

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Award in Food Safety in
Health and Social Care and Early Years and
Childcare Settings
QN: 600/2540/2**

**NCFE CACHE Level 2 Award in Promoting Food
Safety and Nutrition in Health and Social Care or
Early Years and Childcare Settings
QN: 600/2541/4 (This qualification is now
withdrawn)**

NCFE CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (600/2540/2)
NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (600/2541/4)

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Withdrawal reminder:

The **NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (600/2541/4)** is now withdrawn and we are no longer able to take learner registrations on this qualification. The certification end date is 31/07/24 and the support materials for this qualification will be removed after this certification end date.

The Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings also contained within this document is currently available to learners to study. Supporting documents for this qualification will continue to be available and updated.

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| NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (600/2541/4) | |

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Summary of changes

This section summarises the changes to this qualification specification since version 7.0 July 2018.

| Version | Publication Date | Summary of amendments |
|---------|------------------|--|
| v8.0 | October 2018 | Addition of mark scheme for practical, skills-based outcomes for the following units: HSC 2029 – p40 HSC 2014 – p50 FSN 201 – p65 FSN 202 – p76 FSN 301 – p88 FSN 302 – p100 |
| v8.1 | December 2019 | Rules of combination in qualification summary for 600/2540/2 updated for clarification. Unit achievement logs for both qualifications have been updated to include the rules of combination and removed the totalling of the optional units. Resources section added – information regarding the wellbeing and safeguarding of learners |
| v8.2 | March 2020 | Information added to ' Introduction to these qualifications ' to further explain the purpose of these qualifications. |
| v8.3 | June 2022 | Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre , in accordance with equality legislation and should be made on the Portal. |
| v8.4 | August 2022 | Removed reference to Children and Young People's Workforce and Playwork Apprenticeship Frameworks from progression information as this is no longer available. The NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (600/2541/4) is now withdrawn and no longer available. |
| v.8.5 | January 2024 | Rules of combination updated for clarification. Section 5 has been updated. Information about using the Support Handbook has been added throughout. Assessment strategies and principles specific to these qualifications have been added. |

| Version | Publication Date | Summary of amendments |
|---------|------------------|--|
| | | References to NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (600/2541/4) have been updated for clarification about its withdrawal. |

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the units and assessments you will need to complete to gain the qualification. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| 1. Understand why effective communication is important in the work setting. | 1.1. Identify the different reasons people communicate. | | |
| | 1.2. Explain how communication affects relationships in the work setting. | | |

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills-based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, a unit has some Skills/Competence component(s).

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications which contains:

- Factsheets
- Qualification Specifications
- Support Handbook

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website. To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our website www.ncfe.org.uk.

Section 2: About these qualifications

Qualification summary

| | | | |
|--|---|---|---|
| Title | NCFE CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings | | |
| Qualification number | 600/2540/2 | | |
| Aim | To develop a learner's knowledge of food safety in health and social care and early years and childcare settings. | | |
| Purpose Ofqual code and description (where applicable) | B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B2. Develop knowledge and/or skills in a subject area | | |
| Total Qualification Time (Hours) | 20 | | |
| Guided learning hours | 15 | | |
| Credit value | 2 | Minimum credits at / above Level | 2 |
| Minimum age of learner | 14 | | |
| Age ranges covered by the qualification | N/A | | |
| Real work environment (RWE) requirement / recommendation | Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills. Learners taking the knowledge only unit 'Principles of food safety when providing food and drink for individuals' for the Award in Food Safety do not need access to the workplace. | | |
| Rules of combination | To gain this qualification, learners must achieve 2 credits by completing one of the 2 units. | | |
| Progression | This qualification allows learners to progress to job roles in health and social care and early years and childcare which involve a requirement for food safety. | | |

| | |
|--|--|
| <p>Recommended assessment methods</p> | <p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records • task set by us for knowledge learning outcomes only.* <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p> |
| <p>Additional assessment requirements</p> | <p>All units must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> |
| <p>Grading system</p> | <p>Achieved/Not Yet Achieved</p> |
| <p>Work experience requirement / recommendation</p> | <p>Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.</p> <p>Learners taking the knowledge-only unit 'Principles of food safety when providing food and drink for individuals' for the Award in Food Safety do not need access to the workplace.</p> |
| <p>Entry requirements / recommendations</p> | <p>Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p> |
| <p>About this qualification</p> | <p>This is a regulated qualification. The regulated number for this qualification is 600/2540/2</p> |

Qualification summary

| | | | |
|--|--|---|---|
| Title | NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings This qualification is now withdrawn and no longer available for new learner registrations. | | |
| Qualification number | 600/2541/4 | | |
| Aim | To develop a learner's knowledge of food safety and nutrition in health and social care or early years and childcare settings. | | |
| Purpose Ofqual code and description (where applicable) | B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B2. Develop knowledge and/or skills in a subject area | | |
| Total Qualification Time (Hours) | 80 | | |
| Guided learning hours | 58 | | |
| Credit value | 8 | Minimum credits at / above Level | 8 |
| Minimum age of learners | 14 | | |
| Age ranges covered by the qualification | N/A | | |
| Real work environment (RWE) requirement / recommendation | Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills. | | |
| Rules of combination | To gain this qualification, learners must achieve 4 credits from the mandatory units and at least a further 4 credits from the optional units. | | |
| Progression | This qualification allows learners to progress to job roles in health and social care or early years and childcare which involve the promotion of food safety, hydration and nutrition. | | |

| | |
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| <p>Recommended assessment methods</p> | <p>All units are internally assessed.</p> <p>Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:</p> <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records • task set by us for knowledge learning outcomes only in mandatory units.* <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p> |
| <p>Additional assessment requirements</p> | <p>All units must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> |
| <p>Grading system</p> | <p>Achieved/Not Yet Achieved</p> |
| <p>How long will it take to complete?</p> | <p>The qualification can usually be completed in less than 6 months.</p> |
| <p>Entry requirements / recommendations</p> | <p>Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p> |
| <p>About this qualification</p> | <p>This is a regulated qualification. The regulated number for this qualification is 600/2541/4</p> |

Introduction to these qualifications

Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings

This qualification aims to develop a learner's knowledge of food safety in health and social care and early years and childcare settings. It is aimed at learners who may be preparing for or new to a work role that involves handling food within health and social care, early years and childcare settings.

Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (now withdrawn)

This qualification aims to develop a learner's knowledge of food safety and nutrition in health and social care or early years and childcare settings. It is aimed at learners who are working in a role at level 2 or 3 that involves handling food safely and supporting an individual with their nutrition and hydration needs.

Please note, these qualifications will support learners towards an understanding of food safety in preparation for food hygiene qualifications. These qualifications do not replace Food Hygiene Certificates.

Rules of combination

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| Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings |
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|---|
| To gain this qualification, learners must achieve one of the 2 units listed on page 17. |
|---|

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|--|
| Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings. |
|--|

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|--|
| To gain this qualification, learners must achieve 4 credits from the mandatory units and at least a further 4 credits from the optional units listed on page 18. |
|--|

Progression

Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings

This qualification allows learners to progress to job roles in health and social care and early years and childcare settings which involve a requirement for food safety.

Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings.

This qualification allows learners to progress to job roles in health and social care or early years and childcare settings which involve the promotion of food safety, hydration and nutrition.

Unit achievement log

Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings

Learners must achieve 2 credits by achieving **one** of the 2 units below.



| Unit no. | Unit ref. | Unit title | Unit type | Level | Credit | Hours | Page | Notes |
|-----------|------------|---|--------------------|-------|--------|-------|------|-------|
| HSC 2029K | A/503/2495 | Principles of food safety when providing food and drink for individuals | Knowledge | 2 | 2 | 15 | 24 | |
| HSC 2029 | T/601/9450 | Meet food safety requirements when providing food and drink for individuals | Knowledge / Skills | 2 | 2 | 15 | 30 | |

Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings – NOW WITHDRAWN

Mandatory units

Learners must achieve 4 credits from the mandatory units and at least a further 4 credits from the optional units.

| Unit no. | Unit ref. | Unit title | Unit type | Level | Credit | Hours | Page | Notes |
|--|------------|---|--------------------|-------|--------|-------|------|-------|
| HSC 2029 | T/601/9450 | Meet food safety requirements when providing food and drink for individuals | Knowledge / Skills | 2 | 2 | 15 | 30 | |
| HSC 2014 | M/601/8054 | Support individuals to eat and drink | Skill | 2 | 2 | 15 | 40 | |
| Total credit and Hours for mandatory units | | | | | 4 | 30 | | |

Optional units

| Unit no. | Unit ref. | Unit title | Unit type | Level | Credit | Hours | Page | Notes |
|----------|------------|---|--------------------|-------|--------|-------|------|-------|
| FSN 201 | L/503/2601 | Contribute to promoting nutrition and hydration in health and social care settings | Knowledge / Skills | 2 | 4 | 28 | 51 | |
| FSN 202 | T/503/2494 | Contribute to promoting nutrition and hydration in early years and childcare settings | Knowledge / Skills | 2 | 4 | 29 | 62 | |
| FSN 301 | T/503/2575 | Promote nutrition and hydration in health and social care settings | Knowledge / Skills | 3 | 4 | 32 | 73 | |
| FSN 302 | A/503/2576 | Promote nutrition and hydration in early years and childcare settings | Knowledge / Skills | 3 | 4 | 32 | 86 | |

**Explanation of terms used at Level 2:
 (not all verbs are used in this qualification)**

| | |
|--|---|
| Apply | Link existing knowledge to new or different situations. |
| Assess | Consider information in order to make decisions. |
| Classify | Organise according to specific criteria. |
| Compare | Examine the subjects in detail looking at similarities and differences. |
| Define | State the meaning of a word or phrase. |
| Demonstrate | Show an understanding of the subject or how to apply skills in a practical situation. |
| Describe | Write about the subject giving detailed information. |
| Differentiate | Give the differences between two or more things. |
| Discuss | Write an account giving more than one view or opinion. |
| Distinguish | Show or recognise the difference between items/ideas/information. |
| Estimate | Give an approximate decision or opinion using previous knowledge. |
| Explain | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| Give (positive and negative points...) | Provide information showing the advantages and disadvantages of the subject. |
| Identify | List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Illustrate | Give clear information using written examples, pictures or diagrams. |
| List | Make a list of key words, sentences or comments that focus on the subject. |
| Perform | Do something (take an action/follow an instruction) which the question or task asks or requires. |
| Plan | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |

| | |
|---------|--|
| Provide | Give relevant information about a subject. |
| Reflect | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice. |
| Select | Choose for a specific purpose. |
| Show | Supply sufficient evidence to demonstrate knowledge and understanding. |
| State | Give the main points clearly in sentences. |
| Use | Take or apply an item, resource or piece of information as asked in the question or task. |

Section 3: Units

This section includes assessment tasks for tutors' convenience.
They are not mandatory.

Unit layout

For each unit the following material has been provided:

| | |
|----------------------------|--|
| Unit title | Provides a clear, concise explanation of the content of the unit. |
| Unit number | The unique number assigned by the owner of the unit (e.g. NCFE, Pearson). |
| Unit reference | The unique reference number given to each unit at qualification approval by Ofqual. |
| Unit level | Denotes the level of the unit within the framework. |
| Unit credit value | The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours. |
| Unit aim | Provides a brief outline of the unit content. |
| Learning outcome | A statement of what a learner will know, understand or be able to do, as a result of a process of learning. |
| Assessment criteria | A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met. |
| Additional information* | This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve. |
| Unit assessment guidance* | Any additional guidance provided to support the assessment of the unit. |
| Unit guided learning hours | The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification. |
| Assessment task* | A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes. |

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

HSC 2029K Principles of food safety when providing food and drink for individuals



| | | | |
|-----------------------|--|-------------------|----|
| Unit reference | A/503/2495 | Unit level | 2 |
| Credit value | 2 | GLH | 15 |
| Unit aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to meet food safety requirements when preparing, serving, clearing away and storing food. | | |

| | | | |
|----------------------|--|-------------------|--|
| Learner name: | | Centre no: | |
| PIN: | | ULN: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| 1. Understand the importance of food safety measures when providing food and drink for individuals . | 1.1. Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink. | | |
| | 1.2. Explain the importance of implementing food safety controls when providing food and drink for individuals. | | |
| | 1.3. Explain why personal protective clothing should be worn when handling food and drink. | | |
| | 1.4. Explain why surfaces, utensils and equipment must be clean. | | |
| | 1.5. Explain the importance of clearing and disposing of food waste promptly and safely. | | |
| 2. Know how to maintain hygiene when handling food and drink. | 2.1. Identify when hands must be washed to maintain food hygiene. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| | 2.2. Describe the steps for effective hand-washing prior to and during handling food and drink. | | |
| | 2.3. Describe how to maintain hygiene and cleanliness of surfaces, utensils and equipment. | | |
| 3. Know how to meet safety requirements when preparing and serving food and drink for individuals. | 3.1. Describe practices to control hazards when preparing and serving food and drink. | | |
| | 3.2. Describe how to prepare food and drink in ways that minimise risks to own safety and that of others . | | |
| | 3.3. Describe how to serve food and drink in ways that minimise risks to own safety and that of others. | | |
| 4. Know the safety requirements when clearing away food and drink. | 4.1. Describe how to clear away food and drink in ways that minimise risks to own safety and that of others. | | |
| | 4.2. List potential hazards when clearing away and disposing of food and drink. | | |
| | 4.3. Outline points of food safety that need to be taken into account when cleaning and storing utensils and equipment. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| 5. Know how to store food and drink safely. | 5.1. Describe practices to control food safety hazards when storing different types of food and drink. | | |
| | 5.2. Describe how to store different types of food and drink safely. | | |
| 6. Know how to access additional advice or support about food safety. | 6.1. Identify sources of information about food safety. | | |
| | 6.2. Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals. | | |

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: HSC 2029K
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | HSC 213 |
| Additional unit assessment requirements | This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>An individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • the individual • friends and family of the individual • colleagues. |

Assessment task – HSC 2029K Principles of food safety when providing food and drink for individuals

In your work role you have been asked to produce a resource file for use in your work place. This resource file will be used to support your understanding and raise awareness of meeting food safety requirements when providing food and drink for individuals. The resource file should provide evidence that you can meet the requirements listed below.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink.
- Explain the importance of implementing food safety controls when providing food and drink for individuals.
- Explain why personal protective clothing should be worn when handling food and drink.
- Explain why surfaces, utensils and equipment must be clean.
- Explain the importance of clearing and disposing of food waste promptly and safely.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- Identify when hands must be washed to maintain food hygiene.
- Describe the steps for effective hand-washing prior to and during handling food and drink.
- Describe how to maintain hygiene and cleanliness of surfaces, utensils and equipment.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- Describe practices to control hazards when preparing and serving food and drink.
- Describe how to prepare food and drink in ways that minimise risks to own safety and that of **others**.
- Describe how to serve food and drink in ways that minimise risks to own safety and that of others.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- Describe how to clear away food and drink in ways that minimise risks to own safety and that of others.
- List potential hazards when clearing away and disposing of food and drink.
- Outline points of food safety that need to be taken into account when cleaning and storing utensils and equipment.

Task 5 links to learning outcome 5, assessment criteria 5.1 and 5.2.

- Describe practices to control food safety hazards when storing different types of food and drink.
- Describe how to store different types of food and drink safely.

Task 6 links to learning outcome 6, assessment criteria 6.1 and 6.2.

- Identify sources of information about food safety.
- Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals.

HSC 2029: Meet food safety requirements when providing food and drink for individuals

| | | | |
|-----------------------|---|--------------|----|
| Unit reference | T/601/9450 | Level | 2 |
| Credit value | 2 | GLH | 15 |
| Unit aim | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food. | | |

| | | | |
|----------------------|--|-------------------|--|
| Learner name: | | Centre no: | |
| PIN: | | ULN: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
|---|--|---|--|

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

| | | | |
|---|---|--|--|
| 1. Understand the importance of food safety measures when providing food and drink for individuals . | 1.1. Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink. | | |
| | 1.2. Explain the importance of implementing food safety measures when providing food and drink for individuals. | | |
| | 1.3. Explain why personal protective clothing should be used when handling food and drink. | | |
| | 1.4. Explain why surfaces, utensils and equipment must be clean before beginning a new task. | | |
| | 1.5. Explain the importance of clearing and disposing of food waste promptly and safely. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 1.6. Explain the importance of storing different types of food and drink safely. | | |
| 2. Be able to maintain hygiene when handling food and drink. | 2.1. Explain when hands must be washed to maintain food hygiene. | | |
| | 2.2. Demonstrate effective hand-washing for handling food and drink. | | |
| | 2.3. Use personal protective clothing to maintain hygiene when handling food and drink. | | |
| | 2.4. Ensure that all surfaces, utensils and equipment are clean before beginning a new task. | | |
| 3. Be able to meet safety requirements when preparing and serving food and drink for individuals. | 3.1. Describe practices to control hazards when preparing and serving food and drink. | | |
| | 3.2. Prepare food and drink in ways that minimise risks to own safety and that of others . | | |
| | 3.3. Serve food and drink in ways that minimise risks to own safety and that of others. | | |
| 4. Be able to meet safety requirements when clearing away food and drink. | 4.1. Clear away food and drink in ways that minimise risks to own safety and that of others. | | |
| | 4.2. Dispose of food waste promptly and safely. | | |
| | 4.3. Clean utensils and equipment effectively after use. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 4.4. Store utensils and equipment safely. | | |
| 5. Be able to store food and drink safely. | 5.1. Describe practices to control food safety hazards when storing different types of food and drink. | | |
| | 5.2. Store different types of food and drink safely. | | |
| 6. Know how to access additional advice or support about food safety. | 6.1. Identify sources of information about food safety. | | |
| | 6.2. Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals. | | |

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: HSC 2029
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | HSC 213. |
| Additional unit assessment requirements | <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p> <p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>An individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • the individual • family and friends of the individual • colleagues. |

Assessment task – HSC 2029 Meet food safety requirements when providing food and drink for individuals

In your work role you have been asked to produce a reference document for you to use in your work place. This document will be used to support your understanding and raise awareness of meeting food safety requirements when providing food and drink for individuals. The reference document should include evidence that you can meet the requirements listed below.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

- Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink.
- Explain the importance of implementing food safety measures when providing food and drink for individuals.
- Explain why personal protective clothing should be used when handling food and drink.
- Explain why surfaces, utensils and equipment must be clean before beginning a new task.
- Explain the importance of clearing and disposing of food waste promptly and safely.
- Explain the importance of storing different types of food and drink safely.

Task 2 links to learning outcome 6, assessment criteria 6.1 and 6.2.

- Identify sources of information about food safety.
- Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals.

The following mark scheme (on the next page) lists the practical, skills-based outcomes for this unit.

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. This mark scheme has been included to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete.

In order to complete these skills-based outcomes learners will need to have access to a working kitchen area in the appropriate setting.

Learner Name:..... **Assessor Name:**.....

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|--|---|
| 2. Be able to maintain hygiene when handling food and drink. | 2.2 Demonstrate effective hand-washing for handling food and drink. | The learner has been able to demonstrate effective hand washing when handling food and drink. Achieved: Yes/No Comments and link to evidence reference. |
| | 2.3 Use personal protective clothing to maintain hygiene when handling food and drink. | The learner has been able to use personal protective clothing to maintain hygiene when handling food and drink. Achieved: Yes/No Comments and link to evidence reference. |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|--|--|
| | 2.4. Ensure that all surfaces, utensils and equipment are clean before beginning a new task. | <p>The learner has been able to ensure that all surfaces, utensils and equipment are clean before beginning a new task when handling food and drink.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| 3. Be able to meet safety requirements when preparing and serving food and drink for individuals. | 3.2. Prepare food and drink in ways that minimise risks to own safety and that of others. | <p>The learner has been able to prepare food and drink in ways that minimise risks to own safety and that of others.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | 3.3. Serve food and drink in ways that minimise risks to own safety and that of others. | <p>The learner has been able to serve food and drink in ways that minimise risks to own safety and that of others.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|--|---|
| <p>4. Be able to meet safety requirements when clearing away food and drink.</p> | <p>4.1 Clear away food and drink in ways that minimise risks to own safety and that of others.</p> | <p>The learner has been able to clear away food and drink in ways that minimise risks to own safety and that of others.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | <p>4.2. Dispose of food waste promptly and safely.</p> | <p>The learner has been able to dispose of food waste promptly and safely.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | <p>4.3. Clean utensils and equipment effectively after use.</p> | <p>The learner has been able to clean utensils and equipment effectively after use.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|---|---|
| | 4.4. Store utensils and equipment safely. | <p>The learner has been able to store utensils and equipment safely.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| 5 Be able to store food and drink safely. | 5.2 Store different types of food and drink safely. | <p>The learner has been able to store different types of food and drink safely.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |

HSC 2014: Support individuals to eat and drink

| | | | |
|-----------------------|---|--------------|----|
| Unit reference | M/601/8054 | Level | 2 |
| Credit value | 2 | GLH | 15 |
| Unit aim | This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed. | | |

| | | | |
|----------------------|--|-------------------|--|
| Learner name: | | Centre no: | |
| PIN: | | ULN: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment. | | | |
| 1. Be able to support individuals to make choices about food and drink. | 1.1. Establish with an individual the food and drink they wish to consume. | | |
| | 1.2. Encourage the individual to select suitable options for food and drink. | | |
| | 1.3. Describe ways to resolve any difficulties or dilemmas about the choice of food and drink. | | |
| | 1.4. Describe how and when to seek additional guidance about an individual's choice of food and drink. | | |
| 2. Be able to prepare to provide support for eating and drinking. | 2.1. Identify the level and type of support an individual requires when eating and drinking. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| | 2.2. Demonstrate effective hand-washing and use of protective clothing when handling food and drink. | | |
| | 2.3. Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences. | | |
| | 2.4. Provide suitable utensils to assist the individual to eat and drink. | | |
| 3. Be able to provide support for eating and drinking. | 3.1. Describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking. | | |
| | 3.2. Support the individual to consume manageable amounts of food and drink at their own pace. | | |
| | 3.3. Provide encouragement to the individual to eat and drink. | | |
| | 3.4. Support the individual to clean themselves if food or drink is spilt. | | |
| | 3.5. Adapt support in response to an individual's feedback or observed reactions while eating and drinking. | | |
| 4. Be able to clear away after food and drink. | 4.1. Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away. | | |
| | 4.2. Confirm that the individual has finished eating and drinking. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| | 4.3. Clear away used crockery and utensils in a way that promotes active participation . | | |
| | 4.4. Support the individual to make themselves clean and tidy after eating or drinking. | | |
| 5. Be able to monitor eating and drinking and the support provided. | 5.1. Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter. | | |
| | 5.2. Carry out and record agreed monitoring processes. | | |
| | 5.3. Report on the support provided for eating and drinking in accordance with agreed ways of working . | | |

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: HSC 2014
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | HSC 213 HSC 214. |
| Additional unit assessment requirements | Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>An individual is someone requiring care or support.</p> <p>Suitable options will take account of:</p> <ul style="list-style-type: none"> • expressed wishes and preferences • general nutrition principles • specific dietary requirements • religious, cultural and personal beliefs • resources available. <p>Ways to prepare to eat and drink may include:</p> <ul style="list-style-type: none"> • choosing where to eat • choosing with whom to eat • protecting clothes from potential spills • taking up a comfortable position. <p>Active participation is a way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p> |

Assessment task – HSC 2014 Support individuals to eat and drink

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

The following mark scheme (on the next page) lists the practical, skills-based outcomes for this unit.

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. This mark scheme has been included to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete.

In order to complete these skills-based outcomes learners will need to have access to a working kitchen area in the appropriate setting.

Learner Name:..... **Assessor Name:**.....

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|--|--|
| 1. Be able to support individuals to make choices about food and drink. | 1.1. Establish with an individual the food and drink they wish to consume. | The learner has been able to establish with an individual the food and drink they wish to consume. Achieved: Yes/No Comments and link to evidence reference. |
| | 1.2. Encourage the individual to select suitable options for food and drink. | The learner has been able to encourage the individual to select suitable options for food and drink. Achieved: Yes/No Comments and link to evidence reference. |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|---|---|
| <p>2. Be able to prepare to provide support for eating and drinking.</p> | <p>2.3. Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences.</p> | <p>The learner has been able to prepare to eat and drink, in a way that meets their personal needs and preferences.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | <p>2.4. Provide suitable utensils to assist the individual to eat and drink.</p> | <p>The learner has been able to provide suitable utensils to assist the individual to eat and drink.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| <p>3. Be able to provide support for eating and drinking.</p> | <p>3.2. Support the individual to consume manageable amounts of food and drink at their own pace.</p> | <p>The learner has been able to support the individual to consume manageable amounts of food and drink at their own pace.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|-------------------|---|--|
| | 3.3. Provide encouragement to the individual to eat and drink. | <p>The learner has been able to provide encouragement to the individual to eat and drink.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | 3.4. Support the individual to clean themselves if food or drink is spilt. | <p>The learner has been able to support the individual to clean themselves if food or drink is spilt.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | 3.5. Adapt support in response to an individual's feedback or observed reactions while eating and drinking. | <p>The learner has been able to adapt support in response to an individual's feedback or observed reactions while eating and drinking.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|--|--|
| <p>4. Be able to clear away after food and drink.</p> | <p>4.2. Confirm that the individual has finished eating and drinking.</p> | <p>The learner has been able to confirm that the individual has finished eating and drinking.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | <p>4.3. Clear away used crockery and utensils in a way that promotes active participation.</p> | <p>The learner has been able to clear away used crockery and utensils in a way that promotes active participation.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |
| | <p>4.4. Support the individual to make themselves clean and tidy after eating or drinking.</p> | <p>The learner has been able to support the individual to make themselves clean and tidy after eating or drinking.</p> <p>Achieved: Yes/No</p> <p>Comments and link to evidence reference.</p> |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|--|--|
| 5. Be able to monitor eating and drinking and the support provided. | 5.2. Carry out and record agreed monitoring processes. | The learner has been able to carry out and record agreed monitoring processes. Achieved: Yes/No Comments and link to evidence reference. |
| | 5.3. Report on the support provided for eating and drinking in accordance with agreed ways of working. | The learner has been able to report on the support provided for eating and drinking in accordance with agreed ways of working. Achieved: Yes/No Comments and link to evidence reference. |

FSN 201: Contribute to promoting nutrition and hydration in health and social care settings

| | | | |
|-----------------------|--|-------------------|----|
| Unit reference | L/503/2601 | Unit level | 2 |
| Credit value | 4 | GLH | 28 |
| Unit aim | This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in promoting health and wellbeing through nutrition, hydration and the following of a plan of care. | | |

| | | | |
|----------------------|--|-------------------|--|
| Learner name: | | Centre no: | |
| PIN: | | ULN: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| Learning outcomes 2, 4 and 6 must be assessed in a real work environment. | | | |
| 1. Know the principles of a balanced diet . | 1.1. Outline current government nutritional guidelines for a balanced diet. | | |
| | 1.2. List the main food groups. | | |
| | 1.3. Identify sources of essential nutrients. | | |
| | 1.4. Explain the importance of a balanced diet. | | |
| | 1.5 Explain the impact of poor diet on health and wellbeing . | | |
| 2. Be able to work with others to plan and promote a balanced diet in health and social care settings. | 2.1. Outline the factors that may affect nutritional intake in individuals . | | |
| | 2.2. Describe how a healthy diet can be adapted for different groups . | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| | 2.3. Work with others to plan an appropriate balanced diet with an individual. | | |
| | 2.4. Work with others to promote an appropriate balanced diet when supporting an individual. | | |
| | 2.5. Outline ways that others can be supported to understand a healthy diet for individuals. | | |
| 3. Understand the principles of hydration. | 3.1. Explain the importance of hydration. | | |
| | 3.2. Outline the signs of dehydration. | | |
| | 3.3. Explain the impact of dehydration on health and wellbeing. | | |
| 4. Be able to carry out role in promoting hydration in health and social care settings. | 4.1. Outline the factors that may affect hydration. | | |
| | 4.2. Describe how hydration can be promoted for different groups. | | |
| | 4.3. Demonstrate ways of working with the individual and others to promote hydration. | | |
| 5. Know how to prevent malnutrition. | 5.1. List the signs of malnutrition. | | |
| | 5.2. Describe the risk factors that may lead to malnutrition. | | |
| | 5.3. Outline ways of increasing nutritional density of foods and drinks through fortification . | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 5.4. Outline appropriate use of nutritional supplements . | | |
| 6. Be able to carry out role in screening and monitoring nutrition and hydration. | 6.1. Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual. | | |
| | 6.2. Complete records for the screening and monitoring of nutrition and hydration in line with agreed ways of working. | | |
| | 6.3. Explain actions to take when there are concerns about the nutrition and hydration of individuals. | | |
| | 6.4. Demonstrate how to plan, monitor and record nutrition and hydration using a plan of care when supporting an individual. | | |
| 7. Know the importance of special dietary requirements in health and social care settings. | 7.1. Identify instances where individuals have special dietary requirements. | | |
| | 7.2. Outline special diets. | | |
| | 7.3. Outline the potential risks of not following a special diet. | | |

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

| | |
|---|--|
| <p>Assessor sign off of completed unit: FSN 201 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name:</p> <p>Signature: _____ Date: _____</p> | |
|---|--|

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | HSC 213 |
| Additional unit assessment requirements | <p>Learning outcomes 2, 4 and 6 must be assessed in a real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.</p> <p>Different groups may include:</p> <ul style="list-style-type: none"> • older people that are in good health • people of different genders • people with health problems • people with dementia • people with disabilities • people with learning disabilities • people from different cultures • vegetarians and vegans etc. <p>Factors can include:</p> <ul style="list-style-type: none"> • culture and religion • individual preferences and habits • physical factors – positioning, oral hygiene etc. • psychological factors – depression, eating disorders etc. • income, lifestyle and social convention |

| | |
|--|--|
| | <ul style="list-style-type: none">• advertising and fads• family and peer group influences• ethics, morals and political beliefs• neglect. <p>Fortification involves the enriching of food or drink and could include the addition of the following items to increase energy and nutrient content: milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications etc.</p> <p>Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group).</p> <p>Healthy diet is one based on sound nutritional principles. It would usually feature:</p> <ul style="list-style-type: none">• high consumption of fruits & vegetables• low consumption of red meat & fatty foods• meals based on starch foods• raw foods & whole grains are preferred to processed or refined foods• protein primarily from fish, dairy products, nuts• low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages• low consumption of alcohol• drinking plenty of water• organic and/or unprocessed foods – i.e. produced without pesticides and chemical preservatives. <p>Individual is someone requiring care or support.</p> <p>Nutritional guidelines refers to the latest national guidance for appropriate groups.</p> <p>Nutritional supplements are products with potential health benefits that are added to the diet when it lacks some or all of the following: energy, protein, vitamins or minerals (e.g. nutritional supplement drinks, vitamin and mineral additives).</p> <p>Others may include:</p> <ul style="list-style-type: none">• the individual |
|--|--|

| | |
|--|--|
| | <ul style="list-style-type: none">• family and friends• carers• colleagues• other professionals eg district nurses, GP's, dieticians, speech and language therapist etc. <p>Plan of care records the day to day requirements and preferences for care and support. It may be known by another name e.g. care plan, support plan, individual plan.</p> <p>Risk factors could include those listed under 'factors' and also:</p> <ul style="list-style-type: none">• dysphagia - eating, drinking or swallowing problems• effects of medication• communication• understanding of healthy and balanced diet appropriate to the individual. <p>Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may <i>prevent / limit / promote / meet</i> one or more of the following:</p> <ul style="list-style-type: none">• aspiration/choking• appetite• weight (i.e. underweight or overweight)• personal choice and control (e.g. vegan and vegetarian or cultural and religious choices). <p>Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.</p> |
|--|--|

Assessment task – FSN 201 Contribute to providing nutrition and hydration in health and social care settings

Understanding your role in helping to promote nutrition and hydration in health and social care settings is fundamental. As a new member of staff your line manager will need to know how you can demonstrate your understanding of this important area. You have been asked to produce information to show this understanding.

You may wish to present this information as a resource file with the following sections:

Section 1: Principles of a balanced diet

Section 2: Principles of hydration

Section 3: Malnutrition

Section 4: Special dietary requirements

The information should show that you can meet the requirements listed below.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Section 1: Principles of a balanced diet

- Outline current government **nutritional guidelines** for a balanced diet for children.
- List the main food groups.
- Identify sources of essential nutrients.
- Explain the importance of a balanced diet.
- Explain the impact of poor diet on **health** and **wellbeing**.

Task 2 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Section 2: Principles of hydration

- Explain the importance of hydration.
- Outline the signs of dehydration.
- Explain the impact of dehydration on health and wellbeing.

Task 3 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

Section 3: Malnutrition

- List the signs of malnutrition
- Describe the **risk factors** that may lead to malnutrition.
- Outline ways of increasing nutritional density of foods and drinks through **fortification**.
- Outline appropriate use of **nutritional supplements**.

Task 4 links to learning outcome 7, assessment criteria 7.1, 7.2 and 7.3.

Section 4: Special dietary requirements

- Identify circumstances where babies or children have special dietary requirements.
- Outline special diets.
- Outline the potential risks of not following a special diet.

The following mark scheme (on the next page) lists the practical, skills-based outcomes for this unit.

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. This mark scheme has been included to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete.

In order to complete these skills-based outcomes learners will need to have access to a working kitchen area in the appropriate setting.

Learner Name:..... **Assessor Name:**.....

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|--|--|
| 2. Be able to work with others to plan and promote a balanced diet in health and social care settings. | 2.3. Work with others to plan an appropriate balanced diet with an individual. | The learner has been able to work with others to plan an appropriate balanced diet with an individual. Achieved Y/N Comments and link to evidence reference. |
| | 2.4. Work with others to promote an appropriate balanced diet when supporting an individual. | The learner has been able to work with others to promote an appropriate balanced diet when supporting an individual. Achieved Y/N Comments and link to evidence reference. |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|--|---|
| 4. Be able to carry out role in promoting hydration in health and social care settings. | 4.3. Demonstrate ways of working with the individual and others to promote hydration. | <p>The learner has been able to demonstrate ways of working with the individual and others to promote hydration.</p> <p>Achieved Y/N</p> <p>Comments and link to evidence reference.</p> |
| 6. Be able to carry out role in screening and monitoring nutrition and hydration. | 6.2. Complete records for the screening and monitoring of nutrition and hydration in line with agreed ways of working. | <p>The learner has been able to complete records for the screening and monitoring of nutrition and hydration in line with agreed ways of working.</p> <p>Achieved Y/N</p> <p>Comments and link to evidence reference.</p> |
| | 6.4. Demonstrate how to plan, monitor and record nutrition and hydration using a plan of care when supporting an individual. | <p>The learner has been able to demonstrate how to plan, monitor and record nutrition and hydration using a plan of care when supporting an individual.</p> <p>Achieved Y/N</p> <p>Comments and link to evidence reference.</p> |

FSN 202: Contribute to promoting nutrition and hydration in early years and childcare settings

| | | | |
|-----------------------|---|-------------------|----|
| Unit reference | T/503/2494 | Unit level | 2 |
| Credit value | 4 | GLH | 29 |
| Unit aim | This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration. | | |

| | | | |
|----------------------|--|-------------------|--|
| Learner name: | | Centre no: | |
| PIN: | | ULN: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| Learning outcomes 2, 4 and 8 must be assessed in a real work environment. | | | |
| 1. Know the principles of a balanced diet for children. | 1.1. Outline current government nutritional guidelines for a balanced diet for children. | | |
| | 1.2. List the main food groups. | | |
| | 1.3. Identify sources of essential nutrients. | | |
| | 1.4. Explain the importance of a balanced diet. | | |
| | 1.5. Explain the impact of poor diet on health and wellbeing . | | |
| 2. Be able to work with others to plan and promote a balanced diet for children. | 2.1. Outline the factors that may affect nutritional intake in children. | | |
| | 2.2. Describe how a healthy diet can be promoted for children. | | |
| | 2.3. Work with others to plan a balanced diet for a child. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| | 2.4. Encourage children to eat a healthy and balanced diet. | | |
| | 2.5. Outline ways that others can be supported to understand a healthy diet for children. | | |
| 3. Understand the principles of hydration for babies and children. | 3.1. Explain the importance of hydration. | | |
| | 3.2. Outline the signs of dehydration in babies and children. | | |
| | 3.3. Explain the impact of dehydration on health and wellbeing. | | |
| 4. Be able to promote hydration in babies or children. | 4.1. Outline the factors that may affect hydration. | | |
| | 4.2. Describe how hydration can be promoted for babies and children. | | |
| | 4.3. Encourage children to drink a sufficient volume of fluid. | | |
| 5. Know how to prevent malnutrition in babies and children. | 5.1. List the signs of malnutrition. | | |
| | 5.2. Describe the risk factors that may lead to malnutrition. | | |
| | 5.3. Outline ways of increasing nutritional density of foods and drinks. | | |
| 6. Know the principles of infant feeding. | 6.1. Compare the benefits of breast feeding and infant formula feeding. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|---|---|--|
| | 6.2. Outline current UN and national guidance on breast feeding. | | |
| | 6.3. Outline current national guidance on the introduction of solid foods. | | |
| | 6.4. Identify suitable choices of foods and drinks for weaning. | | |
| 7. Know the importance of special dietary requirements for babies and children. | 7.1. Identify circumstances where babies or children have special dietary requirements. | | |
| | 7.2. Outline special diets. | | |
| | 7.3. Outline the potential risks of not following a special diet. | | |
| 8. Be able to carry out role in monitoring nutrition and hydration for babies or children. | 8.1. Outline own responsibilities in relation to monitoring nutrition and hydration. | | |
| | 8.2. Complete records for the monitoring of nutrition and hydration in line with agreed ways of working. | | |
| | 8.3. Explain actions to take when there are concerns about the nutrition and hydration of babies or children. | | |
| <p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p> | | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| <p>Assessor sign off of completed unit: FSN 202 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name:</p> <p>Signature: _____ Date: _____</p> | | | |

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|--|
| Relationship to occupational standards | CCLD 208 and 307 |
| Additional unit assessment requirements | <p>Learning outcomes 2, 4 and 8 must be assessed in a real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.</p> <p>Factors can include:</p> <ul style="list-style-type: none"> • culture and religion • individual preferences and habits • physical factors – positioning, oral hygiene etc • psychological factors – depression, eating disorders etc • income, lifestyle and social convention • advertising and fads • family and peer group influences • ethics, morals and political beliefs • neglect. <p>Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group). Healthy diet is one based on sound nutritional principles. It would usually feature:</p> <ul style="list-style-type: none"> • high consumption of fruits & vegetables • low consumption of red meat & fatty foods • meals based on starch foods • raw foods & whole grains are preferred to processed or refined foods • protein primarily from fish, dairy products, nuts • low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages • low consumption of alcohol • drinking plenty of water |

| | |
|--|---|
| | <ul style="list-style-type: none">• organic and/or unprocessed foods – i.e. produced without pesticides and chemical preservatives. <p>Nutritional guidelines refers to the latest national guidance for appropriate age groups.</p> <p>Others may include:</p> <ul style="list-style-type: none">• parents or carers• colleagues• other professionals e.g. health visitors, school nurses, dieticians, speech and language therapist etc. <p>Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may <i>prevent / limit / promote / meet</i> one or more of the following:</p> <ul style="list-style-type: none">• aspiration/choking• appetite• weight (i.e. underweight or overweight)• personal choice and control (e.g. vegan and vegetarian or cultural and religious choices). <p>UN and national guidance refers to the latest guidance supporting breast feeding which may include the UN Baby Friendly Initiative.</p> <p>Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.</p> |
|--|---|

Assessment task – FSN 202 Contribute to promoting nutrition and hydration in early years and childcare settings

Understanding your role in helping to promote nutrition and hydration in health and social care settings is fundamental. As a new member of staff your line manager will need to know how you can demonstrate your understanding of this important area. You have been asked to produce information to show this understanding:

You may wish to present this information as a resource file which includes the following sections:

Section 1: Principles of a balanced diet

Section 2: Principles of hydration

Section 3: Malnutrition

Section 4: Infant feeding

Section 5: Special dietary requirements

The information should show that you can meet the requirements listed below.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Section 1: Principles of a balanced diet

- Outline current government **nutritional guidelines** for a balanced diet for children.
- List the main food groups.
- Identify sources of essential nutrients.
- Explain the importance of a balanced diet.
- Explain the impact of poor diet on **health** and **wellbeing**.

Task 2 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Section 2: Principles of hydration

- Explain the importance of hydration.
- Outline the signs of dehydration in babies and children.
- Explain the impact of dehydration on health and wellbeing.

Task 3 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

Section 3: Malnutrition

- List the signs of malnutrition.
- Describe the risk factors that may lead to malnutrition.
- Outline ways of increasing nutritional density of foods and drinks.

Task 4 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3 and 6.4.

Section 4: Infant feeding

- Compare the benefits of breast feeding and infant formula feeding.
- Outline current **UN and national guidance** on breast feeding.
- Outline current national guidance on the introduction of solid foods.
- Identify suitable choices of foods and drinks for weaning.

Task 5 links to learning outcome 7, assessment criteria 7.1, 7.2 and 7.3.

Section 5: Special dietary requirements

- Identify circumstances where babies or children have special dietary requirements.
- Outline special diets.
- Outline the potential risks of not following a special diet.

The following mark scheme (on the next page) lists the practical, skills-based outcomes for this unit.

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. This mark scheme has been included to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete.

In order to complete these skills-based outcomes learners will need to have access to a working kitchen area in the appropriate setting.

Learner Name:..... **Assessor Name:**.....

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|--|--|
| 2. Be able to work with others to plan and promote a balanced diet for children. | 2.3. Work with others to plan a balanced diet for a child. | The learner has been able to work with others to plan a balanced diet for a child. Achieved Y/N Comments and link to evidence reference. |
| | 2.4. Encourage children to eat a healthy and balanced diet. | The learner has been able to encourage children to eat a healthy and balanced diet. Achieved Y/N Comments and link to evidence reference. |
| 4. Be able to promote hydration in babies or children. | 4.3. Encourage children to drink a sufficient volume of fluid. | The learner has been able to encourage children to drink a sufficient volume of fluid. Achieved Y/N Comments and link to evidence reference. |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|--|--|
| 8. Be able to carry out role in monitoring nutrition and hydration for babies or children. | 8.2. Complete records for the monitoring of nutrition and hydration in line with agreed ways of working. | The learner has been able to complete records for the monitoring of nutrition and hydration in line with agreed ways of working. Achieved Y/N Comments and link to evidence reference. |

FSN 301: Promote nutrition and hydration in health and social care settings

| | | | |
|-----------------------|---|-------------------|----|
| Unit reference | T/503/2575 | Unit level | 3 |
| Credit value | 4 | GLH | 32 |
| Unit aim | This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in planning and promoting health and wellbeing through nutrition and hydration. It covers nutritional monitoring and screening and develops an understanding of the roles and responsibilities of other key professionals. | | |

| | | | |
|----------------------|--|-------------------|--|
| Learner name: | | Centre no: | |
| PIN: | | ULN: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| Learning outcomes 3, 4, 6 and 7 must be assessed in a real work environment. | | | |
| 1. Understand what makes up a balanced diet . | 1.1. Define the main food groups. | | |
| | 1.2. Identify sources of essential nutrients. | | |
| | 1.3. Explain the role of essential nutrients for health | | |
| | 1.4. Evaluate the impact of poor diet on health and wellbeing . | | |
| | 1.5. Explain what adaptations to a balanced diet may be required for different groups . | | |
| 2. Understand nutritional guidelines. | 2.1. Summarise current national nutritional guidelines for a balanced diet. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| | 2.2. Explain how to access additional support and information relating to nutrition and hydration. | | |
| 3. Be able to promote nutrition in health and social care settings. | 3.1. Explain the importance of a balanced diet. | | |
| | 3.2. Demonstrate how to plan an appropriate balanced diet with an individual . | | |
| | 3.3. Demonstrate how to promote an appropriate balanced diet with an individual. | | |
| | 3.4. Evaluate the effectiveness of different ways of promoting healthy eating. | | |
| 4. Be able to promote hydration in health and social care settings. | 4.1. Explain the importance of hydration. | | |
| | 4.2. Describe signs of dehydration. | | |
| | 4.3. Demonstrate ways to support and promote hydration with individuals. | | |
| | 4.4. Evaluate the effectiveness of different ways of supporting and promoting hydration. | | |
| 5. Understand how to prevent malnutrition in health and social care settings. | 5.1. Describe the factors that may affect nutritional intake. | | |
| | 5.2. Describe the risk factors that may lead to malnutrition. | | |
| | 5.3. Describe the signs of malnutrition. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 5.4. Explain ways of ensuring foods and drinks have increased nutritional density through fortification . | | |
| | 5.5. Describe the appropriate use of nutritional supplements . | | |
| 6. Be able to carry out nutritional screening in health and social care settings. | 6.1. Describe the purpose of nutritional screening . | | |
| | 6.2. Carry out nutritional screening. | | |
| | 6.3. Implement the actions identified by nutritional screening. | | |
| | 6.4. Monitor, record and review the actions taken following nutritional screening. | | |
| 7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings. | 7.1. Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals. | | |
| | 7.2. Explain ways in which nutrition and hydration can be monitored. | | |
| | 7.3. Monitor and record nutrition and hydration of an individual in accordance with their plan of care . | | |
| 8. Understand factors that affect special dietary | 8.1. Describe factors that may promote healthy eating in different groups. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| requirements in health and social care settings. | 8.2. Describe factors that may create barriers to healthy eating for different groups. | | |
| | 8.3. Explain why individuals may have special dietary requirements. | | |
| | 8.4. Explain why it is important for individuals with special dietary requirements to follow special diets. | | |

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: FSN 301
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | HSC 213 |
| Additional unit assessment requirements | <p>Learning outcomes 3, 4, 6 and 7 must be assessed in a real work environment.</p> <p>This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | <p>Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.</p> <p>Different groups may include:</p> <ul style="list-style-type: none"> • older people that are in good health • people of different genders • people with health problems • people with dementia • people with disabilities • people with learning disabilities • people from different cultures • vegetarians and vegans etc. <p>Factors can include:</p> <ul style="list-style-type: none"> • culture and religion • individual preferences and habits • physical factors – positioning, oral hygiene etc. • psychological factors – depression, eating disorders etc. • income, lifestyle and social convention • advertising and fads • family and peer group influences • ethics, morals and political beliefs • neglect. <p>Fortification involves the enriching of food or drink and could include the addition of the following items to increase energy and nutrient content: milk powder, evaporated milk, cheese, butter, cream, sugar, syrup,</p> |

| | |
|--|--|
| | <p>dried fruits, figs, prunes, potatoes, branded food fortifications etc.</p> <p>Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group).</p> <p>Healthy diet is one based on sound nutritional principles. It would usually feature:</p> <ul style="list-style-type: none">• high consumption of fruits & vegetables• low consumption of red meat & fatty foods• meals based on starch foods• raw foods & whole grains are preferred to processed or refined foods• protein primarily from fish, dairy products, nuts• low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages• low consumption of alcohol• drinking plenty of water• organic and/or unprocessed foods – i.e., produced without pesticides and chemical preservatives. <p>Individual is someone requiring care or support.</p> <p>Nutritional guidelines refers to the latest national guidance for appropriate groups.</p> <p>Nutritional supplements are products with potential health benefits that are added to the diet when it lacks some or all of the following: energy, protein, vitamins or minerals (e.g. nutritional supplement drinks, vitamin and mineral additives).</p> <p>Others may include:</p> <ul style="list-style-type: none">• the individual• family and friends• carers• colleagues• other professionals e.g. district nurses, GPs, dieticians, speech and language therapists. <p>Plan of care records the day to day requirements and preferences for care and support. It may be known by another name e.g. care plan, support plan, individual plan.</p> |
|--|--|

| | |
|--|--|
| | <p>Risk factors could include those listed under 'factors' and also:</p> <ul style="list-style-type: none">• dysphagia - eating, drinking or swallowing problems• effects of medication• communication• understanding of healthy and balanced diet appropriate to the individual. <p>Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may <i>prevent / limit / promote / meet</i> one or more of the following:</p> <ul style="list-style-type: none">• aspiration/choking• appetite• weight (i.e. underweight or overweight)• personal choice and control (e.g. vegan and vegetarian or cultural and religious choices). <p>Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.</p> |
|--|--|

Assessment task – FSN 301 Promote nutrition and hydration in health and social care settings

Understanding your role in helping to promote nutrition and hydration in health and social care settings is fundamental. As a new member of staff your line manager will need to know how you can demonstrate your understanding of this important area. You have been asked to produce information to show this understanding.

You may wish to present this information as a resource file which includes the following sections:

Section 1: Balanced diet

Section 2: Nutritional guidelines

Section 3: Malnutrition

Section 4: Special dietary requirements

The information should show that you can meet the requirements listed below:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5

Section 1: Balanced diet

- Define the main food groups.
- Identify sources of essential nutrients.
- Explain the role of essential nutrients for health.
- Evaluate the impact of poor diet on **health** and **wellbeing**.
- Explain what adaptations to a balanced diet may be required for **different groups**.

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.2

Section 2: Nutritional guidelines

- Summarise current national **nutritional guidelines** for a balanced diet.
- Explain how to access additional support and information relating to nutrition and hydration.

Task 3 links to learning outcome 1, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5

Section 3: Malnutrition

- Describe the **factors** that may affect nutritional intake.
- Describe the **risk factors** that may lead to malnutrition.
- Describe the signs of malnutrition.
- Explain ways of ensuring foods and drinks have increased nutritional density through **fortification**.
- Describe the appropriate use of nutritional supplements.

Task 4 links to learning outcome 8, assessment criteria 8.1, 8.2, 8.3 and 8.4.

Section 4: Special dietary requirements

- Describe factors that may promote healthy eating in different groups.
- Describe factors that may create barriers to healthy eating for different groups.
- Explain why individuals may have special dietary requirements.
- Explain why individuals may have special dietary requirements.

The following mark scheme (on the next page) lists the practical, skills-based outcomes for this unit.

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. This mark scheme has been included to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete.

In order to complete these skills-based outcomes learners will need to have access to a working kitchen area in the appropriate setting.

Learner Name:..... **Assessor Name:**.....

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|--|--|
| 3. Be able to promote nutrition in health and social care settings. | 3.2. Demonstrate how to plan an appropriate balanced diet with an individual. | The learner has been able to demonstrate how to plan an appropriate balanced diet with an individual. Achieved Y/N Comments and link to evidence reference. |
| | 3.3. Demonstrate how to promote an appropriate balanced diet with an individual. | The learner has been able to demonstrate how to promote an appropriate balanced diet with an individual. Achieved Y/N Comments and link to evidence reference. |
| 4. Be able to promote hydration in health and social care settings. | 4.3. Demonstrate ways to support and promote hydration with individuals. | The learner has been able to demonstrate ways to support and promote hydration with individuals. Achieved Y/N Comments and link to evidence reference. |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|---|---|
| <p>6. Be able to carry out nutritional screening in health and social care settings.</p> | <p>6.2. Carry out nutritional screening.</p> | <p>The learner has been able to carry out nutritional screening.</p> <p>Achieved Y/N</p> <p>Comments and link to evidence reference.</p> |
| | <p>6.3. Implement the actions identified by nutritional screening.</p> | <p>The learner has been able to implement the actions identified by nutritional screening.</p> <p>Achieved Y/N</p> <p>Comments and link to evidence reference.</p> |
| | <p>6.4. Monitor, record and review the actions taken following nutritional screening.</p> | <p>The learner has been able to monitor, record and review the actions taken following nutritional screening.</p> <p>Achieved Y/N</p> <p>Comments and link to evidence reference.</p> |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|---|--|
| 7. Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings. | 7.3. Monitor and record nutrition and hydration of an individual in accordance with their plan of care. | <p>The learner has been able to monitor and record nutrition and hydration of an individual in accordance with their plan of care.</p> <p>Achieved Y/N</p> <p>Comments and link to evidence reference.</p> |

FSN 302: Promote nutrition and hydration in early years and childcare settings

| | | | |
|-----------------------|---|-------------------|----|
| Unit reference | A/503/2576 | Unit level | 3 |
| Credit value | 4 | GLH | 32 |
| Unit aim | This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration. | | |

| | | | |
|----------------------|--|-------------------|--|
| Learner name: | | Centre no: | |
| PIN: | | ULN: | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| Learning outcomes 2, 4 and 8 must be assessed in a real work environment. | | | |
| 1. Understand the principles of a balanced diet for children. | 1.1. Describe current government nutritional guidelines for a balanced diet for children. | | |
| | 1.2. Define the main food groups. | | |
| | 1.3. Identify sources of essential nutrients. | | |
| | 1.4. Explain the importance of a balanced diet. | | |
| | 1.5. Evaluate the impact of poor diet on health and wellbeing . | | |
| | 1.6. Explain how dietary requirements change across the span of the early years. | | |
| 2. Be able to plan and promote a balanced diet for children. | 2.1. Evaluate the factors that may affect nutritional intake. | | |
| | 2.2. Explain how a healthy diet can be promoted for children. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|--|--|---|--|
| | 2.3. Plan a balanced diet for a child that meets their individual dietary requirements. | | |
| | 2.4. Encourage children to eat a healthy balanced diet. | | |
| | 2.5. Evaluate own and others contribution to the balanced diet of a child. | | |
| 3. Understand the principles of hydration for babies and children. | 3.1. Explain the importance of hydration. | | |
| | 3.2. Describe the signs of dehydration in babies and children. | | |
| | 3.3. Explain the impact of dehydration on health and wellbeing. | | |
| 4. Be able to promote hydration in babies and/or children. | 4.1. Evaluate the factors that may affect hydration. | | |
| | 4.2. Explain how hydration can be promoted for babies and children. | | |
| | 4.3. Demonstrate different approaches to promote hydration for babies or children. | | |
| | 4.4. Evaluate the effectiveness of different ways of promoting hydration for babies and/or children. | | |
| 5. Understand how to contribute to the prevention of | 5.1. Describe the signs of malnutrition. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|--|---|--|
| malnutrition in babies and children. | 5.2. Explain the risk factors that may lead to malnutrition. | | |
| | 5.3. Explain ways of increasing nutritional density of foods and drinks. | | |
| 6. Understand the principles of infant feeding. | 6.1. Compare the benefits of breast feeding and infant formula feeding. | | |
| | 6.2. Explain current UN and national guidance on breast feeding. | | |
| | 6.3. Describe current national guidance on the introduction of solid foods. | | |
| | 6.4. Discuss suitable choices of foods and drinks for weaning. | | |
| 7. Understand the importance of special dietary requirements for babies and children. | 7.1. Explain circumstances where babies or children have special dietary requirements. | | |
| | 7.2. Describe special diets. | | |
| | 7.3. Analyse the potential risks of not following a special diet. | | |
| 8. Be able to contribute to the monitoring of nutrition and hydration for babies or children. | 8.1. Describe own responsibilities in relation to monitoring nutrition and hydration. | | |
| | 8.2. Explain the responsibilities of others in relation to monitoring the nutrition and hydration of babies or children. | | |

| Learning outcomes The learner will: | Assessment criteria The learner can: | Evidence record e.g. page number & method | Assessor judgement achieved Initial and date |
|---|---|---|--|
| | 8.3. Complete records for the monitoring of nutrition and hydration in line with agreed ways of working. | | |
| | 8.4. Explain actions to take when there are concerns about the nutrition and hydration of babies or children. | | |

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: FSN 302
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

| Additional information about the unit: | |
|---|---|
| Relationship to occupational standards | CCLD 307 |
| Additional unit assessment requirements | Learning outcomes 2, 4 and 8 must be assessed in a real work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. |
| Guidance for developing assessment arrangements for the unit: | |
| Guidance for developing unit assessment arrangements – provided with the unit | Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health. |

| | |
|--|--|
| | <p>Factors can include:</p> <ul style="list-style-type: none">• culture and religion• individual preferences and habits• physical factors – positioning, oral hygiene etc.• psychological factors – depression, eating disorders etc.• income, lifestyle and social convention• advertising and fads• family and peer group influences• ethics, morals and political beliefs• neglect. <p>Health refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group).</p> <p>Healthy diet is one based on sound nutritional principles. It would usually feature:</p> <ul style="list-style-type: none">• high consumption of fruits & vegetables• low consumption of red meat & fatty foods• meals based on starch foods• raw foods & whole grains are preferred to processed or refined foods• protein primarily from fish, dairy products, nuts• low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages• low consumption of alcohol• drinking plenty of water• organic and/or unprocessed foods—ie, produced without pesticides and chemical preservatives. <p>Nutritional guidelines refers to the latest national guidance for appropriate age groups.</p> <p>Others may include:</p> <ul style="list-style-type: none">• parents or carers• colleagues• other professionals e.g. health visitors, school nurses, dieticians, speech and language therapist etc. <p>Special diets/special dietary requirements in this context may include therapeutic diets for an illness or</p> |
|--|--|

| | |
|--|--|
| | <p>condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may <i>prevent / limit / promote / meet</i> one or more of the following:</p> <ul style="list-style-type: none">• aspiration/choking• appetite• weight (i.e. underweight or overweight)• personal choice and control (e.g. vegan and vegetarian or cultural and religious choices). <p>UN and national guidance refers to the latest guidance supporting breast feeding which may include the UN Baby Friendly Initiative.</p> <p>Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.</p> |
|--|--|

Assessment task – FSN 302 Promote nutrition and hydration in early years and childcare settings

Understanding your role in helping to promote nutrition and hydration in health and social care settings is fundamental. As a new member of staff your line manager will need to know how you can demonstrate your understanding of this important area. You have been asked to produce information to show this understanding.

You may wish to present this information as a resource file which includes the following sections:

Section 1: Principles of a balanced diet

Section 2: Principles of hydration

Section 3: Malnutrition

Section 4: Infant feeding

Section 5: Special diet

The information should show that you can meet the requirements listed below:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

Section 1: Principles of a balanced diet

- Describe current government **nutritional guidelines** for a balanced diet for children.
- Define the main food groups.
- Identify sources of essential nutrients.
- Explain the importance of a balanced diet.
- Evaluate the impact of poor diet on **health** and **wellbeing**.
- Explain how dietary requirements change across the span of the early years.

Task 2 links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Section 2: Principles of hydration

- Explain the importance of hydration.
- Describe the signs of dehydration in babies and children.
- Explain the impact of dehydration on health and wellbeing.

Task 3 links to learning outcomes 5, assessment criteria 5.1, 5.2 and 5.3.

Section 3: Malnutrition

- Describe the signs of malnutrition.
- Explain the risk factors that may lead to malnutrition.
- Explain ways of increasing nutritional density of foods and drinks.

Task 4 links to learning outcomes 6, assessment criteria 6.1, 6.2, 6.3 and 6.4.

Section 4: Infant feeding

- Compare the benefits of breast feeding and infant formula feeding.
- Explain current **UN and national guidance** on breast feeding.
- Describe current national guidance on the introduction of solid foods.
- Discuss suitable choices of foods and drinks for weaning.

Task 5 links to learning outcomes 7, assessment criteria 7.1, 7.2 and 7.3.

Section 5: Special diet

- Explain circumstances where babies or children have special dietary requirements.
- Describe special diets.
- Analyse the potential risks of not following a special diet.

The following mark scheme (on the next page) lists the practical, skills-based outcomes for this unit.

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. This mark scheme has been included to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete.

In order to complete these skills-based outcomes learners will need to have access to a working kitchen area in the appropriate setting.

Learner Name:..... **Assessor Name:**.....

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|--|---|---|
| 2. Be able to plan and promote a balanced diet for children. | 2.3. Plan a balanced diet for a child that meets their individual dietary requirements. | The learner has been able to plan a balanced diet for a child that meets their individual dietary requirements. Achieved Y/N Comments and link to evidence reference. |
| | 2.4. Encourage children to eat a healthy balanced diet. | The learner has been able to encourage children to eat a healthy balanced diet. Achieved Y/N Comments and link to evidence reference. |
| 4. Be able to promote hydration in babies and/or children. | 4.3. Demonstrate different approaches to promote hydration for babies or children. | The learner has been able to demonstrate different approaches to promote hydration for babies or children. Achieved Y/N Comments and link to evidence reference. |

| Learning outcomes | Assessment criteria | Mark scheme for guidance To be completed in the workplace with an appropriately qualified Assessor |
|---|--|--|
| 8. Be able to contribute to the monitoring of nutrition and hydration for babies or children. | 8.3. Complete records for the monitoring of nutrition and hydration in line with agreed ways of working. | The learner has been able to complete records for the monitoring of nutrition and hydration in line with agreed ways of working. Achieved Y/N Comments and link to evidence reference. |

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

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

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|-----|--|-------------------------------|-------------------------------------|
| A | Direct observation of learner by assessor <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice | Yes | Yes |
| B | Professional discussion | Yes | Yes |
| C | Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles | Yes | Yes |
| D | Learner's own work products | Yes | Yes |
| E | Learner log or reflective diary | Yes | Yes |
| F | Activity plan or planned activity | Yes | Yes |
| G | Observation of children, young people or adults by the learner | Yes | Yes |
| H | Portfolio of evidence <ul style="list-style-type: none"> may include simulation** | Yes | Yes |
| I | Recognition of prior learning | Yes | Yes |
| J | Reflection on own practice in real work environment | Yes | Yes |
| K | Written and pictorial information | No | Yes |

| Ref | Assessment Method | Assessing Competence / Skills | Assessing Knowledge / Understanding |
|-----|--|-------------------------------|-------------------------------------|
| L | Scenario or case study | No | Yes |
| M | Task set by us (for knowledge learning outcomes) | No | Yes |
| N | Oral questions and answers | Yes | Yes |

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

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

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

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council (SSC) and/or NCFE assessment principles for the unit they are assessing or quality assuring.

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment (RWE).

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a RWE.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Knowledge learning outcomes

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

Competence/skills learning outcomes

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

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Staffing requirements

Assessors and deliverers must ensure they adhere to the occupational competence guidelines and supporting information given in Skills for Care and Development Assessment Strategy.

Centres delivering any of NCFE CACHE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents and resources

Documents

This qualification specification must be used alongside the mandatory Support Handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery, and assessment. This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

The Learner Evidence Tracking Log and the Evidence and Grading Tracker can also be found on the NCFE website www.ncfe.org.uk.

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found on the NCFE website www.ncfe.org.uk .

Resources

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

Resource requirements

The following document is essential reading for any centre involved in the delivery, assessment and administration of these qualifications:

- Skills for Care and Development Assessment Principles.

Contact us

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

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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Version 8.5 January 2024

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

NCFE CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (600/2540/2)
NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (600/2541/4)

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Qualification reference numbers:

NCFE CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings 600/2540/2

NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings 600/2541/4 (now withdrawn)

Publication dates

Version 1.0 August 2011

Version 2.0 September 2011

Version 3.0 July 2012

Version 4.0 May 2013

Version 5.0 February 2016

Version 6.0 November 2017

Version 7.0 July 2018

Version 8.0 October 2018

Version 8.1 December 2019

Version 8.2 March 2020

Version 8.3 June 2022

Version 8.4 August 2022

Version 8.5 January 2024