



# Ascentis Level 1 & 2 Award in Healthy Living Specification

<b>Ofqual Number</b>	<b>Level 1 501/0286/2</b> <b>Level 2 501/0285/0</b>
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## ABOUT ASCENTIS

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

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## ASCENTIS LEVEL 1 AND 2 AWARD IN HEALTHY LIVING

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### Introduction

The Ascentis Level 1 and 2 Award in Healthy Living qualifications are designed to give learners the knowledge and understanding of the basic principles of healthy living including how to keep a healthy body weight, the requirements of a healthy diet and keeping a healthy lifestyle.

There are several features of this qualification that make it very appropriate for its target learners

- Assessment and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessment is by a multi choice test, offered on screen or paper based. This will normally be taken at the end of the course
- There are online resources that can be used alongside the teaching

### Aims

The aims of these qualifications are to enable learners

- 1 To understand the importance of keeping a healthy body weight
- 2 To understand the requirements of a healthy diet
- 3 Understand the importance of a healthy lifestyle

### Target Group

The qualification is aimed at a range of learners, including

- Young people wishing to pick up an award as part of a learning programme
- Young people aged 14 – 19 who are in various learning environments

### Regulation Codes

**Ofqual Qualification Number (Ofqual):** Level 1 501/0286/2  
Level 2 501/0285/0

## Award of the Qualification

Learners must complete one unit for the Award in Healthy Living at Level 1 or Level 2. These are single unit qualifications and certification is given for achieving a pass in the external assessment.

Ascentis Level 1 & Level 2 Award in Healthy Living				
Title	Level	Credit Value	TQT	Unit ref
Healthy Living	1	2	21	T/602/0338
Healthy Living	2	2	21	M/602/0340

## Recommended Guided Learning Hours

The recommended guided learning hours for both qualifications are 20 hours.

## Total Qualification Time

The recommended total qualification time for these qualifications are 21 hours.

## Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

## Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

## Opportunities for Progression

The qualification gives the learner an introduction to Healthy Living which can be applied in a wide variety of contexts. Learners may use the qualification as a stand-alone course or as part of a longer vocational or academic programme of study. Learners may also use the qualification as an element of their continuing professional development.

## Resources to Support the Delivery of the Qualification

There are online resources available to download to support this qualification.

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered within 15 working days of the intended test date for paper based assessment and 5 working days for e-assessment.

Registration is via the Ascentis electronic registration portal.

## Re-sits

Learners can re-sit the assessment if they do not achieve a pass but should have sufficient time for additional learning. Re-sits for e-assessment are free of charge, but please refer to the pricing structure for re-sits of the paper based tests.

## Status in England, Wales and Northern Ireland

This qualification is available in England and Wales. It is only offered in English. If a centre based overseas would like to offer this qualification, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup>In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Overview

To gain the Level 1 or Level 2 Award in Healthy Living all learning outcomes and assessment criteria within the unit must be successfully achieved. The full award consists of one unit.

### External Assessment

This qualification is assessed through the completion of an Ascentis devised multiple choice test that is carried out at the completion of the course, available as a paper based test or e-assessment.

The grading of this qualification is pass or did not achieve.

### Conduct of Assessment

The assessment is through a 40-minute test paper or e-assessment consisting of 20 multiple-choice questions.

Full details of candidate, Examinations Officer and invigilator instructions are available from the Resources/ Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

**Note: Dictionaries cannot be used during the assessment.**

### Quality Assurance Arrangements

As part of ongoing quality assurance arrangements, Ascentis will carry out quality visits to recognised centres using a risk based approach. The focus of quality visits will normally be

- Review of resources; both physical and staffing
- Observation of assessment practice
- Staff development, if required

Further details will be provided prior to a visit taking place.

Ascentis reserve the right to carry out inspections of assessments taking place without prior notice.

The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification. Delivery staff should also have a theoretical understanding of IT User Skills.

### Results

Provisional results are provided immediately after e-assessment. An hour after the e-assessment the e-assessment achievement list report can be run through QuartzWeb

### Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

## UNIT SPECIFICATIONS

### Level 1 Healthy Living

Credit Value of Unit 2

GLH of Unit 20

Level of Unit: 1

#### Introduction

The aim of these qualifications is to provide learners with an introductory overview of healthy living. It deals with issues including basic concepts in healthy eating, a balanced diet, the maintenance of a healthy diet, food labels and activity and exercise.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand how to keep a healthy body weight	1.1	Identify some low and some high energy value foods
		1.2	Use food labels to identify the energy value in foods
		1.3	List the factors affecting a person's energy needs
		1.4	Identify why it is important to keep a healthy body weight
2	Understand the requirements of a healthy diet	2.1	Give examples of foods from each of the five food groups
		2.2	Show an awareness of current advice on healthy eating
		2.3	Use the information on food labels to work out a healthy diet
3	Understand why a healthy lifestyle is important	3.1	Identify reasons why a healthy diet is important for keeping the body healthy
		3.2	Identify some of the factors related to an unhealthy lifestyle
		3.3	Identify reasons why regular exercise is important for keeping the body healthy
		3.4	Identify problems that may be caused by an unhealthy lifestyle

## Indicative Content

### Understand How to Keep a Healthy Body Weight

- Need for energy (for body to grow, to move etc.)
- Food energy (amount of energy that comes from food)
- Balance between energy intake, energy expenditure and weight
- Measuring food energy (calories)
- Energy from foods (high energy foods, e.g. pasta, rice; slow release energy foods, e.g. meat, fish etc.)
- Energy on food labels measured in calories or kilocalories per 100g or portion size
- Importance of checking weight / portion size when counting calories
- Factors affecting energy needs - gender, level of activity, age and growth, job, lifestyle etc.
- Measuring body weight (kilograms, pounds)
- Obesity
- Use of body mass index
- Importance of healthy body weight to avoid disease and illness, e.g. heart disease, strokes, diabetes, cancers, gallstones etc.

### Understand the Requirements of a Healthy Diet

- Food groups and examples
- Proteins (meat, fish, eggs and beans)
- Carbohydrates / starchy foods (pasta, bread, potatoes and rice)
- Fats and sugars (cakes, biscuits etc.) - good fats and bad fats
- Milk and dairy products (milk, cream and cheese)
- Fruit and vegetables (apples, pears, cabbage, spinach, green beans etc.) - 5 a day
- Vitamins and minerals; purpose of different food groups and vitamins and minerals
- Importance of controlling salt intake
- Importance of eating a variety of foods
- Sources of information and advice on healthy eating (NHS website, government food sites, leaflets from GP, books on nutrition)
- What's on a food label (energy, carbohydrates, fats, proteins, salt and sugar content, vitamins and minerals); requirements of the EU Food Information Regulation (1169/2011)

### Understand Why a Healthy Diet is Important

- What constitutes a healthy lifestyle - diet, exercise, avoiding stress
- Factors in unhealthy lifestyle - stress, smoking, alcohol, being overweight, high fat / sugar / salt diet, lack of exercise
- Problems from unhealthy lifestyle - illness, disease, lack of energy, obesity
- Reasons for healthy diet - to keep healthy and avoid heart disease, strokes, diabetes etc.
- Reasons for regular exercise - keeping fit, avoiding disease, controlling weight.

## UNIT SPECIFICATIONS

### Level 2 Healthy Living

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit: 2**

#### Introduction

The aim of these qualifications is to provide learners with an introductory overview of healthy living. It deals with issues including basic concepts in healthy eating, a balanced diet, the maintenance of a healthy diet, food labels and activity and exercise.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to keep a healthy body weight	1.1 Identify the factors affecting the energy value of different foods 1.2 Use food labels to work out and compare the energy value of snacks and meals 1.3 Identify the factors affecting a person's energy needs 1.4 Identify how a healthy body weight can be maintained and why this is important for health
2 Understand the requirements of a healthy diet	2.1 Give examples of food from each of the five food groups 2.2 Identify the proportion of each food group required to provide a balanced diet 2.3 Identify key recommendations of current advice on healthy eating 2.4 Compare the information on food labels to make choices for a healthy diet
3 Understand why a healthy lifestyle is important	3.1 Identify the main factors needed for a healthy lifestyle and how they contribute to keeping the body healthy 3.2 Identify some of the factors related to an unhealthy lifestyle 3.3 Give examples of problems caused by an unhealthy lifestyle

## Indicative Content

### Understand How to Keep a Healthy Body Weight

- Defining healthy living
- Need for energy (for body to grow, to move etc.)
- Food energy (amount of energy that comes from food)
- Balance between energy intake, energy expenditure and weight
- Measuring food energy (calories)
- Energy from foods (high energy foods, e.g. pasta, rice; slow release energy foods, e.g. meat, fish etc.)
- Understanding food labels and how they help us to make healthy choices
- Energy on food labels measured in calories or kilocalories per 100g or portion size
- Importance of checking weight / portion size when counting calories
- Factors affecting energy needs - gender, level of activity, age and growth, job, lifestyle etc.
- Measuring body weight (kilograms, pounds)
- Obesity
- Use of body mass index
- Importance of healthy body weight to avoid disease and illness, e.g. heart disease, strokes, diabetes, cancers, gallstones etc.

### Understand the Requirements of a Healthy Diet

- Defining a balanced diet
- Food groups and examples
- The Eatwell Guide
- Proteins (meat, fish, eggs and beans)
- Carbohydrates / starchy foods (pasta, bread, potatoes and rice)
- Fats and sugars (cakes, biscuits etc.) - good fats and bad fats
- Milk and dairy products (milk, cream and cheese)
- Fruit and vegetables (apples, pears, cabbage, spinach, green beans etc.) - 5 a day
- Vitamins and minerals; purpose of different food groups and vitamins and minerals
- Importance of controlling salt intake
- Importance of hydration
- Importance of eating a variety of foods
- Sources of information and advice on healthy eating (NHS website, government food sites, leaflets from GP, books on nutrition)
- What's on a food label (energy, carbohydrates, fats, proteins, salt and sugar content, vitamins and minerals); requirements of the EU Food Information Regulation (1169/2011)
- Reference Intakes

### Understand Why a Healthy Diet is Important

- What constitutes a healthy lifestyle - diet, exercise, avoiding stress
- Factors in unhealthy lifestyle - stress, smoking, alcohol, being overweight, high fat / sugar / salt diet, lack of exercise
- The benefits of activity
- Problems from unhealthy lifestyle - illness, disease, lack of energy, obesity
- Reasons for healthy diet - to keep healthy and avoid heart disease, strokes, diabetes etc.
- Reasons for regular exercise - keeping fit, avoiding disease, controlling weight.
- Basal metabolic rate (BMR)

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## Sample Assessment Papers

### Level 1

- 1) What colour is the label for foods that are low in fat?
  - a) red
  - b) amber
  - c) green**
  - d) blue
  
- 2) Which of the following would you eat for breakfast before running a cross country race?
  - a) chocolate bar
  - b) bacon and eggs
  - c) porridge**
  - d) nothing
  
- 3) Which of the below is **NOT** an example of processed foods?
  - a) crisps
  - b) biscuit
  - c) baked potato**
  - d) a ready meal
  
- 4) Which of the following can lead to heart disease?
  - a) fresh fruit and vegetables
  - b) a fatty diet**
  - c) frequent exercise
  - d) lack of sunlight
  
- 5) Which of the following is **NOT** an aerobic exercise?
  - a) running
  - b) cycling
  - c) weight training**
  - d) swimming
  
- 6) Which of the following jobs use the most calories?
  - a) bus driver
  - b) tennis player**
  - c) an office worker
  - d) a waiter



7) Drinking too much alcohol can damage your:

- a) **liver**
- b) eyesight
- c) skin
- d) lungs

8) The least healthy way of cooking food is by:

- a) boiling it
- b) grilling it
- c) shallow frying it
- d) **deep frying it**

9) Which of the below are a good source of vitamins and minerals?

- a) **fruit and vegetables**
- b) dairy products
- c) chocolate biscuits
- d) bread

10) Which statement is true of being a healthy weight?

- a) you can fit into smaller size clothes
- b) you don't have to exercise as frequently
- c) **you feel better emotionally and physically**
- d) it will protect you from illness

## Level 2

- 1) A lack of iron can cause:
  - a) **anaemia**
  - b) osteoarthritis
  - c) diabetes
  - d) heart disease
  
- 2) Which food group should you eat most of per day?
  - a) fats and sugars
  - b) milk and dairy
  - c) **fruit and vegetables**
  - d) meat, fish and beans
  
- 3) If a food is labelled red for saturated fat, this means:
  - a) there is no saturated fat in the food
  - b) **it is very high in saturated fat**
  - c) it is very low in saturated fat
  - d) it has a medium amount of saturated fat in it
  
- 4) A professional rugby player would need to get a large percentage of his energy from:
  - a) **carbohydrates**
  - b) saturated fats
  - c) salt
  - d) proteins
  
- 5) Which is **NOT** an example of starchy food?
  - a) potatoes
  - b) pasta
  - c) rice
  - d) **eggs**
  
- 6) The best way to contribute to a healthy lifestyle is to:
  - a) **have a balanced diet and exercise frequently**
  - b) only eat vegetables
  - c) have a balanced diet only
  - d) exercise only

7) A food label on a packet of crisps shows the following information:

**Per pack**

Fat	8.3g
Carbohydrates	12.5g
Protein	1.6g
Sodium	200mg

Which of the nutrients contributes the largest percentage of energy?

- a) sodium
- b) fat
- c) carbohydrates**
- d) protein

8) Too much alcohol can cause damage to your:

- a) eyesight
- b) liver**
- c) hearing
- d) lungs

9) Which of the following would be considered a high energy food?

- a) salad
- b) fish
- c) chocolate**
- d) apples

10) What colour is the label for foods that have a medium amount of salt in them?

- a) amber**
- b) red
- c) green
- d) blue