

CACHE Qualification Specification

CACHE Level 2 Award in Food Safety in Health and
Social Care and Early Years and Childcare Settings
(QCF)

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

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

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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.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support the qualification. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

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

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).

Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

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 (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Section 2: About these qualifications

Qualification summary

Title	CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF)			
Type	QCF			
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			
Guided learning hours	Min	15	Max	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.			
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. Learners can also take this qualification as an additional employer requirement for the Children and Young People's Workforce and Playwork Apprenticeship Frameworks.			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
Recommended assessment methods	All units are internally assessed. Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:			

	<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 CACHE for knowledge learning outcomes only.* <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development QCF Assessment Strategy.
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
Work experience requirement / recommendation	<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>
Entry requirements / recommendations	Learners should be at least 14 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

Qualification summary

Title	CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)			
Type	QCF			
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			
Guided learning hours	Min	58	Max	62
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.			
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. Learners can also take this qualification as an additional employer requirement for the Children and Young People's Workforce and Playwork Apprenticeship Frameworks.			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
Recommended assessment methods	All units are internally assessed. Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include: <ul style="list-style-type: none"> • inference of knowledge from direct observation of practice • witness evidence when directed by the sector skills assessment strategy 			

	<ul style="list-style-type: none"> • professional discussion • reflection on own practice in real work situations • written assignments • learner's own plans and written records • task set by CACHE for knowledge learning outcomes only in mandatory units.* <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development QCF Assessment Strategy.
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The qualification can usually be completed in less than 6 months.
Entry requirements / recommendations	Learners should be at least 14 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

Introduction to these qualification

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

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.

Rules of combination

Level 2 Award in Food Safety in Health and Social Care and 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
To gain this qualification, learners must achieve one of the 2 units.	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

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. Learners can also take this qualification as an additional employer requirement for the Children and Young People's Workforce and Playwork Apprenticeship Frameworks.

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. Learners can also take this qualification as an additional employer requirement for the Children and Young People's Workforce and Playwork Apprenticeship Frameworks.

Unit achievement log

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

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
HSC 2029K	A/503/2495	Principles of food safety when providing food and drink for individuals	Knowledge	2	2	15	21		
HSC 2029	T/601/9450	Meet food safety requirements when providing food and drink for individuals	Knowledge/ Skill	2	2	15	27		
Total credit and GLH for Optional Units					4	30			

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

Mandatory units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
HSC 2029	T/601/9450	Meet food safety requirements when providing food and drink for individuals	Knowledge/Skill	2	2	15	27		
HSC 2014	M/601/8054	Support individuals to eat and drink	Skill	2	2	15	33		
Total credit and GLH for Mandatory Unit					4	30			

Optional units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
FSN 201	L/503/2601	Contribute to promoting nutrition and hydration in health and social care settings	Knowledge/Skill	2	4	28	39		
FSN 202	T/503/2494	Contribute to promoting nutrition and hydration in early years and childcare settings	Knowledge/Skill	2	4	29	47		
FSN 301	T/503/2575	Promote nutrition and hydration in health and social care settings	Knowledge/Skill	3	4	32	55		
FSN 302	A/503/2576	Promote nutrition and hydration in early years and childcare settings	Knowledge/Skill	3	4	32	65		
Total credit and GLH for Mandatory Unit					16	121			

Section 3: Units

This section includes CACHE 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. Edexcel, CACHE etc.).
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 QCF 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 (set by CACHE)*	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:

CACHE Centre no:

CACHE 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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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 – provided with the QCF unit	HSC 213
Additional unit assessment requirements provided with the QCF unit	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF 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:	CACHE Centre no:
CACHE 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.		
	4.4. Store utensils and equipment safely.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 – provided with the QCF unit	HSC 213.
Additional unit assessment requirements - provided with the QCF unit	<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 QCF Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF 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.

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:	CACHE Centre no:
CACHE 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.		
	2.2. Demonstrate effective hand-washing and use of protective clothing when handling food and drink.		

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. 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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 – provided with the QCF unit	HSC 213 HSC 214.
Additional unit assessment requirements provided with the QCF unit	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 QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF 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 CACHE task is not applicable.

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:	CACHE Centre no:
CACHE 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 .		
	5.4. Outline appropriate use of nutritional supplements .		

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

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.

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 – provided with the QCF unit	HSC 213
Additional unit assessment requirements provided with the QCF unit	<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 QCF Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF 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, 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 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>
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	<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>
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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.

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:	CACHE Centre no:
CACHE 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.		
	6.2. Outline current UN and national guidance on breast feeding.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. 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.		

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 202

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 – provided with the QCF unit	CCLD 208 and 307
Additional unit assessment requirements provided with the QCF unit	<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 QCF Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF 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 • organic and/or unprocessed foods – i.e. produced without pesticides and chemical

	<p>preservatives.</p> <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>
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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.

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:	CACHE Centre no:
CACHE 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 requirements in health and social care settings.	8.1. Describe factors that may promote healthy eating in different groups.		
	8.2. Describe factors that may create barriers to healthy eating 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
	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 – provided with the QCF unit	HSC 213
Additional unit assessment requirements provided with the QCF unit	<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 QCF Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF 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, 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 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>
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	<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>
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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.

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 malnutrition in babies and children.	5.1. Describe the signs of malnutrition.		
	5.2. Explain the risk factors that may lead to malnutrition.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. 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.		
	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 – provided with the QCF unit	CCLD 307
Additional unit assessment requirements provided with the QCF unit	<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 QCF Assessment Principles.</p>
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF 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).</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 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>
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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.

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

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
 - 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
- Professional discussion
- Expert Witness evidence
 - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment

For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

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

A key to the recommended assessment methods is included in *"How to ... A Guide to Assessing CACHE QCF Qualifications"* which forms part of the Resource Centre on cachezone.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

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

CACHE Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** 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

Section 5: Feedback

Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on cachezone.

QCF Support Materials Feedback Form

Qualification: CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)

Name: _____ **Are you:** a Tutor / a Learner

Centre name: _____ **Centre no.:** _____

Contact details: * **Tel.:** _____

Email: _____

Please rate the following statements on a scale of 1-3:

1 Disagree 2 Tend to agree 3 Agree

1	2	3
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1. This document is presented in a clear and accessible way and I can easily find the information I need.

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2. This document contains all the information I need to teach or study this qualification.

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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

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Please use the space below to provide more detailed comments or additional feedback

*** Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: qcfsupportmaterials@cache.org.uk

Alternatively, you may post or fax your form to:
CACHE QCF Support Materials,
CACHE, Apex House,
81 Camp Road, St. Albans, Herts. AL1 5GB
 Fax: 01727 818613



Section 6: Publication history

This section identifies important changes made to this document since its first publication in August 2011.

All page numbers refer to this version of the document.

- **p.10, Qualification summary:** The minimum age for Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings has been changed from 14 to 16.
- **p.10-11 Qualification summary:** The minimum age and entry requirements for the Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings has been changed back from 16 to 14 following Department for Education approval.
- **p.12, Qualification summary:** The minimum age for Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care and Early Years and Childcare Settings has been changed from 14 to 16.
- **p.12-13 Qualification summary:** The minimum age for Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care and Early Years and Childcare Settings has been changed back from 16 to 14 following Department for Education approval.

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on cachezone.