



Qualification Guide

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



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Qualification Approval Number: (600/3137/2)

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1 **General Information**

This qualification guide contains details of everything you need to know about the **OCNLR Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)** qualification. This guide should be used by all of those involved in the delivery and assessment of this qualification.

OCN London will have an identified Curriculum Development Manager to support your centre and advise on approval, registration of learners, verification and certification. Full details are available in the OCN London Centre Handbook.

If you are a new centre then please contact the OCN London office for details of the Centre Recognition application process.

2 Qualification Overview

The **OCNLR Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)** has been developed in partnership with Skills for Care and Development in consultation with employers within the health and social care sectors. The purpose of the qualification is to support the implementation of government strategies to develop knowledge, understanding and skills in food safety in health and social care and early years and childcare settings.

The qualification has been accredited by the qualifications regulators for England, Wales and Northern Ireland and is part of the Qualifications and Credit Framework (QCF).

2.1 Qualification Details

- Qualification approval number: 600/3137/2
- Qualification credit value: 8
- Operational start date: 1st September 2011
- Guided learning hours (GLH): 58
- Assessment requirements: Internally assessed, internally and externally verified

2.2 Purpose of the qualification

The purpose of this qualification is to develop the knowledge and skills needed when working with food in health and social care and early years and childcare settings. It covers the importance of health and safety when handling food and drink, food safety requirements and maintaining hygiene, contributing to and / or promoting nutrition and hydration and supporting individuals to eat and drink.

2.3 Who the qualification is for

The qualification is suitable for all workers who have a role in the nutritional well-being of people in their care. This may be through the delivery of direct care, catering or domestic duties or within the wider multi-disciplinary team.

2.4 Entry guidance

The **OCNLR Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)** is competence based. This means that it is linked to the learner's ability to competently perform a range of tasks in the workplace and/or an informal caring environment. Therefore learners will need to be in a situation where they are employed or working as an informal carer/family carer or working as a supervised volunteer. The minimum age for access to the qualification is 16 years.

2.5 Additional Information

The **OCNLR Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)** cannot be used for regulation or registration purposes. It does not confer Occupational Competence but supports individuals in their current job role or future job roles when dealing with food safety and nutrition.

2.6 Progression and related qualifications

The **OCNLR Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)** enables progression to further opportunities in employment and further training and learning opportunities. The qualification also offers opportunities for progression to relevant QCF Health and Social Care Diplomas.

Please see the OCN London website for details of Level 2 and 3 qualifications in the health and social care sector.

3 Structure of the Qualification

3.1 Rules of Combination for achieving the qualification

The **OCNLR Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF)** qualification comprises six units. In order to achieve the qualification the learner must achieve eight credits by successfully completing four credits from the Mandatory units and a minimum of four credits from the Optional units.

3.2 Qualification units

OCN London Unit code	Ofqual accredited number	Unit title	Mandatory or Optional	Credit value	Level	GLH
PL1/2/LQ/004	T/601/9450	Meet food safety requirements when providing food and drink for individuals	Mandatory	2	2	15
PL1/2/LQ/005	M/601/8054	Support individuals to eat and drink	Mandatory	2	2	15
NH2/2/LQ/011	L/503/2601	Contribute to Promoting Nutrition and Hydration in Health and Social Care Settings	Optional	4	2	28
NH2/2/LQ012	T/503/2494	Contribute to promoting nutrition and hydration in early years and childcare settings	Optional	4	2	29
NH2/3/LQ/012	T/503/2575	Promote nutrition and hydration in health and social care settings	Optional	4	3	32
NH2/3/LQ/013	A/503/2576	Promote nutrition and hydration in early years and childcare settings	Optional	4	3	32

For Unit Content see Section 5

3.3 Assessment of the units

The assessment activities for the units are indicated in the Assessment Information Grid on the individual units.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given in Appendix 1 at the end of this qualification guide.

See Section 4 for information on assessment and internal/external verification.

4 **Assessment and verification**

4.1 **Assessment process**

The assessment process for the OCNLR Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings (QCF) qualification is as follows:

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally verified at the Centre;
- The portfolios of assessed evidence will be externally verified by an OCN London Quality Reviewer.

There is no additional external assessment for this qualification.

Assessment of knowledge based learning outcomes may take place in or outside of a real work environment. Assessment of skills-based outcomes must be in a real work environment. Assessment decisions must be made by an occupationally knowledgeable assessor, qualified to make assessment decisions.

4.2 **Devising Assessments**

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as Optional) and/or must (indicated as Prescribed) be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Assessment for each unit is designed by the Centre in accordance with the OCN London Assessment Guidance, available on the OCN London website <http://www.ocnlr.org.uk/centres/recognised-centre-area/> and the Skills for Care and Development Assessment Principles, available on their website <http://www.skillsforcare.org.uk>.

Extracts from the OCN London guidance relevant to the units in this qualification are in Appendix 1 of this qualification guide. The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

4.3 Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not graded; units are either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learners own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate - appropriate to the level.

4.4 Recording achievement

Each learner's performance for each unit must be recorded on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the activity.

4.5 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Recognition process that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested. OCN London will notify centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor feedback may be collected by Quality Reviewers. Outcomes from standardisation will be made available to centres.

4.6 Learners with particular requirements

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found at: <http://www.ocnlondon.org.uk/centres/centre-area/policies-and-procedures/access-to-fair-assessment-policy-and-procedure.aspx> and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

4.7 Requirements for assessors

Occupationally competent

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means that they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert witnesses can be used 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.

Expert witnesses 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.

Occupationally knowledgeable

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.

5 Qualification Units

Unit Title:	Meet food safety requirements when providing food and drink for individuals
Level:	Two
Credit Value:	2
GLH:	15
OCNLR Unit Code:	PL1/2/LQ/004
Ofqual Unit Reference Number:	T/601/9450

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of food safety measures when providing food and drink for individuals.	1.1. Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink. 1.2. Explain the importance of implementing food safety measures when providing food and drink for individuals. 1.3. Explain why personal protective clothing should be used when handling food and drink. 1.4. Explain why surfaces, utensils and equipment must be clean before beginning a new task. 1.5. Explain the importance of clearing and disposing of food waste promptly and safely. 1.6. Explain the importance of storing different types of food and drink safely.
2. Be able to maintain hygiene when handling food and drink.	2.1. Explain when hands must be washed to maintain food hygiene. 2.2. Demonstrate effective hand-washing for handling food and drink. 2.3. Use personal protective clothing to maintain hygiene when handling food and drink. 2.4. Ensure that all surfaces, utensils and equipment are clean before beginning a new task.

3. Be able to meet safety requirements when preparing and serving food and drink for individuals.	<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>
4. Be able to meet safety requirements when clearing away food and drink.	<p>4.1. Clear away food and drink in ways that minimise risks to own safety and that of others.</p> <p>4.2. Dispose of food waste promptly and safely.</p> <p>4.3. Clean utensils and equipment effectively after use.</p> <p>4.4. Store utensils and equipment safely.</p>
5. Be able to store food and drink safely.	<p>5.1. Describe practices to control food safety hazards when storing different types of food and drink.</p> <p>5.2. Store different types of food and drink safely.</p>
6. Know how to access additional advice or support about food safety.	<p>6.1. Identify sources of information about food safety.</p> <p>6.2. Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals.</p>

Assessment

The methods of assessment for this unit are indicated in the table below. Please refer to Appendix 1 OCNLR Assessment Guidance for definitions of each method, the expectations for assessment practice and evidence for verification. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

CASE STUDY		PROJECT	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

Unit Title:	Principles of food safety when providing food and drink for individuals
Level:	Two
Credit Value:	2
GLH:	15
OCNLR Unit Code:	PL1/2/LQ/005
Ofqual Unit Reference Number:	M/601/8054

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of food safety measures when providing food and drink for individuals	1.1. Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink. 1.2. Explain the importance of implementing food safety controls when providing food and drink for individuals. 1.3. Explain why personal protective clothing should be worn when handling food and drink. 1.4. Explain why surfaces, utensils and equipment must be clean. 1.5. Explain the importance of clearing and disposing of food waste promptly and safely.
2. Know how to maintain hygiene when handling food and drink.	2.1. Identify when hands must be washed to maintain food hygiene. 2.2. Describe the steps for effective hand-washing prior to and during handling food and drink. 2.3. Describe how to maintain hygiene and cleanliness of surfaces, utensils and equipment.
3. Know how to meet safety requirements when preparing and serving food and drink for individuals.	3.1. Describe practices to control hazards when preparing and serving food and drink. 3.2. Describe how to prepare food and drink in ways that minimise risks to own safety and that of others. 3.3. Describe how to serve food and drink in ways that minimise risks to own safety and that of others.

4. Know the safety requirements when clearing away food and drink.	4.1. Describe how to clear away food and drink in ways that minimise risks to own safety and that of others. 4.2. List potential hazards when clearing away and disposing of food and drink. 4.3. Outline points of food safety that need to be taken into account when cleaning and storing utensils and equipment.
5. Know how to store food and drink safely.	5.1. Describe practices to control food safety hazards when storing different types of food and drink. 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.

Assessment

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CASE STUDY		PROJECT	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

Appendix OCNLR Assessment Guidance

Written Question and Answer	
Specific, open and closed questions for immediate response. Allows response and questioning from learners and feedback from tutor.	
	Level Two
Activity	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. May be time limited.
Assessed by	Assessed by tutor or external marker (for exams / tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Oral Question and Answer	
Specific, open or closed questions for immediate response. Allows response and questioning from learners and immediate feedback from tutor.	
	Level Two
Activity	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.
Assessed by	Assessed by tutor, with a degree of self-assessment.
Evidence	Evidence could include tutor records, learner log or audio / video record.

Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

	Level Two
Activity	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.
Assessed by	Assessed through self-assessment and tutor assessment.
Evidence	Evidence could include tutor record, learner record, summary of discussion and feedback or completed work.

Reflective Log

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

	Level Two
Activity	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.
Assessed by	Assessed by learner supported by tutor through tutorials.
Evidence	Evidence could include log / diary, tutorial notes and tutor record.

Practical Demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

	Level Two
Activity	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.
Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.

Group Discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

	Level Two
Activity	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.
Assessed by	Assessed through tutor, peer observation, one-to one tutorial discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Practice File

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

	Level Two
Activity	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and / or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include structured file with tutor feedback.

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