



## TQUK Level 2 Certificate in Allergy Awareness (RQF)

Qualification Specification

Qualification Number: 603/4813/6



## Introduction

### Welcome to TQUK.

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org).

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org).

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

The TQUK Level 2 Certificate in Allergy Awareness (RQF) is regulated by Ofqual.

The qualification was developed in association with The Skills Network.

## Qualification Purpose

This qualification will give learners the knowledge and understanding of allergies, the causes and how to deal with reactions.

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

## Progression

Successful learners can progress to other qualifications such as:

TQUK Level 2 Diploma in Care (RQF)

TQUK Level 3 Diploma in Adult Care (RQF)

TQUK Level 2 Certificate Introducing Caring for Children and Young People (RQF)

Level 2 qualifications in Hospitality and Catering

Level 2 and 3 qualifications in Exercise and Fitness

Level 3 qualifications in Health Promotion

Level 2 and 3 qualifications in Sport and Active Leisure

Level 2 Diploma in Working in Care Services

TQUK Level 2 Certificate Introducing Caring for Children and Young People (RQF)

## Structure

Learners must achieve 9 credits from 2 mandatory units and 4 credits from 1 optional unit.

Title	Unit ref.	Level	Guided learning hours	Credit value
Allergens, allergies and intolerances	T/617/6797	2	45	6
Food labelling	M/617/6796	2	23	3

Optional units

Title	Unit ref.	Level	Guided learning hours	Credit value
Allergy awareness for those working with children	A/617/6798	2	37	4
Allergy awareness for those working in adult health and social care	F/617/6799	2	37	4
Allergy awareness for those working in the service sector	K/617/6800	2	37	4

### **Guided Learning Hours**

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 105 hours.

### **Directed study requirements**

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 46 hours over the cycle of the programme.

### **Total Qualification Time**

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 131 hours.

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

### Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

## Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.



## Useful Websites

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)

<https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

<b>Title:</b>		Understand allergens, allergies and intolerances	
<b>Unit reference number:</b>		T/617/6797	
<b>Level:</b>		2	
<b>Credit value:</b>		6	
<b>Guided learning hours:</b>		45	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Understand food allergens, allergies and intolerances.	1.1	Define what is meant by the term allergy.
		1.2	Define what food allergens are.
		1.3	Define what a food intolerance is.
		1.4	Identify diseases that can be caused by specific food types.
		1.5	Explain the differences between food allergies and intolerances.
		1.6	Identify prevalence rates for different types of food allergies and intolerances.
		1.7	Describe how allergies can develop.
		1.8	Describe the most common airborne allergens.
		1.9	Define cross-contact.
		1.10	Define what immunotherapy (desensitisation) is.
		1.11	Identify the main 14 food allergens.
2.	Know the methods for allergy diagnosis and treatment.	2.1	Describe allergy testing methods used to diagnose an allergy.
		2.2	Explain the effects of allergens testing.
		2.3	State the treatments for allergies.
3.	Know the methods for intolerance diagnosis and treatment.	3.1	Explain the method for testing intolerances.
		3.2	Explain the effects of intolerance testing.
		3.3	Explain how to manage food intolerances.

Title:		Food labelling and packaging	
Unit reference number:		M/617/6796	
Level:		2	
Credit value:		3	
Guided learning hours:		23	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the importance of food labelling.	1.1	Define pre-packed foods.
		1.2	Define non-pre-packed foods.
		1.3	Describe what should be included on the labelling of pre-packed and non-pre-packed foods.
		1.4	Identify foods that don't need to be marked with an ingredients list on packaging.
		1.5	Describe how allergenic ingredients should be displayed on food labels.
		1.6	Describe what 'precautionary allergen labelling' is.
		1.7	Explain what 'free-from labelled foods' are.
		1.8	Explain when a food can be described as 'gluten free'
		1.9	Describe how to avoid food allergen cross contact in relation to the following: <ul style="list-style-type: none"> <li>• Storage</li> <li>• Cleaning</li> </ul>
2.	Understand regulations for food labelling.	2.1	Describe the EU Food Information for Consumers Regulation in relation to labelling.
		2.2	Describe two pieces of legislation surrounding the clarity of allergens on food labels.
		2.3	Explain what you should do if you notice that a food product has been incorrectly labelled.
3.	Understand packaging regulations.	3.1	Describe how <b>DEFRA</b> require information on labels or packaging to be displayed.

Assessment guidance:

AC 3.2 Department for Environment, Food and Rural Affairs.



Title:		Allergy awareness for those working with children	
Unit reference number:		A/617/6798	
Level:		2	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know the signs and effects of allergic reactions.	1.1	Define anaphylaxis.
		1.2	Describe the signs and symptoms of anaphylaxis on <b>different body parts</b> for children and young people.
		1.3	Explain how to administer first aid for a severe allergic reaction for children and young people.
2.	Understand how to reduce the risk of an allergic reaction.	2.1	Explain how to avoid allergens can help reduce symptoms.
		2.2	Describe the benefits of wearing jewellery to show their hidden condition for children and young people.
		2.3	Explain the importance of record keeping when working with children with allergies.
		2.4	Describe how the following medications help symptoms of an allergic reaction: <ul style="list-style-type: none"> <li>● Antihistamines</li> <li>● Decongestants</li> <li>● Lotions and creams</li> <li>● Steroids</li> </ul>
		2.5	Explain how the following specific allergies and related conditions can be treated: <ul style="list-style-type: none"> <li>● Hay fever</li> <li>● Food allergies</li> <li>● Allergic rhinitis</li> <li>● Conjunctivitis</li> <li>● Hives</li> <li>● Eczema</li> <li>● Contact dermatitis</li> </ul>

			<ul style="list-style-type: none"><li>• Asthma</li></ul>
<p>Assessment requirements:</p> <p>Children and young people (ages 0-18)</p> <p>AC: 1.2</p> <ul style="list-style-type: none"><li>• Eyes</li><li>• Nose</li><li>• Lips</li><li>• Throat</li><li>• Chest</li><li>• Gut</li><li>• Skin</li></ul>			



Title:		Allergy awareness for those working in adult health and social care	
Unit reference number:		F/617/6799	
Level:		2	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know the signs and effects of allergic reactions.	1.1	Define anaphylaxis.
		1.2	Describe the signs and symptoms of an adult having a common allergic reaction on each of the <b>different body parts</b> .
		1.3	Describe the signs and symptoms of an adult having a severe allergic reaction
		1.4	Explain the steps to take if an adult is having a severe allergic reaction.
2.	Understand how to reduce the risk of an allergic reaction.	2.1	Explain how avoiding exposure to allergens can help reduce symptoms.
		2.2	Describe the precautions someone with an allergy should take on a day to day basis.
		2.3	Describe precautions to take for a person with an allergy whilst doing the following: <ul style="list-style-type: none"> <li>• buying food</li> <li>• preparing food</li> <li>• cooking food</li> <li>• storing food</li> </ul>
		2.4	Describe how the following medications help symptoms of an allergic reaction: <ul style="list-style-type: none"> <li>• Antihistamines</li> <li>• Decongestants</li> <li>• Lotions and creams</li> <li>• Steroids</li> </ul>

		2.5	<p>Explain how the following specific allergies and related conditions can be treated:</p> <ul style="list-style-type: none"> <li>• Hay fever</li> <li>• Food allergies</li> <li>• Allergic rhinitis</li> <li>• Conjunctivitis</li> <li>• Hives</li> <li>• Eczema</li> <li>• Contact dermatitis</li> <li>• Asthma</li> </ul>
		2.6	<p>Describe the benefits of someone with an allergy wearing jewellery to show their hidden condition.</p>
<p>Assessment requirements:</p> <p>1.2</p> <ul style="list-style-type: none"> <li>• Eyes</li> <li>• Nose</li> <li>• Lips</li> <li>• Throat</li> <li>• Chest</li> <li>• Gut</li> <li>• Skin</li> </ul>			



Title:		Allergy awareness for those working in the service sector	
Unit reference number:		K/617/6800	
Level:		2	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the signs and effects of allergic reactions.	1.1	Define anaphylaxis.
		1.2	Describe the signs and symptoms of a person having a common allergic reaction on each of the <b>different body parts</b> .
		1.3	Describe the signs and symptoms of someone having a severe allergic reaction.
		1.4	Explain how to administer first aid for an individual suffering from anaphylaxis.
		1.5	Explain why you should avoid eating in the following high-risk places if you have an allergy: <ul style="list-style-type: none"> <li>• Seafood restaurants</li> <li>• Fish and chip shop</li> <li>• Asian restaurants</li> <li>• Middle Eastern restaurants</li> </ul>
2.	Understand how to reduce the risk of an allergic reaction.	2.1	Describe precautions to take for a person with an allergy whilst doing the following: <ul style="list-style-type: none"> <li>• buying food</li> <li>• preparing food</li> <li>• cooking food</li> <li>• storing food</li> </ul>
		2.2	Describe how the following medications help symptoms of an allergic reaction: <ul style="list-style-type: none"> <li>• Antihistamines</li> <li>• Decongestants</li> <li>• Lotions and creams</li> </ul>

			<ul style="list-style-type: none"> <li>• Steroids</li> </ul>
		2.3	<p>Explain how the following specific allergies and related conditions can be treated:</p> <ul style="list-style-type: none"> <li>• Hay fever</li> <li>• Food allergies</li> <li>• Allergic rhinitis</li> <li>• Conjunctivitis</li> <li>• Hives</li> <li>• Eczema</li> <li>• Contact dermatitis</li> <li>• Asthma</li> </ul>
		2.4	<p>Describe how to avoid food allergen cross contact in relation to the following:</p> <ul style="list-style-type: none"> <li>• Storage</li> <li>• Cleaning</li> <li>• Packaging</li> <li>• Staff awareness within the service industry</li> </ul>
		2.5	Describe the benefits of someone with an allergy wearing jewellery to show their hidden condition.
		2.6	Explain why food service providers should be educated on the importance of safe food handling.
		2.7	Describe how food service providers should provide allergen information and risks of allergic reaction to their customers.
		2.8	Explain the difference between cross-contact and cross-contamination.
<p>Assessment requirements:</p> <p>1.2 - 1.3</p> <ul style="list-style-type: none"> <li>• Eyes</li> <li>• Nose</li> <li>• Lips</li> <li>• Throat</li> <li>• Chest</li> </ul>			

- Gut
- Skin



## Centre Devised Assessment (CDA) guidance

This qualification is a level 2, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Summarise	Describe
State	Define
List	Explain
Outline	Identify

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at [www.theskillsnetwork.com](http://www.theskillsnetwork.com).

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at [quality@tquk.org](mailto:quality@tquk.org).