



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**

Qualification summary

Qualification title	NCFE CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings		
Ofqual qualification number (QN)	600/2540/2	Aim reference	60025402
Guided learning hours (GLH)	15	Total qualification time (TQT)	20
Credit value	2		
Minimum age	14		
Qualification purpose	<p>This qualification will enable learners to acquire the knowledge and skills required to develop competence in food safety within health and social care and early years and childcare settings.</p> <p>It is suitable for anyone who may be preparing for a new role or those working in a role that involves handling food safely.</p>		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	<p>The learner must be employed, volunteering or on a practical placement in an appropriate setting to be able to meet the assessment requirements of this qualification and 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' do not need access to the workplace.</p>		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/2540/2.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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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.
v9.0	October 2024	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) withdrawn throughout specification. Updated specification to new template.

Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of the food safety within both health and social care and early years settings
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- develop a learner's knowledge of food safety in health and social care and early years and childcare settings

Support Handbook

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.

Guidance for entry and registration

This qualification is designed for those who want to develop the necessary knowledge and skills of food safety within health and social care and early years and childcare settings.

It may also be useful to learners studying qualifications in the following sectors:

- health and social care
- early years and childcare
- wellbeing and nutrition

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **2 credits from one of the two** units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression including job roles

Learners who achieve this qualification could progress to the following:

- employment:
 - job roles in health and social care and early years and childcare settings which involve a requirement for food safety
- further education:
 - nutrition and health
 - food safety
 - physical activity and nutrition co-ordination in the early years
 - health and wellbeing in health and social care

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Real work environment (RWE) requirement/recommendation

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Work/industry placement experience

Learners taking the unit HSC 2029 Meet food safety requirements when providing food and drink for individuals need access to an appropriate setting to be able to meet the assessment requirements of this unit.

Learners taking the knowledge-only unit Principles of food safety when providing food and drink for individuals do not need access to the workplace.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings.

This qualification must be assessed in line with Skills for Care and Development assessment principles.

The NCFE CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings is a competence-based qualification (CBQ).

A CBQ may be based on National Occupational Standards (NOS) and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A CBQ must be assessed in the workplace or in a real-world environment in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualification's page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each LO.

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.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please refer to the Skills for Care and Development assessment principles for further information. This can be found on the qualification's page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

HSC 2029K Principles of food safety when providing food and drink for individuals (A/503/2495)



Unit summary				
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.				
Assessment				
This unit is internally assessed and externally quality assured.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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
	2.2 Describe the steps for effective handwashing 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
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

Range
1. Understand the importance of food safety measures when providing food and drink for individuals
1.2 Individuals
An individual is someone requiring care or support.
3. Know how to meet safety requirements when preparing and serving food and drink for individuals
3.2 Others may include:
<ul style="list-style-type: none">• the individual• friends and family of the individual• colleagues

Delivery and assessment guidance
No delivery and assessment guidance for this unit.

HSC 2029 Meet food safety requirements when providing food and drink for individuals (T/601/9450)

Unit summary				
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.				
Assessment				
This unit is internally assessed and externally quality assured. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment (RWE).				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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
	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 handwashing 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
	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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	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

Range
1. Understand the importance of food safety measures when providing food and drink for individuals
1.2 Individuals An individual is someone requiring care or support.
3. Be able to meet safety requirements when preparing and serving food and drink for individuals
3.2 Others may include: <ul style="list-style-type: none"> • the individual • friends and family of the individual • colleagues

Delivery and assessment guidance
<p>LOs 2, 3, 4 and 5 must be assessed in an RWE.</p> <p>The skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit.</p> <p>All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete.</p> <p>In order to complete these skills-based outcomes, learners will need to have access to a working kitchen area in the appropriate setting.</p>

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the 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 EQA with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that 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 (SSC'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 testimony*: <ul style="list-style-type: none"> when directed by the SSC 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

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	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.

This qualification has been developed to meet Skills for Care/Health requirements.

Skills for Care and Development assessment principles

Knowledge LOs

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

Competence/skills LOs

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

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 an 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
- IQAs 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
- IQAs 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 (CTLLS, 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 (EQA) in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience are 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 IQA

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 (CPD) relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (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) that 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 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet

Other support materials

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.

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


Appendix A: units

The units within this qualification do not follow the standard unit numbering of Unit 01, Unit 02, for example.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Units

To gain this qualification, learners must achieve 2 credits by completing one of the two units.

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
 HSC 2029K	A/503/2495	Principles of food safety when providing food and drink for individuals	2	2	15	Learners taking this knowledge-only unit do not need access to the workplace.
HSC 2029	T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15	Learners will need to be working, volunteering or on practical placement as they need to show competence in both knowledge and skills.