

Qualification Guidance Document

SEG Awards Level 2 Certificate in Understanding Nutrition and Health

Level 2 Certificate / England – 610/6215/7
Level 2 Certificate / Wales 'Other Regulated' –
C00/5250/0

Date: August 2025
Version: V1.0

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: **Skills and Education Group Awards Secure Login**

Sources of Additional Information

The Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Specification Code

The specification code is C2497-02.

Issue	Date	Details of change
1.0	August 2025	New Qualification Guide created

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use.

Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

SEG Awards Level 2 Certificate in Equality and Diversity – 610/5930/4								
Qualification Purpose	To provide learners with the knowledge and understanding required to support a balanced, healthy diet while exploring the nutritional requirements of individuals. Learners will also look into weight management and eating disorders.							
Age Range	Pre 16	✓	16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	<ul style="list-style-type: none"> ➤ Portfolio of Evidence ➤ Practical Demonstration/Assignment 							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/09/2025							
Review Date	31/08/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	126 hours							
Total Qualification Time (TQT)	145 hours							
Credit Value	15							
Skills and Education Group Awards Sector	Health and Social Care							
Regulator Sector	1.3 Health and Social Care							

Support from Trade Associations

Introduction

SEG Awards is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
SEG Awards Level 2 Certificate in Understanding Nutrition and Health	610/6215/7

Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with knowledge in nutrition and health.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 2 Certificate in Understanding Nutrition and Health

Learners must achieve 15 credits. All credits must come from the 6 mandatory units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target – 15				
Explore Principles of Healthy Eating	L/651/7446	2	5	38
Consider Nutritional Needs of a Variety of Individuals	M/651/7447	2	4	35

Use Food and Nutrition Information to Plan a Healthy Diet	R/651/7448	2	3	25
The Principles of Weight Management	D/651/7450	2	1	8
Understanding Eating Disorders	F/651/7451	2	1	10
Principles of Food Safety for the Home Environment	J/651/7453	2	1	10

Aim

The SEG Awards Level 2 Certificate in Understanding Nutrition and Health has been designed to allow learners to obtain and then demonstrate knowledge about nutrition and health. It is appropriate for learners of all ages, whether employed or not, and applies to all sectors but particularly health and social care, hospitality and catering or sport and fitness.

Target Group

This qualification is appropriate for use in the following age ranges:

- > Pre-16
- > 16-18
- > 19+

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- > Purpose Statement

- Learner Unit Achievement Checklist
- Indicative Content

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Learners may wish to broaden their knowledge by undertaking level 2 qualifications or progressing on to level 3 qualifications within their chosen sector.

This qualification will allow for a number of progression routes to employment and into other areas of learning.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

Explore Principles of Healthy Eating		
Unit Reference	L/651/7446	
Level	2	
Credit Value	5	
Guided Learning (GL)	38	
Unit Summary	This unit provides the learner with the knowledge of preparing food for a balanced diet and understanding how our diet is linked to our health	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	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
	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 2.2 2.3 2.4	Identify the five food groups Identify foods belonging to each of the 5 food groups Give examples of current healthy eating advice 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 3.2 3.3 3.4 3.5 3.6	Define the term nutrients Describe nutrients needed by the body Identify foods that are a good source of each nutrient Describe the role of nutrients in maintaining health Describe the factors that influence how much of each nutrient a person needs Explain the importance of adequate fluid intake
4. Understand the principles of healthy food preparation	4.1 4.2 4.3	Identify factors to be considered when planning healthy meals Explain how a variety of cooking methods affects the nutritional values of foods Identify healthy food preparation methods for a range of types of food

Consider Nutritional Needs of a Variety of Individuals

Unit Reference	M/651/7447	
Level	2	
Credit Value	4	
Guided Learning (GL)	35	
Unit Summary	This unit provides the learner with the knowledge of the nutritional needs for individuals and the barriers to healthy eating	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Know the nutritional needs of children and young people	1.1	Plan balanced meals and snacks for a day for a chosen age group
	1.2	Explain why the meals and snacks chosen are appropriate
	1.3	Describe factors influencing eating patterns of various different age groups
	1.4	Identify energy requirements of various different age groups
	1.5	Identify the consequences of a diet lacking in iron
	1.6	Outline the importance of calcium and vitamin D for bone development
	1.7	Identify good food sources of key nutrients for children and young people
	1.8	Outline nutritional recommendations for children and young people
2. Know the nutritional needs of older people	2.1	Plan balanced meals and snacks for a day for an older person
	2.2	Explain how the meals and snacks chosen are appropriate for the person

	2.3	Describe factors influencing energy requirements of older people
	2.4	Describe reasons why older people may be at risk of malnutrition
	2.5	Outline nutritional recommendations for older people
3. Understand special dietary requirements	3.1	Explain why people have specific dietary requirements
	3.2	Identify the special dietary requirements of 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

Use Food and Nutrition Information to Plan a Healthy Diet

Unit Reference	R/651/7448	
Level	2	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit provides the learner with the knowledge to understand food labelling and food additives	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand food labelling	1.1	Identify nutritional information which must be provided on food labels
	1.2	Identify the guideline daily amounts of fat, sugar and salt in an adult diet
	1.3	Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content
	1.4	Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food
	1.5	Outline ways in which food label claims and descriptions may be misleading
2. Understand food additives	2.1	Define the term food additives
	2.2	Describe the main groups of 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. Understand how the rights of individuals are protected in the workplace	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
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The Principles of Weight Management

Unit Reference	D/651/7450	
Level	2	
Credit Value	1	
Guided Learning (GL)	8	
Unit Summary	This unit provides the learner with knowledge of the risks associated with ineffective weight management and understand the effective methods of weight management to be able to plan a weight management programme	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Know the risks associated with ineffective weight management	1.1	Define the terms: <ul style="list-style-type: none"> ➤ Obese ➤ Emaciated ➤ Malnourished
	1.2	Describe the health risks associated with obesity
	1.3	Describe the health risks 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

Understanding Eating Disorders

Unit Reference	F/651/7451	
Level	2	
Credit Value	1	
Guided Learning (GL)	10	
Unit Summary	This unit provides the learner with the knowledge to understand the causes and effects of eating disorders	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the term 'eating disorder'	1.1	Give a definition of the term 'eating disorder'
	1.2	Describe possible types of eating disorders
2. Understand the causes of eating disorders	2.1	Describe possible causes of eating disorders
3. Understand how an eating disorder may affect the individual and others	3.1	Give examples of the signs and symptoms associated with eating disorders
	3.2	Describe the feelings an individual with an eating disorder may experience
	3.3	Describe some of the ways an eating disorder may affect the individual and their life
	3.4	Explain how an individual's eating disorder may affect others
4. Understand how a specific eating disorder may be managed	4.1	Describe different approaches to the treatment of eating disorders
	4.2	Explain what others could do to help an individual recover from a specific eating disorder
	4.3	Describe local resources and treatments that would be available to an individual experiencing an eating disorder

Principles of Food Safety for the Home Environment

Unit Reference	J/651/7453	
Level	2	
Credit Value	1	
Guided Learning (GL)	10	
Unit Summary	This unit provides the learner with the knowledge of preparing, cooking and storing food correctly	
Learning Outcomes (1 to 7)	Assessment Criteria (1.1 to 7.2)	
The learner will	The learner can	
1. Know the importance of handling food safely	1.1	Explain why it is important to handle food safely
	1.2	Identify hazards relating to food safety
	1.3	Identify ways in which food should be handled safely to avoid contamination during the following operations: <ul style="list-style-type: none"> ➤ storage ➤ preparation ➤ cooking ➤ serving ➤ re-heating
2. Know the importance of personal hygiene when handling food	2.1	Explain ways of maintaining personal hygiene when handling food that helps reduce the risk of contamination
	2.2	Identify how and when to wash hands
	2.3	Describe potential problems resulting from not maintaining personal hygiene when handling food
3. Know how to store food safely	3.1	Explain how to store the following types of food correctly to avoid contamination: <ul style="list-style-type: none"> ➤ fresh ➤ convenience ➤ high risk ➤ low risk

	3.2	Explain why it is important to follow food storage instructions
4. Know how food storage can affect the nutritional value of food	4.1	Outline how storage methods can affect the nutritional value of food
5. Know how to keep the food work area clean	5.1	Describe why it is important to keep the food work area clean, hygienic and disinfected
	5.2	Outline ways of keeping the food work area clean, hygienic and disinfected
6. Know how to check food is cooked to the correct temperature	6.1	Describe why it is important to ensure that food is cooked to the correct temperature
	6.2	Give examples of ways to check food is cooked to the correct temperature
7. Know how to dispose of food waste safely	7.1	Describe why it is important to dispose of food waste safely
	7.2	Outline how to dispose of food waste safely

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – 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.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from

<https://skillsandeducationgroupawards.co.uk/for-centres/>

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.