of the eating disorder.
1.3 Short-term and long-term effects will vary according to the nature of the eating disorder.
2. Understand the connections between food and feelings
2.1 Connections between food and feelings:
<ul style="list-style-type: none"> • how we feel can change what we choose to eat • certain foods can also change the way we feel
3. Know how to access information and support related to eating disorders
3.1 Information and support could be local or national but must be reliable.

Delivery and assessment guidance

1.1 Learners must list 3 different types of eating disorders.

1.1–1.3 Learners could create a display or presentation slides. They could investigate using approved sources and support groups such as the NHS website or Beat. Tutors should set headings reflecting the assessment criteria. Learners can prepare the information in a suitable format, such as a display or slide show presentation.

2.1 Tutors should cover both sides of the connection including, how certain foods can change the way we feel and how we can crave certain foods depending on our mood.

2.1 and 2.2 Learners could participate in a group discussion about the links between food and emotion and the reasons why different eating habits may develop. The individual contribution of each learner must be recorded by video or tutor observation.

3.1 Learners could investigate a range of support groups and information sources for people with eating disorders. They should produce a list identifying the type of support and information that each one provides. They may include supporting leaflets, internet printouts and newsletters from these different sources and annotate or highlight sections to demonstrate their relevance.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	No
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	No
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

NCFE assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3: explanation of terms

This table explains how the terms used at level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner workbook
- learner's evidence tracking log (LETL)

Useful websites

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

- www.nutrition.org.uk
- www.food.gov.uk
- www.mind.org.uk
- www.nhs.uk/live-well
- www.beateatingdisorders.org.uk
- eating-disorders.org.uk

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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Version 4.4 September 2022

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Appendix A



Units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	Unit 01	Y/502/9720	Introductory awareness of the importance of healthy eating and drinking for adults	1	3	24	
	Unit 02	F/503/2241	Planning healthy diets	1	1	10	
	Unit 03	H/503/0997	Understanding eating disorders	1	1	9	