

Specification

BTEC Specialist qualifications

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

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

For first teaching September 2011

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Martin Stretton

Prepared by Aamra Ghafoor

Publications Code BA029295

All the material in this publication is copyright

© Pearson Education Limited 2011

BTEC Specialist qualification titles covered by this specification

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

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

These qualifications have been accredited to the Qualifications and Credit Framework (QCF). The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. As well as a QN, each unit within a qualification also has a QCF unit reference number (URN).

The qualification title, QN and URNs appear on learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Further information about certification can be found in the [Edexcel Information Manual on the Edexcel website](#).

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF)	600/2537/2
--	------------

Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)	600/2538/4
---	------------

These qualifications are accredited by Ofqual as being Additional and Specialist Learning within 14-19 Diplomas.

Welcome to the BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)

We are delighted to introduce our new qualifications, available for teaching from September 2011. These qualifications have been revised and conform with the requirements of the QCF (Qualifications and Credit Framework).

Focusing on the Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)

The Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) helps learners to understand the importance and requirements of food safety and hygiene by focusing on safety when preparing, serving and storing food.

The Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF) provides learners with the knowledge required to meet food safety requirements and how to support and contribute to individual wellbeing through the promotion of food, nutrition and hydration within the settings.

Learners can progress to qualifications within the health and social care sector as well as the Children and Young People's sector.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Skills for Care and Development (SfC&D) SSC**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 2 Specialist qualifications?	1
Edexcel BTEC Level 2 Award	2
Key features of the Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)	2
Skills for Care and Development (SfC&D)	2
Rules of combination	3
Rules of combination for Edexcel BTEC level 2 qualifications	3
Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF)	4
Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)	5
Assessment	6
Quality assurance of centres	7
Approval	7
Quality Assurance Guidance	8
Programme design and delivery	8
Mode of delivery	8
Resources	8
Delivery approach	9
Additional and Specialist Learning	9
Access and recruitment	9
Restrictions on learner entry	10
Access arrangements and special considerations	10
Recognition of Prior Learning	10
Unit format	11
Unit title	11
Unit code	11
QCF level	11
Credit value	11
Guided learning hours	11
Unit aim	11

Unit introduction	12
Learning outcomes	12
Assessment criteria	12
Unit content	12
Essential guidance for tutors	13
Units	15
Unit 1: Principles of food safety when providing food and drink for individuals	17
Unit 2: Meet food safety requirements when providing food and drink for individuals	25
Unit 3: Support individuals to eat and drink	35
Unit 4: Contribute to promoting nutrition and hydration in health and social care settings	43
Unit 5: Contribute to promoting nutrition and hydration in early years and childcare settings	53
Unit 6: Promote nutrition and hydration in health and social care settings	65
Unit 7: Promote nutrition and hydration in early years and childcare settings	77
Further information	88
Useful publications	88
Contact details for the Sector Skills Council	88
Professional development and training	89
Annexe A	91
Wider curriculum mapping	91
Annexe B	93
National Occupational Standards/mapping with NVQs	93
Annexe C	95
Glossary of accreditation terminology	95
Annexe D	97
BTEC Specialist and Professional qualifications	97
Annexe E	99
Skills for Care and Development QCF Assessment Principles	99

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry level to level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS) for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeship Frameworks. They attract achievement and attainment table points that equate to similar-sized general qualifications.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award

The Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)

The Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and the Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF) have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which gives them opportunities to develop a range of techniques, personal and other skills and attributes essential for successful performance in working life
- achieve a nationally recognised level 2 vocationally-related qualification that is supported by Skills for Care and Development, the SSC for the social care sector
- progress to related general and/or vocational qualifications.

Skills for Care and Development (SfC&D)

All units within this qualification have been developed using units created by SfC&D. They are listed on pages 4-5.

This qualification must be assessed in accordance with Skills for Care and Development QCF Assessment Principles (Annexe E).

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for Edexcel BTEC level 2 qualifications

When combining units for the Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and the Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

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

- 1 Qualification credit value: a minimum of 2 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 2 credits.
- 3 All credits must be achieved from the units in this specification.

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

- 1 Qualification credit value: a minimum of 8 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 8 credits.
- 3 All credits must be achieved from the units in this specification.

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

The Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) is a 2-credit and 15-guided-learning-hour (GLH) qualification that consists of 2 optional units. Learners must achieve 1 unit from the two units listed below.

Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years (QCF)			
Unit	Units	Credit	Level
1	Principles of food safety when providing food and drink for individuals	2	2
2	Meet food safety requirements when providing food and drink for individuals	2	2

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

The Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF) is an 8-credit qualification that consists of 2 mandatory units **plus** optional units. A minimum of 4 credits must be achieved from the optional units listed below.

Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)			
Unit	Mandatory units	Credit	Level
2	Meet food safety requirements when providing food and drink for individuals	2	2
3	Support individuals to eat and drink	2	2
Unit	Optional units		
4	Contribute to promoting nutrition and hydration in health and social care settings	4	2
5	Contribute to promoting nutrition and hydration in early years and childcare settings	4	2
6	Promote nutrition and hydration in health and social care settings	4	3
7	Promote nutrition and hydration in early years and childcare settings	4	3

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC level 2 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the Essential resources sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and Specialist Learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC level 2 in Award in Food Safety in Health and Social Care and Early Years and Childcare Settings (QCF) and the Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF), are accredited on the QCF for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further details are given in the policy document *Recognition of Prior Learning Policy*, which can be found on the Edexcel website (www.edexcel.com).

Unit format

All units in the Edexcel BTEC level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Principles of food safety when providing food and drink for individuals	17
Unit 2: Meet food safety requirements when providing food and drink for individuals	25
Unit 3: Support individuals to eat and drink	35
Unit 4: Contribute to promoting nutrition and hydration in health and social care settings	43
Unit 5: Contribute to promoting nutrition and hydration in early years and childcare settings	53
Unit 6: Promote nutrition and hydration in health and social care settings	65
Unit 7: Promote nutrition and hydration in early years and childcare settings	77

Unit 1: Principles of food safety when providing food and drink for individuals

Unit code: A/503/2495

QCF level : 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit is aimed at those working in a wide range of settings. It gives learners the knowledge they need to meet food safety requirements when preparing, serving, clearing away and storing food.

Unit introduction

This unit provides the knowledge requirements for *Unit 2: Meet Food Safety Requirements when Providing Food and Drink for Individuals*. It should therefore be delivered either before or alongside this unit.

Learners will learn about the causes of food poisoning and how it can be avoided. They will also learn the reasons for different safety requirements and practices for those involved in providing food and drink for individuals. They will also find out how to access additional advice or support about food safety.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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 hand-washing prior to and during handling food and drink 2.3 Describe how to maintain hygiene and cleanliness of surfaces, utensils and equipment
3 Know how to meet safety requirements when preparing and serving food and drink for individuals	3.1 Describe practices to control hazards when preparing and serving food and drink 3.2 Describe how to prepare food and drink in ways that minimise risks to own safety and that of others 3.3 Describe how to serve food and drink in ways that minimise risks to own safety and that of others
4 Know the safety requirements when clearing away food and drink	4.1 Describe how to clear away food and drink in ways that minimise risks to own safety and that of others 4.2 List potential hazards when clearing away and disposing of food and drink 4.3 Outline points of food safety that need to be taken into account when cleaning and storing utensils and equipment

Learning outcomes	Assessment criteria
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

Unit content

1 Understand the importance of food safety measures when providing food and drink for individuals

Potential food safety hazards when preparing, serving, clearing away and storing food and drink: biological contamination eg bacteria, moulds, viruses; physical and chemical contaminants eg foreign bodies, disinfectants; pests eg flies, weevils, cockroaches; bacterial food poisoning – causes, symptoms

The importance of implementing food safety measures when providing food and drink for individuals: preventing food poisoning; complying with health and safety legislation; Hazard Analysis Critical Control Point (HACCP); Risk Assessment Procedures; policies and procedures of setting

Using protective clothing when handling food and drink: appropriate clothing for different tasks eg disposable gloves, overalls, aprons, hats, hairnets; only worn in food preparation/serving areas; protecting food from contamination eg by dust, hairs, fibres

Why surfaces, utensils and equipment must be clean: preventing cross-contamination

The importance of clearing and disposing of food waste promptly and safely: preventing pest hazards; preventing the growth and multiplication of bacteria; reducing risk of food decay eg smell, becoming unfit to eat

2 Know how to maintain hygiene when handling food and drink

When hands must be washed to maintain food hygiene: before food handling; between handling different types of food; after handling eg dirty pots, cutlery, disposing of food; after touching hair or face, blowing nose; after using the toilet

Effective handwashing for handling food and drink: following correct procedure for hand washing; effective drying eg hot-air dryer, disposable towels; cleaning nails; removing rings

Maintaining hygiene and cleanliness of surfaces, utensils and equipment: following cleaning procedures; cleaning and disinfecting surfaces eg preparation surfaces, chopping boards, sinks, handles on drawers and refrigerators, floors; cleaning and disinfecting utensils and equipment eg cutlery, can openers, whisks, food processors, blenders; importance of hygienic cleaning equipment eg cloths, buckets, brushes

3 Know how to meet safety requirements when preparing and serving food and drink for individuals

Practices to control hazards when preparing and serving food and drink: using separate boards and utensils for different types of food eg raw meats and vegetables; using colour-coded chopping boards; making sure that food is thoroughly cooked according to guidelines eg not reheating more than once, following microwave instructions; ensuring frozen meats and poultry are thawed before cooking; cooking or reheating immediately before serving; washing ready-to-eat produce; serving foods eg temperature control, not topping up sauces; excluding staff with food-poisoning symptoms

Preparing food and drink in ways that minimise risks to own safety and that of others: others eg the individual, friends and family and colleagues who eat the food, staff preparing food; following good food-handling practices; maintaining personal hygiene; keeping any cuts or lesions completely covered; wearing protective clothing; minimising direct food handling; importance of cleaning as you go; replacing covers over food in preparation areas; keeping preparation areas clean and tidy

Serving food and drink in ways that minimise risks to own safety and that of others: following good practice; maintaining personal hygiene; keeping any cuts or lesions completely covered; wearing protective clothing; minimising food handling eg using long-handled servers; importance of cleaning as you go; replacing covers over food in serving areas; keeping serving areas clean and tidy

4 Know the safety requirements when clearing away food and drink

Clearing away food and drink in ways that minimise risks to own safety and that of others: following recommended time limits for food at room temperature; not leaving food and drink to accumulate in food areas

Potential hazards when clearing away and disposing of food and drink: not leaving food waste near food or preparation areas; replacing bin lids correctly; importance of correct siting of food-waste bins; regular emptying and cleaning food-waste bins; hand washing after handling waste foods; keeping external refuse areas clean

Food safety when cleaning and storing utensils and equipment: using separate sinks for cleaning and food preparation; thorough cleaning and disinfecting; disposing of or disinfecting cleaning cloths; using appropriate cleaning materials

5 Know how to store food and drink safely

Practices to control food safety hazards when storing different types of food and drink: types of food eg dry foods, chilled foods, raw foods; frozen foods, high-risk foods; checking dates and packaging on delivery; storing immediately after delivery; separating ready-to-eat and raw foods; temperature regulation in storage areas, refrigerators, freezers; stock rotation; appropriate containers eg pest proof, not storing foods in opened cans; cleaning spills in storage areas immediately; regular cleaning of food storage areas

Storing different types of food and drink safely: temperature regulation; reducing risk of contamination of high-risk foods eg using appropriate covered containers; keeping raw foods separate from high risk foods; storing perishable foods in dry conditions; using clear labelling; checking use-by dates

6 Know how to access additional advice or support about food safety

Sources of information about food safety: government agencies eg food standards agency; policies and procedures in own setting; food packaging

How to access advice and support about own role in maintaining food safety when providing food and drink for individuals: line manager; food hygiene qualifications; tutor/assessor

Essential guidance for tutors

Delivery

Tutors should base the delivery of the unit on learners existing knowledge and experiences.

The concept of biological, physical and chemical contamination of food should be used to introduce the unit, but then the focus should be on bacterial food poisoning and how it can be avoided. To fully understand the importance of food and safety measures learners will require some input on the characteristics of bacteria and the conditions they require for growth.

For learning outcome 1 initial small-group discussions followed by a whole-class plenary, should enable the tutor to ascertain the level of knowledge and understanding of the group in terms of food safety measures. Consolidation will then be required to ensure that all learners have knowledge of food safety hazards and how the risks in relation to these hazards can be reduced. Posters and/or presentations could be created/given. Learners should learn to appreciate the significance of high-risk groups, for example babies and older individuals, in the context of contracting food poisoning.

Learning outcome 2 follows naturally from learning outcome 1. Having considered the importance of food safety measures, learners need to know how to maintain hygiene when handling food and drink. This should include personal hygiene as well as that involving food-handling areas and equipment. A combination of tutor input, DVD's, posters and/or presentations could be used. Case studies could also be helpful.

Learning outcomes 3 and 4 also follow naturally. Having considered how to maintain hygiene when handling food and drink, learners need to know how to meet safety requirements when preparing and serving food and drink and clearing away afterwards. Again, a combination of tutor input, DVDs, posters and/or presentations could be used. Some learning cohorts would benefit from a visit to a food-preparation area or establishment.

For learning outcome 5, learners need to appreciate the importance of temperature control and avoiding contamination in the storage of food and drink. Again, case studies could be useful exercises to include.

Learning outcome 6 requires learners to know how to access additional advice or support with regard to food safety. This could be carried out as an individual research topic, followed by a plenary discussion.

Guidance on terms from Skills for Care and Development

Additional guidance has been provided by SfC&D for developing assessment arrangements for this unit. It provides definitions for terms used in the learning outcomes and assessment criteria, and gives examples of what can be included.

An **individual** is someone requiring care and support.

Others may include:

- The individual
- Family and friends of the individual
- Colleagues.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Small-group and whole-class discussions on contamination of food.
Consolidation of work on contamination of food-including introduction to characteristics of bacteria and bacterial food poisoning. Use of posters, DVDs, tutor input.
Food safety measures. Use of posters, DVDs, tutor input, case studies.
Maintaining hygiene. Use of presentations, DVDs, tutor input, case studies.
Introduction to Assignment 1: Food Safety Measures and Hygiene Assessment activities
Meeting safety requirements when preparing and serving food and drink and clearing away. Use of posters/presentations, DVD's, tutor input, case studies.
Introduction to Assignment 2: Meeting Safety Requirements Assessment activities
Storing food and drink safely.
Seeking additional advice and support – individual research and plenary.
Introduction to Assignment 3: Storing Food and Drink and Seeking Advice Assessment activities
Review of unit and programme of assignments. Feedback on assessment.

Assessment

This unit must be assessed in accordance with *Skills for Care and Development QCF Assessment Principles (Annexe E)*.

This unit is internally assessed. Formative assessment may be integrated into this unit at the discretion of the course provider. Centre-devised, multiple-choice questions could be used to support the assessment.

For learning outcome 1, learners could use assignments, posters and presentations to provide evidence of understanding of the importance of food safety measures and how to maintain hygiene. In their evidence, learners should demonstrate understanding of the importance of avoiding ideal conditions for growth of food poisoning bacteria.

A workplace scenario in the form of a case study could be used to contextualise evidence for learning outcome 2. Learners could undertake their own case study based on their workplace, if appropriate, or use a recent news story as the basis for their evidence.

The assessment of learning outcome 3 could be linked to that of learning outcome 2.

The assessment of the unit is presented as three assignments but could be carried out at the end of the programme as a single assignment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3	Food Safety Measures and Hygiene	Workplace scenario/case study.	Assignments, posters, presentations.
3.1, 3.2, 3.3, 4.1, 4.2, 4.3	Meeting Safety Requirements	Workplace scenario/case study.	Assignments, posters, presentations.
5.1, 5.2, 6.1, 6.2	Storing Food and Drink and Seeking Advice	Workplace scenario/case study.	Assignments, posters, presentations.

Indicative resource materials

Resources for this unit are likely to include pamphlets and handouts from approved agencies and organisations. Media articles on recent outbreaks of food poisoning could be useful.

Textbooks

Sprenger R A – *Food Safety Handbook* (Highfield, 2010) ISBN 9781907751110

Sprenger R A – *A Question of Food Safety* (Highfield, 2009) ISBN 9781906404802

Other

Donaldson R J *Essential Food Hygiene* (Royal Society for Public Health, 2010)

Bacteria Bite Business – video resource from the Food Standards Agency

Fill the Fridge – food hygiene resource from the Times Education Supplement

Websites

British Nutrition Foundation www.nutrition.org.uk/

Food Standards Agency www.food.gov.uk/

National Health Service www.nhs.uk

Royal Society for the Promotion of Health www.rsph.org.uk

Society of Food Hygiene and Technology www.sofht.co.uk

Times Educational Supplement www.tes.co.uk

Unit 2: Meet food safety requirements when providing food and drink for individuals

Unit code: T/601/9450

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit is aimed at those working in a wide range of settings. It gives learners the knowledge and skills they need to meet food safety requirements when preparing, serving, clearing away and storing food.

Unit introduction

Unit 1: Principles of Food Safety when Providing Food and Drink for Individuals provides the knowledge requirements for this unit and should be delivered before or alongside this unit.

Learners will learn, practise and demonstrate the skills required in relation to food safety when providing food and drink for individuals.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the importance of food safety measures when providing food and drink for individuals</p>	<p>1.1 Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink</p> <p>1.2 Explain the importance of implementing food safety measures when providing food and drink for individuals</p> <p>1.3 Explain why personal protective clothing should be used when handling food and drink</p> <p>1.4 Explain why surfaces, utensils and equipment must be clean before beginning a new task</p> <p>1.5 Explain the importance of clearing and disposing of food waste promptly and safely</p> <p>1.6 Explain the importance of storing different types of food and drink safely</p>
<p>2 Be able to maintain hygiene when handling food and drink</p>	<p>2.1 Explain when hands must be washed to maintain food hygiene</p> <p>2.2 Demonstrate effective handwashing for handling food and drink</p> <p>2.3 Use personal protective clothing to maintain hygiene when handling food and drink</p> <p>2.4 Ensure that all surfaces, utensils and equipment are clean before beginning a new task</p>
<p>3 Be able to meet safety requirements when preparing and serving food and drink for individuals</p>	<p>3.1 Describe practices to control hazards when preparing and serving food and drink</p> <p>3.2 Prepare food and drink in ways that minimise risks to own safety and that of others</p> <p>3.3 Serve food and drink in ways that minimise risks to own safety and that of others</p>

Learning outcomes	Assessment criteria
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 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

Unit content

1 Understand the importance of food safety measures when providing food and drink for individuals

Potential food safety hazards when preparing, serving, clearing away and storing food and drink: contamination eg bacteria, moulds, viruses; physical and chemical contaminants eg foreign bodies, chemicals; food pests eg flies, weevils, cockroaches

The importance of implementing food safety measures when providing food and drink for individuals: complying with health and safety legislation; policies and procedures of the setting; reducing the risk of food poisoning

Why personal protective clothing should be used when handling food and drink: protecting food from contamination eg dust, hairs, fibres; only worn on food-preparation/serving area

Why surfaces, utensils and equipment must be clean before beginning a new task: removing matter on which bacteria grows; reducing the risk of foreign matter in food; preventing cross-contamination eg direct, indirect

The importance of clearing and disposing of food waste promptly and safely: preventing pest hazards; preventing the multiplication of food-poisoning bacteria (pathogens); reducing risk of food decay eg smell, becoming unfit to eat

The importance of storing different types of food and drink safely: use-by dates/ best-before dates; types of food eg dry foods, chilled foods, raw foods; frozen foods; reducing risk of contamination of high-risk foods eg direct or by drip; reducing the multiplication of bacteria

2 Be able to maintain hygiene when handling food and drink

When hands must be washed to maintain food hygiene: before food handling; between handling different types of food; after handling eg dirty pots, cutlery, disposing of food; after touching hair or face, blowing nose; after using the toilet

Effective handwashing for handling food and drink: following correct procedure for hand washing; effective drying eg hot-air dryer, disposable towels; cleaning nails; removing rings

Personal protective clothing to maintain hygiene when handling food and drink: disposable gloves; aprons; covering hair completely eg hats, hairnets; appropriate for the work task

Ensure that all surfaces, utensils and equipment are clean before beginning a new task: following cleaning procedures; cleaning and disinfecting surfaces eg preparation surfaces, chopping boards, sinks, handles on drawers and refrigerators, floors; cleaning and disinfecting utensils eg spoons, knives; cleaning and disinfecting equipment eg can openers, whisks, food processors, blenders; importance of hygienic cleaning equipment eg cloths, buckets, brushes

3 Be able to meet safety requirements when preparing and serving food and drink for individuals

Practices to control hazards when preparing and serving food and drink: using separate boards and utensils for different types of food eg raw meats and vegetables; using colour-coded chopping boards; making sure that food is thoroughly cooked according to guidelines eg not reheating more than once, following microwave instructions; ensuring frozen meats and poultry are thawed before cooking; cooking or reheating immediately before serving; washing ready-to-eat produce; serving foods eg keeping hot or chilled foods at correct temperature, not topping up sauces; excluding staff with food-poisoning symptoms

Prepare and serve food and drink in ways that minimise risks to own safety and that of others: others eg children and adults who eat the food, staff preparing foods, following good food-handling and serving practices; maintaining personal hygiene; keeping any cuts or lesions completely covered; wearing protective clothing; minimising food handling eg using long-handled servers; importance of cleaning as you work; replacing covers over food in preparation areas and serving areas; keeping preparation and serving areas clean and tidy

4 Be able to meet safety requirements when clearing away food and drink

Clear away food and drink in ways that minimise risks to own safety and that of others: following recommended time limits for food at room temperature; not leaving food and drink to accumulate in food areas

Dispose of food waste promptly and safely: not leaving food waste near foods or preparation areas; replacing bin lids correctly; keeping bins away from food areas; handwashing after handling waste foods; regular emptying and cleaning food-waste bins; keeping external refuse areas clean

Storing and cleaning utensils and equipment effectively after use: using separate sinks for cleaning and food preparation; thorough cleaning and disinfecting; disposing of cleaning cloths or disinfecting; disinfecting cleaning materials; storing utensils appropriately

5 Be able to store food and drink safely

Practices to control food safety hazards when storing different types of food and drink: high-risk foods eg ready to eat, storing immediately after delivery; checking packaging; regular cleaning of food storage areas and refrigerators; separating ready-to-eat and raw foods; stock rotation; correct temperatures eg store rooms, refrigerators, freezers; suitable packaging and pest-proof containers; not storing foods in opened cans; cleaning spills in storage areas immediately

Store different types of food and drink safely: using covered containers; keeping raw foods separate from high-risk foods eg raw food at the bottom of refrigerator; storing perishable foods in dry conditions; using clear labelling; checking use-by dates

6 Know how to access additional advice or support about food safety

Identify sources of information about food safety: government agencies eg Food Standards Agency; policies and procedures in own setting; legislation; food packaging

How to access advice and support about own role in maintaining food safety when providing food and drink for individuals: own job description; line manager; food hygiene qualifications; tutor/assessor

Essential guidance for tutors

Delivery

Unit 1: Principles of Food Safety when Providing Food and Drink for Individuals provides the knowledge requirements for this unit and should be delivered before or alongside the unit.

Learning outcome 1 is almost identical to learning outcome 1 from *Unit 1: Principles of Food Safety when Providing Food and Drink for Individuals* and the two learning outcomes can be delivered concurrently. The additional time this allows can be used for consolidation and extension, for example including the different types of bacterial food poisoning.

Learning outcomes 2, 3, 4 and 5 must be delivered in a real work environment. Learners will learn, practise and demonstrate the skills required in relation to food safety when providing food and drink for individuals.

Learning outcome 6 can be delivered alongside learning outcome 6 from *Unit 1: Principles of Food Safety when Providing Food and Drink for Individuals*.

Guidance on terms from Skills for Care and Development

Additional guidance has been provided by SfC&D for developing assessment arrangements for this unit. It provides definitions for terms used in the learning outcomes and assessment criteria, and gives examples of what can be included.

An **individual** is someone requiring care and support.

Others may include:

- The individual
- Family and friends of the individual
- Colleagues.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assessment.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and assessment.
Small-group and whole-class discussions on contamination of food.
Consolidation of work on contamination of food-including introduction to characteristics of bacteria and bacterial food poisoning. Use of posters, DVD's, tutor input.
Food safety measures. Use of posters, DVD's, tutor input, case studies.
Introduction the Assignment 1: Food Safety Measures
Assessment activities
Meeting hygiene and safety requirements when preparing and serving food and drink and clearing away. Discussion and practice.

Topic and suggested assignments/activities and/assessment
Assessment 2: Meeting Hygiene and Safety Requirements – observation
Storing food and drink safely. Discussion and practice.
Seeking additional advice and support – individual research and plenary.
Introduction to Assignment 3: Storing Food and Drink and Seeking Advice - observation.
Review of unit with appropriate questions and feedback on assessment.

Assessment

This unit must be assessed in accordance with *Skills for Care and Development QCF Assessment Principles (Annexe E)*.

Learning outcome 1 can be assessed using evidence from *Unit 1: Principles of Food Safety when Providing Food and Drink for Individuals*. Additional evidence should be included to provide evidence for assessment criterion 1.6.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Learners must be observed by a suitably qualified assessor and observations recorded. Question and answer sessions can be used, along with evidence from *Unit 1: Principles of Food Safety when Providing Food and Drink for Individuals*, to gain evidence for the knowledge-based assessment criteria such as 2.1, 3.1, 5.1, 6.1 and 6.2.

Learning outcome 6 can be assessed using evidence from *Unit 1: Principles of Food Safety when Providing Food and Drink for Individuals*, and/or through question and answer sessions as mentioned above.

Learners can log the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Programme of suggested assessment

The table below shows a programme of suggested assessment that covers the criteria in the assessment grid.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Food Safety Measures	Workplace scenario/case study.	Assignments, posters, presentations.
2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Meeting Hygiene and Safety Requirements	Workplace.	Observation records, records of question and answer sessions, other supporting evidence.
5.1, 5.2, 6.1, 6.2	Storing Food and Drink and Seeking Advice	Workplace.	Observation records, records of question and answer sessions, other supporting evidence.

Indicative resource materials

Resources for this unit are likely to include pamphlets and handouts from approved agencies and organisations.

Textbooks

Sprenger R A – *Food Safety Handbook* (Highfield, 2010) ISBN 9781907751110

Sprenger R A – *A Question of Food Safety* (Highfield, 2009) ISBN 9781906404802

Other

Donaldson R J – *Essential Food Hygiene* (Royal Society for Public Health, 2010)

Bacteria Bite Business – video resource from the Food Standards Agency

Fill the Fridge – food hygiene resource from the TES

Websites

British Nutrition Foundation	www.nutrition.org.uk/
Food Standards Agency	www.food.gov.uk/
National Health Service	www.nhs.uk
Royal Society for the Promotion of Health	www.rsph.org.uk
Society of Food Hygiene and Technology	www.sofht.co.uk
Times Educational Supplement	www.tes.co.uk

Unit 3: Support individuals to eat and drink

Unit code: M/601/8054

QCF Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit is aimed at those working in a wide range of settings. It is for those who provide substantial support for one or more individuals to eat and drink.

Unit introduction

The unit gives learners opportunities to gain knowledge and skills in relation to supporting individuals to eat and drink. It covers the logical sequence of helping individuals to make choices about food and drink, preparing to provide support, providing that support and then clearing away.

The unit embraces active participation as 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.

Learners will also monitor the eating and drinking of individuals.

This unit must be delivered in a workplace situation or in conditions resembling the workplace.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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 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

Learning outcomes	Assessment criteria
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
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

Unit content

1 Be able to support individuals to make choices about food and drink

Suitable options for food and drink: availability; discussing; encouraging; taking into account general nutrition principles and the individual's expressed wishes and preferences, specific dietary requirements, religious, cultural and personal beliefs

Resolving difficulties or dilemmas about choices: discussing; encouraging; checking availability; seeking additional guidance eg from line manager

2 Be able to prepare to provide support for eating and drinking

Preparing to provide support: level; type; meeting personal needs and preferences of individual; effective handwashing; use of suitable protective clothing for self

Preparing the individual to eat and drink: handwashing; protecting clothes from potential spills; discussing with individual eg where to eat, with whom to eat; taking up a comfortable position; taking into account individual's expressed wishes and preferences; providing suitable utensils

3 Be able to provide support for eating and drinking

Factors that help promote dignity, comfort and enjoyment: environment eg physical environment, social environment; comfort; appropriate support; pace of eating and drinking

Support: using suitable equipment eg utensils; encouraging; appropriate pace for the individual; dealing with spillages; adapting to feedback from individual and observed reactions while eating and drinking

4 Be able to clear away after food and drink

Clearing away: importance of confirming that the individual has finished eating and drinking eg respect, dignity, enjoyment; promoting active participation; supporting individual to make themselves clean and tidy

5 Be able to monitor eating and drinking and the support provided

Monitoring: importance eg ensuring individual is eating and drinking appropriately according to needs, ensuring support is appropriate, ensuring promotion of active participation and independence; recording any difficulties encountered to inform future practice; ensuring compliance with agreed ways of working eg policies and procedures

Essential guidance for tutors

Delivery

This unit must be delivered in a workplace situation or in conditions resembling the workplace, as indicated in the Skills for Care and Development Assessment Strategy.

Delivery should include an initial introduction to the unit, during which the learners' prior knowledge and experience is established and their learning needs identified. A learning plan could be agreed to ensure that the learner uses workplace time and experiences and independent learning time, appropriately and usefully.

All the learning outcomes require workplace observation and discussion with a tutor or mentor. Opportunities for learners to practise skills must be available, with feedback to be received and acted on by the learner. Learners must then use their own time to further their knowledge for example of, any specific dietary requirements of individuals and how they might be met.

Guidance on terms from Skills for Care and Development

Additional guidance has been provided by SfC&D for developing assessment arrangements for this unit. It provides definitions for terms used in the learning outcomes and assessment criteria, and gives examples of what can be included.

An **individual** is someone requiring care or support

Suitable options will take account of:

- expressed wishes and preferences
- general nutrition principles
- specific dietary requirements
- religious, cultural and personal beliefs
- resources available.

Ways to **prepare to eat and drink** may include:

- choose where to eat
- choosing with whom to eat
- protecting clothes from potential spills
- taking up a comfortable position

Active participation is 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.

Agreed ways of working will include policies and procedures where these exist.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assessment
Introduction to unit and assessment.
Food and drink choices – discussion and observation.
Food and Drink Choices – assessment
Preparing to provide support for eating and drinking – discussion and observation.
Preparing to Provide Support for Eating and Drinking – assessment
Providing support for eating and drinking-discussion and observation.
Providing Support for Eating and Drinking – assessment
Clearing away-discussion and observation.
Clearing Away–assessment
Monitoring-discussion and observation.
Monitoring – assessment
Review of unit with appropriate questions and feedback on assessment.

Assessment

This unit must be assessed in the workplace or in conditions resembling the workplace as indicated in the *Skills for Care and Development Assessment Principles (Annexe E)*.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Programme of suggested assessment

The table below shows a programme of suggested assessment that covers the criteria in the assessment grid. This is for guidance only.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4	Food and Drink Choices	Workplace – eating and drinking scenario.	Observation records, records of question and answer sessions, other supporting evidence.
2.1, 2.2, 2.3, 2.4	Preparing to Provide Support for Eating and Drinking	Workplace – eating and drinking scenario.	Observation records, records of question and answer sessions, other supporting evidence.

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3, 3.4, 3.5	Providing Support for Eating and Drinking	Workplace – eating and drinking scenario.	Observation records, records of question and answer sessions, other supporting evidence.
4.1, 4.2, 4.3, 4.4	Clearing Away	Workplace – eating and drinking scenario.	Observation records, records of question and answer sessions, other supporting evidence.
5.1, 5.2, 5.3	Monitoring	Workplace – eating and drinking scenario.	Observation records, records of question and answer sessions, other supporting evidence.

Essential resources

Access to an appropriate workplace is essential for this unit.

Indicative resource materials

Resources for this unit are likely to include pamphlets and handouts from approved agencies and organisations.

Textbooks

Asbridge, L et al – *BTEC First Health and Social Care* (Heinemann, 2008)
ISBN 9780435 50026 9

Websites

Age UK	www.ageuk.org.uk
Dementia Web	www.dementiaweb.org.uk
National Health Service	www.nhs.uk
Social Care Institute for Excellence	www.scie.org.uk

Unit 4: **Contribute to promoting nutrition and hydration in health and social care settings**

Unit code: L/503/2601

QCF Level: 2

Credit value: 4

Guided learning hours: 28

Unit aim

This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops learners' knowledge and skills in promoting health and wellbeing through nutrition, hydration and following a plan of care.

Unit introduction

Learners will gain knowledge of the principles of nutrition and a balanced diet, including hydration, and then apply this in a workplace situation. The unit gives learners opportunities to develop, practise and demonstrate the skills required when following a plan of care and when supporting health and wellbeing through the nutrition and hydration of individuals.

Learners will gain knowledge of special dietary requirements and special diets, including their relevance and importance in health and social care settings.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
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 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
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

Unit content

1 Know the principles of a balanced diet

Current government nutritional guidelines for a balanced diet: latest national guidance eg '5 a day', less salt and sugar, eat less saturated fats, drink plenty of water

Main food groups: fats (saturated, unsaturated; proteins); carbohydrates eg (starches, sugars, dietary fibre); vitamins; minerals; water

Sources of essential nutrients: fats (saturated eg full-fat milk, butter, cheese; unsaturated eg vegetable oils); proteins eg meat, fish, tofu, pulses; carbohydrates (starches eg potatoes, pasta; sugars eg cakes, biscuits; dietary fibre eg bran); vitamins (A eg carrots, fish, liver oils; B group eg cereals, meat, eggs; C eg oranges, blackcurrants; D eg fish oils, tuna); minerals (calcium eg milk, soya; iron eg red meat, egg yolk, green vegetables); water

Healthy diet: based on sound nutritional principles; high consumption of fruits and vegetables; low consumption of red meat and fatty foods; meals based on starch foods; raw foods and whole grains preferable to processed or refined foods; protein primarily from fish, dairy products, nuts; low consumption of salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages; low consumption of alcohol; plenty of water; unprocessed foods

Importance of a balanced diet: containing a variety of foods to ensure adequate intake of all nutrients that are essential for health; providing energy for the body; providing materials for growth and repair of the body; providing materials to keep the body in good health; promoting body mass index in normal range

Potential impact of poor diet on health and wellbeing: effects on general physical health and weight; effects on wellbeing; potential impacts eg reduced physical and mental performance, cardiovascular disease, obesity, deficiency diseases such as anaemia, rickets, osteoporosis, tooth decay

2 Be able to work with others to plan and promote a balanced diet in health and social care settings

Factors that may affect nutritional intake in individuals: culture and religion; individual preferences and habits; physical factors eg location of meal, positioning, oral hygiene; psychological factors eg depression, eating disorders; income, lifestyle and social convention; advertising and fads; family and peer group influences; ethics, morals and political beliefs; neglect

How a healthy diet can be adapted for different groups: groups eg older people in good health, different genders, people with health problems, people with dementia, people with disabilities, people with learning disabilities, people from different cultures; vegetarians, vegans; adapting according to needs and preferences eg personal taste, ability/inability to eat without support, specific needs; substituting foods

Planning an appropriate balanced diet with an individual: others eg the individual, family and friends, carers, colleagues, other professionals such as district nurses, GPs, dieticians, speech and language therapists; variety; dietary requirements; preferences; planning; one week – breakfast, lunch, evening meal, snacks, liquids; ensuring diet is balanced

Promoting an appropriate balanced diet when supporting an individual: explanation as appropriate; encouragement; presentation of food; good palatability; variety; providing suitable utensils

How others can be supported to understand a healthy diet for individuals: providing advice and guidance; training courses; in-service training; promoting individual needs and preference/contribution of different foods to healthy diet

3 Understand the principles of hydration

Importance of hydration: role of water in the body; water loss eg through excretion, sweating; water gain eg eating, drinking; water balance

Signs of dehydration: eg thirst, dry mouth and throat, concentrated urine, tiredness, lack of concentration, dizziness, light headedness, unsteadiness, restlessness, confusion, loss of appetite, loss of weight, sunken eyes, heartburn, cardiovascular signs

Impact of dehydration on health and wellbeing: potential impacts eg constipation, cognitive impairment, falls/fractures, angina, arthritis, depression, high blood pressure, raised blood cholesterol

4 Be able to carry out role in promoting hydration in health and social care settings

Factors that may affect hydration: eg age (over 85), thirst reduction, smaller appetites, swallowing difficulties, communication problems, medication, cognitive disorders, medical conditions, individual habits, neglect

How hydration can be promoted for different groups: eg ensuring water is readily available, regular offering of drinks, encouragement, using preferences; variety of drinks eg tea, juices; water in foods such as yogurts

Ways of working with the individual and others to promote hydration: others eg the individual, family and friends, carers, colleagues, other professionals such as district nurses, GPs, dieticians; knowledge of requirements; promoting drinking; preferences; monitoring

5 Know how to prevent malnutrition

Signs of malnutrition: eg weight loss or gain, fatigue, lack of concentration, increase in infections, fractures, delayed wound healing, impaired respiratory function, muscle weakness, depression, listlessness, fatigue, cold sensitivity

Risk factors for malnutrition: eg age, cognitive disorders, psychological factors, low income, dysphagia, medications, neglect and fatigue

Increasing nutritional density of foods and drinks through fortification: increasing energy and nutrient content; addition of eg milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications

Nutritional supplements: energy, protein, vitamins or minerals eg nutritional supplement drinks, vitamin and mineral additives; potential health benefits

6 Be able to carry out role in screening and monitoring nutrition and hydration

Own responsibilities in relation to screening and monitoring nutrition and hydration with the individual: according to job role; knowing when to seek advice and guidance

Records for screening and monitoring of nutrition and hydration: completing records appropriately according to policies and procedures; legibility; sign/date

Actions to take when there are concerns about the nutrition and hydration of individuals: eg adapting dietary intake, encouraging individuals to eat/drink, using individual preferences, report concerns to line manager or other appropriate member of staff

Planning, monitoring and recording nutrition and hydration: recording preferences; planning daily intake; recording intake; monitoring to ensure balance

7 Know the importance of special dietary requirements in health and social care settings

Special dietary requirements: therapeutic requirements eg food allergy, diabetes, eating, drinking or swallowing difficulty-dysphagia, coeliac disease; personal choices

Special diets: meeting therapeutic requirements; diets that may prevent choking, promote appetite, limit weight, promote weight; promoting personal choice and control eg vegan, vegetarian, cultural/religious choices

Potential risks of not following a special diet: effects on health and wellbeing; potentially life threatening

Essential guidance for tutors

Delivery

This unit should be delivered based on learners knowledge and experience. Learners need a thorough knowledge of the principles of a balanced diet, including hydration, so that they can apply it in the workplace.

For learning outcomes 1 and 3, initial discussion should enable the tutor to ascertain learners level of knowledge and understanding in terms of nutrition, healthy eating and hydration. Consolidation will then be required to ensure that learners have the necessary knowledge of the main nutrients required by the body. The importance of water must be covered.

Learners need to know about good sources of the main nutrients required. Keeping a record of food and drink they consume for a day or two and researching their own dietary intakes would be helpful. Learners could then explore whether their diets are balanced, recognise any excesses or deficiencies and explore the potential effects. Alternatively, case studies could be used.

Learning outcomes 2, 4 and 6 require learners to be working with individuals, developing and practising skills in relation to nutrition and hydration. Learners will follow a plan of care for nutrition and hydration and complete relevant records. For learning outcome 2, learners must be able to plan and promote an appropriate balanced diet with an individual, whilst working with others. Learning outcome 4 requires learners to be able to promote hydration. For learning outcome 6, learners must complete records for the screening and monitoring of nutrition and hydration, in line with agreed ways of working and demonstrate how to plan, monitor and record nutrition and hydration. The relevant underpinning knowledge and skills required for these learning outcomes are best gained in a workplace setting.

For learning outcomes 5 and 7 case studies could be useful, with learners exploring malnutrition, special dietary requirements and special diets. Presentations could be used to share learning.

Guidance on terms from Skills for Care and Development

Additional guidance has been provided by SfC&D for developing assessment arrangements for this unit. It provides definitions for terms used in the learning outcomes and assessment criteria, and gives examples of what can be included.

Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.

Different groups may include:

- older people who 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.

Factors can include:

- 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.

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.

Health refers to general physical health and healthy weight (BMI in the accepted range for the individual's group).

Healthy diet is one based on sound nutritional principles. It would usually feature:

- high consumption of fruits and vegetables
- low consumption of red meat and fatty foods
- meals based on starch foods
- raw foods and 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 and other caffeinated beverages
- low consumption of alcohol
- drinking plenty of water
- organic and/or unprocessed foods–ie, produced without pesticides and chemical preservatives.

Individual is someone requiring care or support.

Nutritional guidelines refers to the latest national guidance for appropriate groups.

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 (eg nutritional supplement drinks, vitamin and mineral additives).

Others may include:

- the individual
- family and friends
- carers
- colleagues
- other professionals, eg district nurses, GPs, dieticians, speech and language therapists etc.

Plan of care records the day-to-day requirements and preferences for care and support. It may be known by another name, eg care plan, support plan, individual plan.

Risk factors could include those listed under 'factors' and also:

- dysphagia-eating, drinking or swallowing problems
- effects of medication
- communication
- understanding of healthy and balanced diet appropriate to the individual.

Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (eg food allergy, diabetes, eating, drinking or swallowing difficulty - dysphagia, coeliac disease) or may include those that may *prevent/limit/promote/meet* one or more of the following:

- aspiration/choking
- appetite
- weight (ie underweight or overweight)
- personal choice and control (eg vegan and vegetarian or cultural and religious choices).

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Nutrients/balanced diets/hydration – input, discussion and case studies.
Introduction the Assignment 1: Nutrition and Hydration Assessment activities
Planning/promoting balanced diets – workplace activities – developing and practising skills.
Introduction the Assignment 2: Planning and Promoting a Balanced Diet Assessment activities
Hydration – workplace activities – developing and practising skills.
Introduction the Assignment 3: Promoting Hydration Assessment activities
Screening and monitoring-workplace activities – developing and practising skills.
Introduction to Assignment 4: Screening and Monitoring Nutrition and Hydration Assessment activities
Malnutrition – input/individual research/case studies.
Special dietary requirements – input/individual research/case studies.
Introduction to Assignment 5: Malnutrition and Special Dietary Requirements Assessment activities
Review of unit. Feedback on assessment.

Assessment

This unit must be assessed in accordance with *Skills for Care and Development QCF Assessment Principles (Annexe E)*.

Learners can present evidence in a variety of formats that could include:

- written responses
- oral presentations with visual aids
- observation records
- records of oral questioning and discussion with the assessor.
- Learning outcomes 2, 4 and 6 require learners to demonstrate skills and will require observation records as well as evidence of the relevant underpinning knowledge.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3	Nutrition and Hydration	Case studies could be used, based on a workplace situation.	Assignments, oral presentations with visual aids, posters, presentations, completed tables, case studies.
2.1, 2.2, 2.3, 2.4, 2.5	Planning and Promoting a Balanced Diet	Workplace scenario.	Observation records, records of question and answer sessions, other supporting evidence.
4.1, 4.2, 4.3	Promoting Hydration	Workplace scenario.	Observation records, records of question and answer sessions, other supporting evidence.
6.1, 6.2, 6.3, 6.4	Screening and Monitoring Nutrition and Hydration	Workplace scenario.	Observation records, records of question and answer sessions, other supporting evidence.

Criteria covered	Assignment title	Scenario	Assessment method
5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3	Malnutrition and Special dietary Requirements	Case studies could be used, based on a workplace situation.	Assignments, oral presentations with visual aids, posters, presentations, completed tables, case studies

Indicative resource materials

Resources for this unit are likely to include pamphlets and handouts from approved agencies and organisations.

Textbook

Aldworth C — *Nutrition and Well-being* (Knowledge Set) (Heinemann, 2008) ISBN 9780435402389

Other texts

Caroline Walker Trust — *Eating Well for Older People: Practical and Nutritional Guidelines for Food in Residential and Community Care*, 2nd Edition (Caroline Walker Trust, 2004) ISBN-10 1897820186

Food Standards Agency — *Manual of Nutrition Reference Book 342*, 11th Edition (Stationery Office, 2008) ISBN-10 011243116X

Journals/magazines

BBC GoodFood magazine

Delicious magazine

Food magazine

Vegetarian magazine

Websites

BBC Good Food	www.bbcgoodfood.com
British Dietetics Association	www.bda.uk.com/
British Nutrition Foundation	www.nutrition.org.uk/
Department of Health	www.dh.gov.uk
Government website on healthy eating	www.eatwell.gov.uk
National Health Service	www.nhs.uk
Scientific Advisory Committee on Nutrition	www.sacn.gov.uk

Unit 5: **Contribute to promoting nutrition and hydration in early years and childcare settings**

Unit code: T/503/2494

QCF Level: 2

Credit value: 4

Guided learning hours: 29

Unit aim

This unit is aimed at learners who work in early years or childcare settings. The unit develops learners knowledge and skills in contributing to the promotion of nutrition and hydration.

Unit introduction

Learners will gain knowledge of the principles of nutrition and a balanced diet, including hydration, and then apply this within an early years or childcare setting. The unit provides opportunities for learners to develop, practise and demonstrate the skills required when contributing to the nutrition and hydration of babies and children.

Learners will also gain knowledge of circumstances where babies or children have special dietary requirements and the importance of following special diets for these babies and children.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
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

Learning outcomes	Assessment criteria
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 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 breastfeeding and infant formula feeding 6.2 Outline current UN and national guidance on breastfeeding 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

Learning outcomes	Assessment criteria
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

Unit content

1 Know the principles of a balanced diet for children

Current government nutritional guidelines for a balanced diet: latest national guidance for children eg '5 a day', less salt and sugar, eat less saturated fats, drink plenty of water

Main food groups: fats (saturated, unsaturated); proteins; carbohydrates (starches, sugars, dietary fibre); vitamins; minerals; water

Sources of essential nutrients: fats (saturated eg full-fat milk, butter, cheese; unsaturated eg vegetable oils); proteins eg meat, fish, tofu, pulses; carbohydrates (starches eg potatoes, pasta; sugars eg cakes, biscuits; dietary fibre eg bran); vitamins (A eg carrots, fish, liver oils; B eg cereals, meat, eggs; C eg oranges, blackcurrants; D eg fish oils, tuna); minerals (calcium eg milk, soya; iron eg red meat, egg yolk, green vegetables); water

Healthy diet: based on sound nutritional principles; high consumption of fruits and vegetables; low consumption of red meat and fatty foods; meals based on starch foods; raw foods and whole grains preferable to processed or refined foods; protein primarily from fish, dairy products, nuts; low consumption of salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages; plenty of water; unprocessed foods

Importance of a balanced diet: containing a variety of foods to ensure adequate intake of all nutrients that are essential for health; providing energy for the body; providing materials for growth and repair of the body; providing materials to keep the body in good health; promoting body mass index in normal range

Potential impact of poor diet on health and wellbeing: effects on general physical health and weight; effects on wellbeing; potential impacts eg poor growth, obesity, deficiency diseases such as anaemia, rickets, tooth decay, diarrhoea

2 Be able to work with others to plan and promote a balanced diet for children

Factors that may affect nutritional intake in children: family and peer group influences; advertising and fads; neglect; culture and religion; individual preferences and habits; physical factors; psychological factors eg depression, eating disorders; income, lifestyle and social convention

How a healthy diet can be promoted for children: development of structured eating plan; nutrient-rich meals and snacks; eating with others; enjoyment; suitable location; encouragement; presentation of food; variety; adapting according to needs and preferences eg personal taste; specific needs; good role models

Planning a balanced diet for a child: others eg parents or carers, colleagues, other professionals such as health visitors, school nurses, dieticians, speech and language therapists; variety; dietary requirements; preferences; planning; one week – breakfast, lunch, evening meal, snacks, liquids; ensuring diet is balanced

How others can be supported to understand a healthy diet for children: advice and guidance; good role models; training courses; in-service training; posters/leaflets

3 Understand the principles of hydration for babies and children

Importance of hydration: role of water in the body; water loss eg through excretion, sweating; water gain eg eating, drinking; water balance; smaller body size leading to increased risk of dehydration

Signs of dehydration: eg dry skin or lips, sunken fontanelles in babies, concentrated urine/fewer wet nappies than usual, sunken eyes, headache, lethargy and drowsiness, rapid breathing, cold and blotchy-looking hands and feet, lack of concentration, nausea, irritability, flushed skin, heat intolerance, restlessness, confusion

Impact of dehydration on health and wellbeing: eg risk of overheating, poor concentration, reduced physical and mental performance, constipation

4 Be able to promote hydration in babies or children

Factors that may affect hydration: eg small size, smaller appetites, communication problems, medical conditions, advertising and fads, family and peer group influences, neglect

How hydration can be promoted for babies and children: eg establish drinking patterns, ensuring water is readily available, encouragement to drink at regular intervals, using preferences, variety of drinks eg juices; water in foods such as yogurts; good role models

5 Know how to prevent malnutrition in babies and children

Signs of malnutrition: eg poor weight gain, slow linear growth, obesity, behavioural changes such as irritability, apathy, fatigue, lack of concentration, anxiety; deficiency diseases such as anaemia, rickets, tooth decay; diarrhoea; infections; fractures

Risk factors for malnutrition: eg lack of knowledge about nutrition, psychological factors, low income, medications, neglect

Increasing nutritional density of foods and drinks through fortification: increasing energy and nutrient content; addition of eg milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications

6 Know the principles of infant feeding

Breastfeeding and infant formula feeding: benefits of breastfeeding eg correct requirements for the baby in easily digestible forms, correct temperature, protection against infection, increases bonding between mother and baby; benefits of formula feeding eg flexibility, freedom, allows father and other family members to be involved in feeding

Current guidance on breastfeeding: UN; national

Introduction of solid foods: current National guidance

Foods and drinks for weaning: eg pureed fruit/vegetables, baby cereal

7 Know the importance of special dietary requirements for babies and children

Special dietary requirements: therapeutic requirements eg food allergy, diabetes, coeliac disease; personal choices

Special diets: meeting therapeutic requirements; diets that may promote appetite, limit weight, promote weight; promoting personal choice and control eg vegan, vegetarian, cultural/religious choices

Potential risks of not following a special diet: effects on health and wellbeing; potentially life-threatening

8 Be able to carry out role in monitoring nutrition and hydration for babies and children

Own responsibilities in relation to monitoring nutrition and hydration: according to job role; knowing when to seek advice and guidance; knowing when to report concerns and who to report them to

Records for monitoring nutrition and hydration: completing records appropriately according to policies and procedures; legibility; sign/date

Actions to take when there are concerns about the nutrition and hydration of babies and children: eg report concerns to line manager or other appropriate member of staff; adapting dietary intake, encouragement, using individual preferences

Essential guidance for tutors

Delivery

This unit should be delivered based on learners knowledge and experience. A thorough knowledge of the principles of a balanced diet, including hydration so that they are able to apply it in early years and childcare settings.

For learning outcomes 1 and 3, initial discussion should enable the tutor to ascertain the learners level of knowledge and understanding in terms of nutrition, healthy eating and hydration. Consolidation will then be required in order to ensure that learners have the necessary knowledge of the main nutrients required by the body. The importance of water must be covered.

Learners need to gain awareness of good sources of the main nutrients required. Keeping a record of food and drink they consume for a day or two and researching their own dietary intakes would be helpful. Learners could then explore whether their diets are balanced, recognise any excesses or deficiencies and explore the potential effects. Alternatively, case studies could be used.

Learning outcomes 2, 4 and 8 require learners to be working in an early years or childcare setting, developing and practising skills in relation to nutrition and hydration. For learning outcome 2, learners must be able to work with others to plan and promote an appropriate balanced diet for a child. Learning outcome 4 requires learners to be able to promote hydration by encouraging children to drink. For learning outcome 8, learners must complete records for the monitoring of nutrition and hydration, in line with agreed ways of working learners need to gain. The relevant underpinning knowledge and skills required for these learning outcomes.

Delivery of learning outcome 6 should include some practical experience of infant feeding routines.

For learning outcomes 5 and 7 case studies could be a useful aid to learning, with learners exploring malnutrition, special dietary requirements and special diets. Presentations could be used to share learning.

Guidance on terms from Skills for Care and Development

Additional guidance has been provided by Sfc&D for developing assessment arrangements for this unit. It provides definitions for terms used in the learning outcomes and assessment criteria, and gives examples of what can be included.

Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.

Factors can include:

- 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.

Health refers to general physical health and healthy weight (ie BMI in the accepted range for the individual's group).

Healthy diet is one based on sound nutritional principles. It would usually feature:

- high consumption of fruits and vegetables
- low consumption of red meat and fatty foods
- meals based on starch foods
- raw foods and 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.

Nutritional guidelines refers to the latest national guidance for appropriate age groups.

Others may include:

- parents or carers
- colleagues
- other professionals, eg health visitors, school nurses, dieticians, speech and language therapist etc.

Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (eg food allergy, diabetes, eating, drinking or swallowing difficulty-dysphagia, coeliac disease) or may include those that may *prevent/limit/promote/meet* one or more of the following:

- aspiration/choking
- appetite
- weight (ie underweight or overweight)
- personal choice and control (eg vegan and vegetarian or cultural and religious choices).

UN and national guidance refers to the latest guidance supporting breastfeeding which may include the UN Baby Friendly Initiative.

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Nutrients/balanced diets/hydration – input, discussion and case studies.
Introduction the Assignment 1: Nutrition and Hydration Assessment activities
Planning/promoting balanced diets – early years and childcare setting – developing and practising skills.
Introduction the Assignment 2: Planning and Promoting a Balanced Diet for a Child Assessment activities
Hydration – early years and childcare setting – developing and practising skills.
Introduction the Assignment 3: Promoting Hydration in Babies and Children Assessment activities
Infant feeding – practical activities with babies and discussion.
Introduction to Assignment 4: Infant Feeding Assessment activities
Malnutrition in babies and children – input/individual research/case studies.
Special dietary requirements for babies and children – input/individual research/case studies.
Introduction to Assignment 5: Malnutrition and Special Dietary Requirements Assessment activities
Monitoring – early years and childcare setting – developing and practising skills.
Introduction to Assignment 6: Monitoring Nutrition and Hydration for Babies or Children Assessment activities
Review of unit. Feedback on assessment.

Assessment

This unit must be assessed in accordance with *Skills for Care and Development QCF Assessment Principles (Annexe E)*.

Learners can present evidence in a variety of formats that could include:

- written responses
- oral presentations with visual aids
- observation records
- records of oral questioning and discussion with the assessor.
- Learning outcomes 2, 4 and 8 require learners to demonstrate skills and will require observation records as well as evidence of the relevant underpinning knowledge.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3	Nutrition and Hydration	Case studies could be used, based on an early years or childcare setting.	Assignments, oral presentations with visual aids, posters, presentations, completed tables, case studies.
2.1, 2.2, 2.3, 2.4, 2.5	Planning and Promoting a Balanced diet for a Child	Early years or childcare setting.	Observation records, records of question and answer sessions, other supporting evidence.
4.1, 4.2, 4.3	Promoting Hydration in Babies and Children	Early years or childcare setting.	Observation records, records of question and answer sessions, other supporting evidence.
6.1, 6.2, 6.3, 6.4	Infant Feeding	Early years or childcare setting.	Assignments, oral presentations, records of question and answer sessions, other supporting evidence.
5.1, 5.2, 5.3, 7.1, 7.2, 7.3	Malnutrition and Special Dietary Requirements	Case studies could be used, based on an early years or childcare setting.	Assignments, oral presentations with visual aids, posters, presentations, completed tables, case studies.

Criteria covered	Assignment title	Scenario	Assessment method
8.1, 8.2, 8.3	Monitoring Nutrition and Hydration for Babies or Children	Early years or childcare setting.	Observation records, records of question and answer sessions, other supporting evidence.

Indicative resource materials

Resources for this unit are likely to include pamphlets and handouts from approved agencies and organisations. Resources generated by learners that allow them to compare their preferences with guidelines will also be helpful.

Textbooks

Aldworth C — *Nutrition and Well-being* (Knowledge Set) (Heinemann, 2008)

ISBN 9780435402389

Childs C — *Food and Nutrition in the Early Years* (Hodder Arnold, 2001)

ISBN-10 0340772697

Websites

BBC Good Food	www.bbcgoodfood.com
British Dietetics Association	www.bda.uk.com/
British Nutrition Foundation	www.nutrition.org.uk/
Department of Health	www.dh.gov.uk
Government website on healthy eating	www.eatwell.gov.uk
National Health Service	www.nhs.uk
Scientific Advisory Committee on Nutrition	www.sacn.gov.uk
Unicef	www.unicef.org.uk

Unit 6: Promote nutrition and hydration in health and social care settings

Unit code: T/503/2575

QCF Level: 3

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops 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.

Unit introduction

Learners will gain understanding of the principles of nutrition and a balanced diet, including hydration and then apply it in a workplace situation. The unit gives learners opportunities to develop, practise and demonstrate the skills required when following a plan of care and supporting health and wellbeing through the nutrition and hydration of individuals.

Learners will also gain understanding of special dietary requirements and special diets, including their relevance and importance in health and social care settings.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand what makes up a balanced diet	<ul style="list-style-type: none">1.1 Define the main food groups1.2 Identify sources of essential nutrients1.3 Explain the role of essential nutrients for health1.4 Evaluate the impact of poor diet on health and wellbeing1.5 Explain what adaptations to a balanced diet may be required for different groups

Learning outcomes	Assessment criteria
2 Understand nutritional guidelines	<p>2.1 Summarise current national nutritional guidelines for a balanced diet</p> <p>2.2 Explain how to access additional support and information relating to nutrition and hydration</p>
3 Be able to promote nutrition in health and social care settings	<p>3.1 Explain the importance of a balanced diet</p> <p>3.2 Demonstrate how to plan an appropriate balanced diet with an individual</p> <p>3.3 Demonstrate how to promote an appropriate balanced diet with an individual</p> <p>3.4 Evaluate the effectiveness of different ways of promoting healthy eating</p>
4 Be able to promote hydration in health and social care settings	<p>4.1 Explain the importance of hydration</p> <p>4.2 Describe signs of dehydration</p> <p>4.3 Demonstrate ways to support and promote hydration with individuals</p> <p>4.4 Evaluate the effectiveness of different ways of supporting and promoting hydration</p>
5 Understand how to prevent malnutrition in health and social care settings	<p>5.1 Describe the factors that may affect nutritional intake</p> <p>5.2 Describe the risk factors that may lead to malnutrition</p> <p>5.3 Describe the signs of malnutrition</p> <p>5.4 Explain ways of ensuring foods and drinks have increased nutritional density through fortification</p> <p>5.5 Describe the appropriate use of nutritional supplements</p>
6 Be able to carry out nutritional screening in health and social care settings	<p>6.1 Describe the purpose of nutritional screening</p> <p>6.2 Carry out nutritional screening</p> <p>6.3 Implement the actions identified by nutritional screening</p> <p>6.4 Monitor, record and review the actions taken following nutritional screening</p>
7 Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings	<p>7.1 Describe the roles and responsibilities of others in assessing and managing the nutritional and hydration needs with individuals</p> <p>7.2 Explain ways in which nutrition and hydration can be monitored</p> <p>7.3 Monitor and record nutrition and hydration of an individual in accordance with their plan of care</p>

Learning outcomes	Assessment criteria
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 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

Unit content

1 Understand what makes up a balanced diet

Main food groups: fats – saturated, polyunsaturated, monounsaturated; proteins – plant and animal; carbohydrates – starches, sugars, dietary fibre; vitamins; minerals; water

Sources of essential nutrients: fats (saturated eg full-fat milk, butter, cheese; unsaturated eg vegetable oils); proteins eg meat, fish, tofu, pulses; carbohydrates, starches eg potatoes, pasta; sugars eg cakes, biscuits; dietary fibre eg bran); vitamins (A eg carrots, fish, liver oils; B complex eg cereals, meat, eggs; C eg oranges, blackcurrants; D eg fish oils, tuna; E eg sunflower seeds, peanut butter; K eg kale, spinach); minerals (calcium eg milk, soya; iron eg red meat, egg yolk, green vegetables; sodium eg cheese, meat; potassium eg apricots, bananas); water

Role of essential nutrients in health: providing energy for the body; providing materials for growth and repair of the body; providing materials to keep the body in good health

Healthy diet: based on sound nutritional principles; high consumption of fruits and vegetables; low consumption of red meat and fatty foods; meals based on starch foods; raw foods and whole grains preferable to processed or refined foods; protein primarily from fish, dairy products, nuts; low consumption of salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages; low consumption of alcohol; plenty of water; unprocessed foods

Potential impact of poor diet: effects on general physical health and weight; effects on wellbeing; potential impacts eg reduced physical and mental performance, obesity, increased risk of diseases such as cardiovascular disease and cancers, decreased immunity, deficiency diseases such as anaemia, rickets, osteoporosis, tooth decay

Adaptations to a balanced diet for different groups: groups eg older people in good health, different gender, people with health problems, people with dementia, people with disabilities, people with learning disabilities, people from different cultures; vegetarians, vegans; adapting according to needs and preferences eg personal taste, ability/inability to eat without support, specific needs; substituting foods; reducing/increasing certain foods

2 Understand nutritional guidelines

Current national nutritional guidelines for a balanced diet: latest national guidance eg '5 a day', less salt and sugar, eat less saturated fats, drink plenty of water; based on medical and scientific evidence

Additional support and information: eg relevant professionals, government/national bodies, internet

3 Be able to promote nutrition in health and social care settings

Importance of a balanced diet: containing a variety of foods to ensure adequate intake of all nutrients that are essential for health; promoting body mass index in accepted range

Planning an appropriate balanced diet with an individual: dietary requirements; preferences; planning; one week (breakfast, lunch, evening meal, snacks, liquids); ensuring diet is balanced; ensuring variety

Promoting an appropriate balanced diet with an individual: through planning of care; explanation as appropriate; encouragement; presentation of food; good palatability; variety; providing suitable utensils; trying different approaches

4 Be able to promote hydration in health and social care settings

Importance of hydration: role of water in the body; water loss eg through excretion, sweating; water gain eg eating, drinking; water balance; potential impacts of dehydration on health eg increased risk of falls/fractures, cognitive impairment, cardiovascular disorders

Signs of dehydration: eg thirst, dry mouth and throat, concentrated urine, tiredness, lack of concentration, dizziness, light-headedness, unsteadiness, restlessness, confusion, loss of appetite, loss of weight, sunken eyes, heartburn, cardiovascular signs

Supporting and promoting hydration with individuals: through planning of care; explanation; encouragement; ensuring water is readily available, regular offering of drinks, using preferences, variety of drinks eg tea, juices; water in foods such as yogurts and soup; trying different approaches

5 Understand how to prevent malnutrition in health and social care settings

Factors that may affect nutritional intake in individuals: culture and religion; individual preferences and habits; physical factors eg location of meal, positioning, oral hygiene; psychological factors eg depression, eating disorders; income, lifestyle and social convention; advertising and fads; family and peer group influences; ethics, morals and political beliefs; neglect

Risk factors for malnutrition: eg age, smaller appetites, communication problems, medications, cognitive disorders, medical conditions, individual habits, neglect, psychological factors, low income, dysphagia, fatigue

Signs of malnutrition: eg weight loss or gain, fatigue, lack of concentration, increased infections, fractures, delayed wound healing, impaired respiratory function, muscle weakness, depression, listlessness, fatigue, cold sensitivity

Fortification: increasing energy and nutrient content; addition of eg milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications

Nutritional supplements: energy, protein, vitamins or minerals eg nutritional supplement drinks, vitamin and mineral additives; potential health benefits

6 Be able to carry out nutritional screening in health and social care settings

Nutritional screening: own responsibilities; purpose

Actions identified by nutritional screening: implement; monitor, record and review actions

7 Be able to monitor and record nutrition and hydration needs with individuals in health and social care settings

Roles and responsibilities of others: others eg carers, colleagues, other professionals such as district nurses, GPs, dieticians, speech and language therapist

Monitoring nutrition and hydration: using plan of care; recording preferences; planning daily intake; recording intake; monitoring to ensure balance

8 Understand factors that affect special dietary requirements in health and social care settings

Factors promoting healthy eating in different groups: eg positive role models, eating with others, location, education, eating support/aids

Factors creating barriers to healthy eating for different groups: eg physical factors such as dysphagia, medical conditions, psychological factors, lack of understanding, low income

Reasons for special dietary requirements: therapeutic; social/cultural; personal preference

Importance of special diets: meeting requirements; promoting personal choice and control; potential life threatening risks of not following special diet

Essential guidance for tutors

Delivery

This unit should be delivered based on learners knowledge and experience. Learners need a thorough knowledge of the principles of a balanced diet, including hydration, so that they are able to apply it in the workplace.

For learning outcomes 1 and 2, and the knowledge and understanding aspects of learning outcomes 3 and 4, an initial discussion with learners should enable the tutor to ascertain their level of knowledge and understanding in terms of nutrition, healthy eating and hydration. Consolidation will then be required in order to ensure that learners have a good understanding of the main nutrients required by the body. The importance of water must be covered.

Learners need to understand good sources of the main nutrients required. Keeping a record of food and drink they consume for a day or two and researching their own dietary intakes would be helpful. Learners could then explore whether their diets are balanced, explain any excesses or deficiencies and explore the potential effects. Alternatively, case studies could be used.

Learning outcomes 3, 4, 6 and 7 require learners to be working with individuals, developing and practising skills in relation to nutrition and hydration. Learners will carry out nutritional screening and follow a plan of care for nutrition and hydration and complete relevant records. For learning outcome 3, learners must be able to plan and promote an appropriate balanced diet with an individual. Learning outcome 4 requires learners to be able to support and promote hydration. For learning outcome 6, learners must carry out nutritional screening, implementing the actions identified and monitoring, recording and reviewing the actions taken. For learning outcome 7, learners are required to monitor and record nutrition and hydration in accordance with a plan of care. The relevant underpinning knowledge and skills required for these learning outcomes will be best gained in a workplace setting.

For learning outcomes 5 and 8 case studies could be useful, with learners exploring malnutrition, special dietary requirements and special diets. Presentations could be used to share learning.

Guidance on terms from Skills for Care and Development

Additional guidance has been provided by Sfc&D for developing assessment arrangements for this unit. It provides definitions for terms used in the learning outcomes and assessment criteria, and gives examples of what can be included.

Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.

Different groups may include:

- older people that are in good health
- different genders
- people with health problems
- people with dementia

- people with disabilities
- people with learning disabilities
- people from different cultures
- vegetarians and vegans etc.

Factors can include:

- 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.

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.

Health refers to general physical health and healthy weight (ie BMI in the accepted range for the individual's group).

Healthy diet is one based on sound nutritional principles. It would usually feature:

- high consumption of fruits and vegetables
- low consumption of red meat and fatty foods
- meals based on starch foods
- raw foods and 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 and other caffeinated beverages
- low consumption of alcohol
- drinking plenty of water
- organic and/or unprocessed foods – ie, produced without pesticides and chemical preservatives.

Individual is someone requiring care or support.

Nutritional guidelines refer to the latest national guidance for appropriate groups.

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 (eg nutritional supplement drinks, vitamin and mineral additives).

Others may include:

- the individual
- family and friends
- carers
- colleagues
- other professionals, eg district nurses, GPs, dieticians, speech and language therapists etc.

Plan of care records the day-to-day requirements and preferences for care and support. It may be known by another name, eg care plan, support plan, individual plan.

Risk factors could include those listed under 'factors' and also:

- dysphagia-eating, drinking or swallowing problems
- effects of medication
- communication
- understanding of healthy and balanced diet appropriate to the individual

Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (eg food allergy, diabetes, eating, drinking or swallowing difficulty-dysphagia, coeliac disease) or may include those that may *prevent/limit/promote/meet* one or more of the following:

- aspiration/choking
- appetite
- weight (ie underweight or overweight)
- personal choice and control (eg vegan and vegetarian or cultural and religious choices).

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Nutrients/balanced diets/hydration – input, discussion and case studies.
Introduction the Assignment 1: Nutrition and Hydration Assessment activities
Planning/promoting balanced diets – workplace activities – developing and practising skills.
Introduction the Assignment 2: Planning and Promoting a Balanced Diet Assessment activities
Hydration – workplace activities – developing and practising skills.
Introduction the Assignment 3: Promoting Hydration Assessment activities
Screening and monitoring-workplace activities – developing and practising skills.
Introduction to Assignment 4: Screening and Monitoring Nutrition and Hydration Assessment activities
Malnutrition – input/individual research/case studies.
Special dietary requirements – input/individual research/case studies.
Introduction to Assignment 5: Malnutrition and Special Dietary Requirements Assessment activities
Review of unit. Feedback on assessment.

Assessment

This unit must be assessed in accordance with *Skills for Care and Development QCF Assessment Principles (Annexe E)*.

Learners can present evidence in a variety of formats that could include:

- written responses
- oral presentations with visual aids
- observation records
- records of oral questioning and discussion with the assessor.
- Learning outcomes 3, 4, 6 and 7 require learners to demonstrate skills and require observation records as well as evidence of the relevant underpinning knowledge.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 4.1, 4.2	Nutrition and Hydration	Case studies could be used, based on a workplace situation.	Assignments, records of question and answer sessions, oral presentations with visual aids, posters, presentations, completed tables, case studies.
3.2, 3.3, 3.4	Planning and Promoting a Balanced Diet	Workplace scenario.	Observation records, records of question and answer sessions, other supporting evidence.
4.3, 4.4	Promoting Hydration	Workplace scenario.	Observation records, records of question and answer sessions, other supporting evidence.
6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3	Screening and Monitoring Nutrition and Hydration	Workplace scenario.	Observation records, records of question and answer sessions, other supporting evidence.
5.1, 5.2, 5.3, 5.4, 5.5, 8.1, 8.2, 8.3, 8.4	Malnutrition and Special Dietary Requirements	Case studies could be used, based on a workplace situation.	Assignments, oral presentations with visual aids, posters, presentations, completed tables, case studies, records of question and answer sessions.

Indicative resource materials

Resources for this unit are likely to include pamphlets and handouts from approved agencies and organisations and resources generated by learners that allow them to compare their preferences with guidelines.

Textbook

Aldworth C — *Nutrition and Well-being* (Knowledge Set) (Heinemann, 2008)
ISBN 9780435402389

Other texts

Caroline Walker Trust-*Eating Well for Older People: Practical and Nutritional Guidelines for Food in Residential and Community Care*, Second Edition (Caroline Walker Trust, 2004) ISBN-10 1897820186

Food Standards Agency-*Manual of Nutrition Reference Book 342, 11th Edition* (Stationery Office, 2008) ISBN-10 011243116X

Journals/magazines

BBC GoodFood magazine

Delicious magazine

Food magazine

Vegetarian magazine

Websites

BBC Good Food	www.bbcgoodfood.com
British Dietetics Association	www.bda.uk.com/
British Nutrition Foundation	www.nutrition.org.uk/
Department of Health	www.dh.gov.uk
Government website on healthy eating	www.eatwell.gov.uk
National Health Service	www.nhs.uk
Scientific Advisory Committee on Nutrition	www.sacn.gov.uk

Unit 7: Promote nutrition and hydration in early years and childcare settings

Unit code: A/503/2576

QCF Level: 3

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is aimed at learners who work in early years or childcare settings. The unit develops learners' knowledge and skills in contributing to the promotion of nutrition and hydration.

Unit introduction

Learners will gain understanding of the principles of nutrition and a balanced diet, including hydration, and then apply it within an early years or childcare setting. The unit gives learners opportunities to develop, practise and demonstrate the skills required when contributing to the nutrition and hydration of babies and children.

Learners will also gain understanding of circumstances where babies or children have special dietary requirements and the importance of following special diets for these babies and children.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles of a balanced diet for children	<ul style="list-style-type: none">1.1 Describe current government nutritional guidelines for a balanced diet for children1.2 Define the main food groups1.3 Identify sources of essential nutrients1.4 Explain the importance of a balanced diet1.5 Evaluate the impact of poor diet on health and wellbeing1.6 Explain how dietary requirements change across the span of the early years

Learning outcomes	Assessment criteria
2 Be able to plan and promote a balanced diet for children	2.1 Evaluate the factors that may affect nutritional intake 2.2 Explain how a healthy diet can be promoted for children 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 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 breastfeeding and infant formula feeding 6.2 Explain current UN and national guidance on breastfeeding 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

Learning outcomes	Assessment criteria
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

Unit content

1 Understand the principles of a balanced diet for children

Current government nutritional guidelines for a balanced diet: latest national guidance for children eg '5 a day', less salt and sugar, eat fewer saturated fats, drink plenty of water

Main food groups: fats – saturated, polyunsaturated, monounsaturated; proteins – plant and animal; carbohydrates – starches, sugars, dietary fibre; vitamins; minerals; water

Sources of essential nutrients: fats (saturated eg full-fat milk, butter, cheese; unsaturated eg vegetable oils); proteins eg meat, fish, tofu, pulses; carbohydrates (starches eg potatoes, pasta; sugars eg cakes, biscuits; dietary fibre eg bran); vitamins (A eg carrots, fish, liver oils; B complex eg cereals, meat, eggs; C eg oranges, blackcurrants; D eg fish oils, tuna; E eg sunflower seeds, peanut butter; K eg kale, spinach); minerals (calcium eg milk, soya; iron eg red meat, egg yolk, green vegetables; sodium eg cheese, meat; potassium eg apricots, bananas); water

Healthy diet: based on sound nutritional principles; high consumption of fruits and vegetables; low consumption of red meat and fatty foods; meals based on starch foods; raw foods and whole grains preferable to processed or refined foods; protein primarily from fish, dairy products, nuts; low consumption of salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages; plenty of water; unprocessed foods

Importance of a balanced diet: containing a variety of foods to ensure adequate intake of all nutrients that are essential for health; providing energy for the body; providing materials for growth and repair of the body; providing materials to keep the body in good health; promoting body mass index in accepted range

Potential impact of poor diet: effects on general physical health and weight; effects on wellbeing; potential impacts eg reduced physical and mental performance, poor growth, obesity, increased risk of diseases such as cardiovascular disease and cancers in later life, decreased immunity, deficiency diseases such as anaemia, rickets, tooth decay

Change in dietary requirements over the early years span: span – breast/formula feeding; weaning; toddler/preschool; changes eg energy requirements, importance of protein, calcium, iron, vitamins A, C and D

2 Be able to plan and promote a balanced diet for children

Factors that may affect nutritional intake in children: family and peer group influences; advertising and fads; neglect; culture and religion; individual preferences and habits; physical factors; psychological factors eg depression, eating disorders; income, lifestyle and social convention

How a healthy diet can be promoted for children: development of structured eating plan; nutrient-rich meals and snacks; eating with others; enjoyment; suitable location; encouragement; presentation of food; variety; adapting according to needs and preferences eg personal taste; specific needs; good role models

Planning a balanced diet for a child: dietary requirements; preferences; planning; variety; one week (breakfast, lunch, evening meal, snacks, liquids); ensuring diet is balanced

Contribution to the balanced diet of a child: own; others eg colleagues, other professionals

3 Understand the principles of hydration for babies and children

Importance of hydration: role of water in the body; water loss eg through excretion, sweating; water gain eg eating, drinking; water balance; smaller body size leading to increased risk of dehydration

Signs of dehydration: eg dry skin or lips, sunken fontanelles in babies, concentrated urine/fewer wet nappies than usual, sunken eyes, headache, lethargy and drowsiness, rapid breathing, cold and blotchy-looking hands and feet, lack of concentration, nausea, irritability, flushed skin, heat intolerance, restlessness, confusion

Impact of dehydration on health and wellbeing: eg risk of overheating, poor concentration, reduced physical and mental performance, constipation

4 Be able to promote hydration in babies and/or children

Factors that may affect hydration: eg small size, smaller appetites, communication problems, medical conditions, advertising and fads, family and peer group influences, neglect

Promoting hydration for babies and/or children: eg establish drinking patterns, ensuring water is readily available, encouragement to drink at regular intervals, using preferences, variety of drinks eg juices; water in foods such as yogurts; good role models; different approaches

5 Understand how to contribute to the prevention of malnutrition in babies and children

Signs of malnutrition: eg poor weight gain, slow linear growth, obesity, behavioural changes such as irritability, apathy, fatigue, lack of concentration, anxiety; deficiency diseases such as anaemia, rickets, tooth decay; diarrhoea, infections, fractures

Risk factors for malnutrition: eg medical condition, lack of knowledge of parents/carers about nutrition, psychological factors, low income, medications, neglect

Increasing nutritional density of foods and drinks through fortification: increasing energy and nutrient content; addition of eg milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications

6 Understand the principles of infant feeding

Breastfeeding and infant formula feeding: benefits of breastfeeding eg correct requirements for the baby in easily digestible forms, correct temperature, protection against infection, increases bonding between mother and baby; benefits of formula feeding eg flexibility, freedom, allows father and other family members to be involved in feeding

Current guidance on breastfeeding: UN; national

Introduction of solid foods: current national guidance

Foods and drinks for weaning: eg pureed fruit/vegetables, baby cereal

7 Understand the importance of special dietary requirements for babies and children

Special dietary requirements: therapeutic requirements eg food allergy, diabetes, coeliac disease; personal choices

Special diets: meeting therapeutic requirements; diets that may promote appetite, limit weight, promote weight; promoting personal choice and control eg vegan, vegetarian, cultural/religious choices

Potential risks of not following a special diet: effects on health and wellbeing; potentially life threatening

8 Be able to contribute to the monitoring of nutrition and hydration for babies and children

Responsibilities in relation to monitoring nutrition and hydration: own; others; according to job role; knowing when to seek advice and guidance; knowing when to report concerns and who to report them to

Records for monitoring nutrition and hydration: completing records appropriately according to policies and procedures; legibility; sign/date

Actions to take when there are concerns about the nutrition and hydration of babies and children: eg report concerns to line manager or other appropriate member of staff; adapting dietary intake, encouragement, using individual preferences

Essential guidance for tutors

Delivery

This unit should be delivered based on learners knowledge and experience. Learners need a thorough knowledge of the principles of a balanced diet, including hydration, so that they are able to apply it in early years and childcare settings.

For learning outcomes 1 and 3, initial discussion with learners should enable the tutor to ascertain their level of knowledge and understanding in terms of nutrition, healthy eating and hydration. Consolidation will then be required to ensure that learners have the necessary understanding of the main nutrients required by the body. The importance of water must be covered.

Learners also need to gain understanding of good sources of the main nutrients required. Keeping a record of food and drink they consume for a day or two and researching their own dietary intakes would be helpful. Learners could then explore whether their diets are balanced, recognise any excesses or deficiencies and explore the potential effects. Alternatively, case studies could be used.

Learning outcomes 2, 4 and 8 require learners to be working in an early years or childcare setting, developing and practising skills in relation to nutrition and hydration. For learning outcome 2, learners must be able to plan an appropriate balanced diet for a child. Learning outcome 4 requires learners to be able to demonstrate different approaches to promoting hydration for babies or children. For learning outcome 8, learners must complete records for the monitoring of nutrition and hydration, in line with agreed ways of working. Learners must gain the relevant underpinning knowledge, understanding and skills required for these learning outcomes.

Delivery of learning outcome 6 should include some practical experience of infant-feeding routines.

For learning outcomes 5 and 7 case studies could be a useful aid to learning, with learners exploring malnutrition, special dietary requirements and special diets. Presentations could be used to share learning.

Guidance on terms from Skills for Care and Development

Additional guidance has been provided by Sfc&D for developing assessment arrangements for this unit. It provides definitions for terms used in the learning outcomes and assessment criteria, and gives examples of what can be included.

Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health.

Factors can include:

- 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.

Health refers to general physical health and healthy weight (ie BMI in the accepted range for the individual's group).

Healthy diet is one based on sound nutritional principles. It would usually feature.

- high consumption of fruits and vegetables
- low consumption of red meat and fatty foods
- meals based on starch foods
- raw foods and 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 and other caffeinated beverages
- low consumption of alcohol
- drinking plenty of water
- organic and/or unprocessed foods–ie, produced without pesticides and chemical preservatives.

Nutritional guidelines refer to the latest national guidance for appropriate age groups.

Others may include:

- parents or carers
- colleagues
- other professionals eg health visitors, school nurses, dieticians, speech and language therapists etc.

Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (eg food allergy, diabetes, eating, drinking or swallowing difficulty dysphagia, coeliac disease) or may include those that may *prevent/limit/promote/meet* one or more of the following:

- aspiration/choking
- appetite
- weight (ie underweight or overweight)
- personal choice and control (eg vegan and vegetarian or cultural and religious choices).

UN and national guidance refers to the latest guidance supporting breastfeeding which may include the UN Baby Friendly Initiative.

Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Nutrients/balanced diets/hydration – input, discussion and case studies.
Introduction the Assignment 1: Nutrition and Hydration Assessment activities
Planning/promoting balanced diets – early years and childcare setting – developing and practising skills.
Introduction the Assignment 2: Planning and Promoting a Balanced Diet for a Child Assessment activities
Hydration – early years and childcare setting – developing and practising skills.
Introduction the Assignment 3: Promoting Hydration in Babies and Children Assessment activities
Infant feeding – practical activities with babies and discussion.
Introduction to Assignment 4: Infant Feeding Assessment activities
Malnutrition in babies and children – input/individual research/case studies.
Special dietary requirements for babies and children – input/individual research/case studies.
Introduction to Assignment 5: Malnutrition and Special Dietary Requirements Assessment activities
Monitoring – early years and childcare setting – developing and practising skills.
Introduction to Assignment 6: Monitoring Nutrition and Hydration for Babies or Children Assessment activities
Review of unit. Feedback on assessment.

Assessment

This unit must be assessed in accordance with *Skills for Care and Development QCF Assessment Principles (Annexe E)*.

Learners can present evidence in a variety of formats that could include:

- written responses
- oral presentations with visual aids
- observation records
- records of oral questioning and discussion with the assessor.
- Learning outcomes 2, 4 and 8 require learners to demonstrate skills and require observation records as well as evidence of the relevant underpinning knowledge.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3	Nutrition and Hydration	Case studies could be used, based on an early years or childcare setting.	Assignments, oral presentations with visual aids, posters, presentations, completed tables, case studies.
2.1, 2.2, 2.3, 2.4, 2.5	Planning and Promoting a Balanced diet for a Child	Early years or childcare setting.	Observation records, records of question and answer sessions, other supporting evidence.
4.1, 4.2, 4.3, 4.4	Promoting Hydration in Babies and Children	Early years or childcare setting.	Observation records, records of question and answer sessions, other supporting evidence.
6.1, 6.2, 6.3, 6.4	Infant Feeding	Early years or childcare setting.	Assignments, oral presentations, records of question and answer sessions, other supporting evidence.
5.1, 5.2, 5.3, 7.1, 7.2, 7.3	Malnutrition and Special dietary Requirements	Case studies could be used, based on an early years or childcare setting.	Assignments, oral presentations with visual aids, posters, presentations, completed tables, case studies.

Criteria covered	Assignment title	Scenario	Assessment method
8.1, 8.2, 8.3, 8.4	Monitoring Nutrition and Hydration for Babies or Children	Early years or childcare setting.	Observation records, records of question and answer sessions, other supporting evidence.

Indicative resource materials

Resources for this unit are likely to include pamphlets and handouts from approved agencies and organisations and resources generated by learners that allow them to compare their preferences with guidelines.

Textbooks

Aldworth C – *Nutrition and Well-being* (Knowledge Set) (Heinemann, 2008)
ISBN 9780435402389

Childs C – *Food and Nutrition in the Early Years* (Hodder Arnold, 2001)
ISBN-10 0340772697

Websites

BBC Good Food	www.bbcgoodfood.com
British Dietetics Association	www.bda.uk.com/
British Nutrition Foundation	www.nutrition.org.uk/
Department of Health	www.dh.gov.uk
Government website on healthy eating	www.eatwell.gov.uk
National Health Service	www.nhs.uk
Scientific Advisory Committee on Nutrition	www.sacn.gov.uk
Unicef	www.unicef.org.uk

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)
- functional skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Contact details for the Sector Skills Council

Skills for Care and Development
2nd Floor, City Exchange
11 Albion Street
Leeds
LS1 5ES
Tel: 0113 390 7666
Fax: 0113 2468066
Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the former LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional develop.

Annexe A

Wider curriculum mapping

Edexcel BTEC level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of these qualifications. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of these qualifications applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in these qualifications. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout these qualifications to explore different kinds of rights and how they affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe B

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings and the Edexcel BTEC Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF) against the National Occupational Standards (NOS).

KEY

indicates coverage of the NOS

a blank space indicates no coverage

Units	1	2	3	4	5	6	7
HSC 213 Provide healthier food and drink for individuals	#	#	#	#		#	
HSC 214 Help individuals to eat and drink			#				
CCLD 208 Support the development of babies and children under 3 years					#		
CCLD 307 Promote the health and physical development of children					#		#

Annexe C

Glossary of accreditation terminology

The following information about these qualifications can also be found on the Edexcel website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Reference Application (LARA)	Link to the Learning Aims Reference Application, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	These qualifications are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualification Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe D

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Annexe E

Skills for Care and Development QCF Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence 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 Lo where this is specified in the assessment requirements of the unit'.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

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.

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 annually 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 annually 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. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Publications Code BA029295 September 2011

For more information on Edexcel and BTEC qualifications please visit our website: www.edexcel.com

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121

Ofqual
.....



Llywodraeth Cymru
Welsh Government

