

Qualification Specification

Focus Awards Level 2 Certificate in
Understanding Nutrition and Health (RQF)

601/7372/5



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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Focus Awards Level 2 Certificate in Understanding Nutrition and Health (RQF)

Qualification Details

QAN:	601/7372/5
GLH:	126
TQT:	150
Credit:	15

Qualification Overview

Focus Awards Level 2 Certificate in Understanding Nutrition and Health (RQF) is aimed at learners who are currently working or intend to work in the health care, sports and recreation or hospitality and catering sector.

The purpose of the Focus Awards Level 2 Certificate in Understanding Nutrition and Health (RQF) is to provide learners with the knowledge and understanding of the importance nutrition has on health, focusing on the principles of healthy eating, planning and achieving a healthy diet, weight management and food safety in a home environment.

Qualification Structure / Rules of Combination

In order to achieve the Focus Awards Level 2 Certificate in the Principles of the Prevention and Control of Infection in Health Care settings (RQF) a learner must complete 6 mandatory units achieving a total of 15 credits.

Unit Title	Unit Ref	Level	GLH	Credits
Mandatory unit				
Explore principles of healthy eating	R/505/2204	2	38	5
Consider nutritional needs of a variety of individuals	J/601/2535	2	35	4
Use food and nutrition information to plan a healthy diet	M/601/2545	2	25	3
The principles of weight management	L/505/2203	2	8	1

Understanding eating disorders	D/506/2928	2	10	1
Principles of food safety for the home environment	T/506/3146	2	10	1

Learner Entry Requirements

There are no specific entry requirements for this qualification.

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake this qualification.

Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy.'

Assessment Methods

Each learner is required to create portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 2 qualifications in hospitality and catering
- Level 3 qualifications in Health Promotion
- 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 and Social Care

Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

- www.focusawards.org.uk
- www.hse.gov.uk/
- www.Ofqual.gov.uk
- www.skillsforhealth.org.uk

Appendix A: Units

Unit Title:	Explore principles of healthy eating		
Unit No:	R/505/2204		
Level:	2		
GLH:	38		
Credit	5		
Unit Details: The aim of this unit is to provide the learner with the understanding of how diet is linked to health, the components of a healthy diet and the knowledge of the nutrients in food and their role in maintaining health.			
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
		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 affects the nutritional values of foods
		4.3	Identify healthy food preparation methods for a range of types of food

Unit Title:	Consider nutritional needs of a variety of individuals
Unit No:	J/601/2535
Level:	2
GLH:	35
Credit	4

Unit Details: The aim of this unit is to provide the learner with the awareness of the nutritional needs of children and young people, and the understanding of the special dietary requirements and the barriers to healthy eating.

1	Know the nutritional needs of children and young people	1.1	Plan balanced meals and snacks for a day for a chosen age group
		1.2	Explain why the meals and snacks chosen are appropriate
		1.3	Describe factors influencing eating patterns of various different age groups
		1.4	Identify energy requirements of various different age groups
		1.5	Identify the consequences of a diet lacking in iron
		1.6	Outline the importance of calcium and vitamin D for bone development
		1.7	Identify good food sources of key nutrients for children and young people
		1.8	Outline nutritional recommendations for children and young people
2	Know the nutritional needs of older people	2.1	Plan balanced meals and snacks for a day for an older person
		2.2	Explain how the meals and snacks chosen are appropriate for the person
		2.3	Describe factors influencing energy requirements of older people
		2.4	Describe reasons why older people may be at risk of malnutrition
		2.5	Outline nutritional recommendations for older people
3	Understand special dietary requirements	3.1	Explain why people have specific dietary requirements
		3.2	Identify the special dietary requirements of 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
		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

Unit Title:	Use food and nutrition information to plan a healthy diet		
Unit No:	M/601/2545		
Level:	2		
GLH:	25		
Credit	3		
Unit Details: The aim of this unit is to provide the learner with the understanding of food labelling and food additives and how to apply principles of healthy eating.			
1	Understand food labelling	1.1	Identify nutritional information which must be provided on food labels
		1.2	Identify the guideline daily amounts of fat, sugar and salt in an adult diet
		1.3	Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content
		1.4	Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food
		1.5	Outline ways in which food label claims and descriptions may be misleading
2	Understand food additives	2.1	Define the term food additives
		2.2	Describe the main groups of 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

Unit Title:	The principles of weight management		
Unit No:	L/505/2203		
Level:	2		
GLH:	8		
Credit	1		
Unit Details: The aim of this unit is to provide the learner with the knowledge of the risks associated with ineffective weight management and the understanding of how body image may influence weight management.			
1	Know the risks associated with ineffective weight management	1.1	Define the terms: <ul style="list-style-type: none"> • Obese • Emaciated • Malnourished
		1.2	Describe the health risks associated with obesity
		1.3	Describe the health risks 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
		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

Unit Title:	Understanding eating disorders		
Unit No:	D/506/2928		
Level:	2		
GLH:	10		
Credit	1		
Unit Details: The aim of this unit is to provide the learner with the understanding of the term 'eating disorder', what causes eating disorders and how they may be managed			
1	Understand the term 'eating disorder'	1.1	Give a definition of the term 'eating disorder'
		1.2	Describe possible types of eating disorders
2	Understand the causes of eating disorders	2.1	Describe possible causes of eating disorders
3	Understand how an eating disorder may affect the individual and others	3.1	Give examples of the signs and symptoms associated with eating disorders
		3.2	Describe the feelings an individual with an eating disorder may experience
		3.3	Describe some of the ways an eating disorder may affect the individual and their life
		3.4	Explain how an individual's eating disorder may affect others
4	Understand how a specific eating disorder may be managed	4.1	Describe different approaches to the treatment of eating disorders
		4.2	Explain what others could do to help an individual recover from a specific eating disorder
		4.3	Describe local resources and treatments that would be available to an individual experiencing an eating disorder

Unit Title:	Principles of food safety for the home environment		
Unit No:	T/506/3146		
Level:	2		
GLH:	10		
Credit	1		
Unit Details: The aim of this unit is to provide the learner with the knowledge of the importance of handling food safely and personal hygiene when handling food.			
1	Know the importance of handling food safely	1.1	Explain why it is important to handle food safely
		1.2	Identify hazards relating to food safety
		1.3	Identify ways in which food should be handled safely to avoid contamination during the following operations: <ul style="list-style-type: none"> • Storage • Preparation • Cooking • Serving • Re-heating
2	Know the importance of personal hygiene when handling food	2.1	Explain ways of maintaining personal hygiene when handling food that helps reduce the risk of contamination
		2.2	Identify how and when to wash hands
		2.3	Describe potential problems resulting from not maintaining personal hygiene when handling food
3	Know how to store food safely	3.1	Explain how to store the following types of food correctly to avoid contamination: <ul style="list-style-type: none"> • Fresh • Convenience • High risk • Low risk
		3.2	Explain why it is important to follow food storage instructions
4	Know how food storage can	4.1	Outline how storage methods can

	affect the nutritional value of food		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

Appendix B: Assessment Strategy

Assessment Guidance for Skills for Care and Development

Competence based units must include direct observation in the workplace as the primary source of observation. Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Where an expert witness is used, they must meet the following criteria:

- Have a working knowledge of the RQF units on which their expertise is based;
- Be occupationally competent in their area of expertise;
- Have EITHER a qualification in assessment of workplace performance OR a professional role work role which involves evaluating the everyday practice of staff.

Guidance for Tutors, Assessors and IQA's

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that it has the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

Requirements for Tutors:

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

- Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

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Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

Requirements for assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Show relevant technical/occupational competency in the disciplines/units they wish to assess.

Please note – trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements for Internal Quality Assurers (IQA):

IQAs should hold or be working towards either of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
- Show relevant technical/occupational competency in the disciplines/units they wish to verify.

Please note – trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

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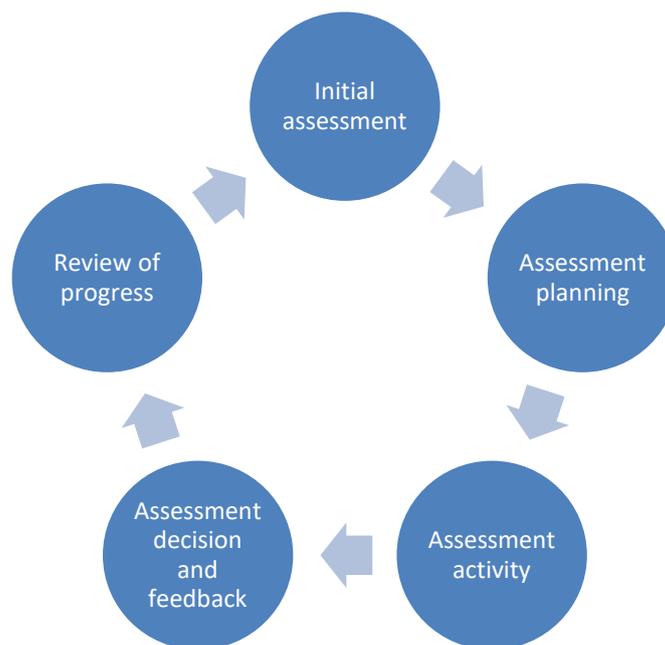
Appendix C: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by

the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

Learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the RQF

- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided Learning Hours (GLH)

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessment. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification/assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32.33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units they wish to assess;
- Assessors are observed assessing by qualified IQA's at least once per year;
- Standardisation exercises are carried out with the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQA's.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners evidence using this document the assessors and IQA's are confirming that the assessment evidence submitted by the learner is authentic and their

- own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria;
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check the learner's knowledge matches the evidence provided;
 - Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- Assessors/tutors may offer some assistance to learners to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

Appendix D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health of safety or when 'moving on';

- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

Suggested stages of an observation for the Focus Awards Level 2 Certificate in Understanding Nutrition and Health (RQF)

Step 1

Initial Learner briefing

Step 2

Direct Observation

Step 3

Learner/Client Feedback

Step 4

Learner Evaluation with client (15 minutes minimum)

Step 5

Assessor Questions (open and non-leading)

Step 6

Assessor Decision (pass/refer)

Step 7

Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - These words act as prompts to give the students the opportunity to respond fully in their own words.
 - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- "Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"
- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner:

Date:.....

OQ - Oral Questioning, **O** - Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,

A - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** - Reflective Account, **RPL** - Recognition of prior learning

Professional Discussion

Learner name:	
Assessor name:	
Date:	
Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

