

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Certificate in  
Understanding Nutrition and Health  
QN: 601/3389/2**

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**Summary of amendments**

<b>Version</b>	<b>Publication date</b>	<b>Summary of amendments</b>
v1.0	May 2014	First publication
v3.0	September 2017	Standard template updates
v4.0	October 2017	Standard template updates
v5.0	September 2018	Standard template updates
v5.1	February 2020	Standard template updates
v5.2	August 2021	New qualification specification template Unit summaries updated Types of evidence updated P.7 progression qualifications update P.17–22 bold words added P.26–29 bold words added P.33 bold words added P.36 updated websites P.37 third party products updated
v5.3	June 2022	Further information added to <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.  Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.  Information added to the <a href="#">support handbook</a> section about how to access support handbooks.
v5.4	August 2023	Additional content and assessment criteria added to units, 1, 3 and 6 following content review.

# Section 1

## About this qualification

## Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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

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## Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

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<b>Qualification summary</b>	
<b>Qualification title</b>	NCFE CACHE Level 2 Certificate in Understanding Nutrition and Health
<b>Qualification number (QN)</b>	601/3389/2
<b>Aim reference</b>	60133892
<b>Total Qualification Time (TQT)</b>	150
<b>Guided Learning Hours (GLH)</b>	126
<b>Credit</b>	15
<b>Minimum age</b>	14
<b>Qualification purpose</b>	This qualification is designed for learners who want to increase their knowledge and understanding of nutrition and health in areas such as healthy eating, nutritional needs, weight management, eating disorders and food safety in the home environment.
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of nutrition and health</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> </ul> <p>The objectives of this qualification are to enable the learner to gain an understanding of:</p> <ul style="list-style-type: none"> <li>• the principles of healthy eating and the role of food in maintaining health</li> <li>• planning and achieving a healthy diet</li> <li>• how an individual's dietary requirements change throughout their life</li> <li>• food labelling and the ability to use information from food labels</li> <li>• eating disorders</li> <li>• the role of a healthy diet for weight management</li> <li>• the principles of food safety in a home environment</li> </ul>
<b>Work/industry placement experience</b>	This is a knowledge only qualification. Work/industry placement experience is not required.
<b>Real work environment (RWE) requirement/recommendation</b>	This is a knowledge only qualification. Experience in the real work environment is not required.

<b>Rules of combination</b>	To be awarded the Level 2 Certificate in Understanding Nutrition and Health, learners are required to successfully complete 6 mandatory units.
<b>Grading</b>	Achieved/not yet achieved
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence
<b>Progression</b>	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"> <li>• Level 3 Award in Skills for Workplace Health Champions</li> <li>• Level 3 Certificate in Preparing to Work in Adult Social Care</li> <li>• Level 3 Diploma in Adult Care</li> <li>• Level 3 Diploma in Healthcare Support</li> </ul>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 601/3389/2
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

### Entry guidance

This qualification is designed for learners who want to increase their knowledge and understanding of nutrition and health in areas such as healthy eating, nutritional needs, weight management, eating disorders and food safety in the home environment.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. This qualification is suitable for learners aged pre-16 and above.

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

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

### Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **6** mandatory units.

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

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.





## Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.

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

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	Unit 01	R/505/2204	Explore principles of healthy eating	2	5	38	
	Unit 02	J/601/2535	Consider nutritional needs of a variety of individuals	2	4	35	
	Unit 03	M/601/2545	Use food and nutrition information to plan a healthy diet	2	3	25	
	Unit 04	L/505/2203	The principles of weight management	2	1	8	
	Unit 05	D/506/2928	Understanding eating disorders	2	1	10	
	Unit 06	T/506/3146	Principles of food safety for the home environment	2	1	10	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



## How the qualification is assessed

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

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 component:

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

Learners must be successful in **this** component to gain the Level 2 Certificate in Understanding Nutrition and Health

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## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
  - permit and encourage authentic activities where the learner's own work can be clearly judged
  - refer to course file documents on the NCFE website.
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## Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

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# Section 2

## Unit content and assessment guidance

## **Unit content and assessment guidance**

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

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

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

For further information or guidance about this qualification, please contact our customer support team.

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**Unit 01 Explore principles of healthy eating (R/505/2204)**



<b>Unit summary</b>	In this unit the learner will understand how diet is linked to health and understand the components of a healthy diet. The learner will understand how the food groups contribute to a healthy diet and the role of different nutrients in maintaining health. They will also understand healthy food preparation.
<b>Credit value</b>	5
<b>Guided learning hours</b>	38
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
1. Understand how diet is linked to health	1.1 Define the term 'healthy diet'		
	1.2 Describe the difference between healthy diets of <b>adults and children</b>		
	1.3 Define the term 'unhealthy diet'		
	1.4 Outline the <b>lifestyle diseases</b> associated with an unhealthy diet		
	1.5 Identify <b>3</b> main sources of energy from food		
	1.6 Identify the amounts of energy supplied by 4g of each source		
	1.7 Outline what basal metabolic rate (BMR) is		
	1.8 Outline what physical activity level (PAL) is		
	1.9 Identify factors affecting a person's energy requirements		
	1.10 Outline the relationship between energy intake, energy expenditure and weight		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
	1.11 Explain why it is important to control salt intake		
2. Understand the components of a healthy diet	2.1 Identify the 5 food groups		
	2.2 Identify foods belonging to each of the 5 food groups		
	2.3 Give examples of current <b>healthy eating advice</b>		
	2.4 Describe the importance of eating a wide variety of foods to provide a healthy diet		
3. Know the nutrients in food and their role in maintaining health	3.1 Define the term 'nutrients'		
	3.2. Describe nutrients needed by the body		
	3.3 Identify foods that are a good source of each nutrient		
	3.4 Describe the role of nutrients in maintaining health		
	3.5 Describe the <b>factors</b> that influence how much of each nutrient a person needs		
	3.6 Explain the importance of adequate fluid intake		
4. Understand the principles of healthy food preparation	4.1 Identify factors to be considered when planning healthy meals		
	4.2 Explain how a variety of cooking methods affect the nutritional values of foods		
	4.3 Identify healthy food preparation methods for 3 of types of food		

## Assessment guidance

<b>Delivery and assessment</b>
<p><b>1.2 Adults and children:</b> learners must describe how a healthy diet would vary between children and adults, including to promote growth and meet different energy requirements across different age groups. Learners should consider key differences associated with different age groups and life stages such as young children, adolescents, adults including older people.</p> <p><b>1.3 Lifestyle diseases:</b> learners must include conditions such as obesity, type 2 diabetes, cardiovascular disease and osteoarthritis.</p> <p><b>1.6 Energy from sources of food:</b> learners should use correct calculations for the different sources of food. The energy should be shown as calories (Kcal), as this is how energy is measured.</p> <p><b>2.3. Healthy eating advice:</b> learners should explore current national, approved guidance. At the time of publication this includes guidance such as the NHS Eatwell Guide, 'reference intakes' and the British Nutrition Foundation's advice on portion size.</p> <p><b>3.5 Factors:</b> learners must describe the variations in the amount of nutrients required relating to an individual's age, gender, level of activity and state of health.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• learner report</li><li>• research and commentary</li><li>• professional discussion</li><li>• assignment</li><li>• question and answer</li></ul>

## Unit 02 Consider nutritional needs of a variety of individuals (J/601/2535)



<b>Unit summary</b>	In this unit the learner will know how nutritional needs vary with age. They will also understand special dietary requirements and factors that create barriers to healthy eating.
<b>Credit value</b>	4
<b>Guided learning hours</b>	35
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
1 Know the nutritional needs of children and young people	1.1 Plan balanced meals and snacks for a day for a chosen <b>age group</b>		
	1.2 Explain why the meals and snacks chosen are appropriate		
	1.3 Describe factors influencing eating patterns of various different age groups		
	1.4 Identify energy requirements of various different age groups		
	1.5 Identify the consequences of a diet lacking in iron		
	1.6 Outline the importance of calcium and vitamin D for bone development		
	1.7 Identify good food sources of key nutrients for children and young people		
	1.8 Outline <b>nutritional recommendations</b> for children and young people		
2. Know the nutritional needs of older people	2.1 Plan balanced meals and snacks for a day for an older person		
	2.2 Explain how the meals and snacks chosen are appropriate for the person		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
	2.3 Describe <b>factors</b> influencing energy requirements of older people		
	2.4 Describe reasons why older people may be at risk of malnutrition		
	2.5 Outline nutritional recommendations for older people		
3 Understand special dietary requirements	3.1 Explain why people have <b>specific dietary requirements</b>		
	3.2 Identify the special dietary requirements of 2 religious or ethnic groups		
	3.3 Describe different types of vegetarian diet		
	3.4 Describe precautions to take when preparing food for a person with specific dietary requirements		
4. Understand barriers to healthy eating	4.1 Outline how public confusion over healthy eating may prevent people from choosing a balanced diet		
	4.2 Identify how costs may prevent people from choosing a balanced diet		
	4.3 Describe how accessibility may prevent people from choosing a balanced diet		
	4.4 Describe how pre-prepared and convenience foods may prevent people from choosing a balanced diet		
	4.5 Give examples of how individual lifestyle choices may prevent people from choosing a balanced diet		



## Assessment guidance

### Delivery and assessment

1.1 **Age group:** learners should select from the following age groups: 1–3, 4–6, 7–10, 11–14, 15–18.

1.2 Learners should explain how their chosen meal plan meets health, nutritional and energy requirements for the chosen age group as well as being age appropriate and appealing. Learners should also consider methods of preparation to maximise health benefits.

1.3, 1.4 Learners should consider key differences and factors associated with the age groups of children and young people up to the age of 18. Individual factors should also be considered, (for example likes and dislikes, peer pressure, poverty, mental wellbeing).

1.7 Learners should provide a range of food sources that would meet the nutritional recommendations for children and young people.

1.8 **Nutritional recommendations:** learners should include nutritional recommendations that apply across the age range 0–18 years, including variations during key stages of rapid growth and puberty. They should demonstrate how nutritional requirements may vary between girls and boys during different stages of development.

2.1, 2.2 Learners should plan a menu for an older person aged 65 or over. The menu should reflect the need to meet decreasing energy requirements with an explanation of how the nutritional value is maintained.

2.3 **Factors:** learners should consider factors such as reduced mobility, decreased basal metabolic rate (BMR) and age-related loss of muscle mass.

2.4 Learners should include physical, psychological and social circumstances that may increase the risk of malnutrition in older people.

2.5 Learners should be aware of how declining energy levels balance with the need to meet nutritional requirements. They should demonstrate understanding of how nutritional requirements continue to vary between men and women. Learners will need to demonstrate understanding of the changing nutritional requirements of older people and the risks of malnutrition.

3.1 **Specific dietary requirements:** learners should consider a range of specific dietary requirements, such as those related to a range of different health conditions, (for example coeliac disease, diabetes), food intolerance and allergies including the most common allergens.

3.4 Learners describe the precautions to take during food preparation to ensure that all specific dietary requirements are met and the consequences of not doing this.

4.4 Learners should include how processing and preparation may affect the nutritional value of some convenience foods.

**Types of evidence**

Evidence could include:

- meal plans with evaluation
- research and commentary
- assignment
- professional discussion

**Unit 03 Use food and nutrition information to plan a healthy diet (M/601/2545)**

<b>Unit summary</b>	In this unit, the learner will understand food labels and how they may be used to plan a healthy diet. They will learn the facts behind nutritional claims on food labels and will consider the advantages and disadvantages of using food additives. They will also evaluate their own diet and make recommendations for improvement.
<b>Credit value</b>	3
<b>Guided learning hours</b>	25
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
1. Understand food labelling	1.1 Identify nutritional information that which must be provided on food labels		
	1.2 Identify the guideline daily amounts of fat, sugar and salt in an adult diet		
	1.3 Compare the nutritional information from 3 different food labels and determine if each of the foods is high, low or neither in terms of fat, sugar and salt content		
	1.4 Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food		
	1.5 Outline ways in which food label claims and descriptions may be misleading		
2 Understand food additives	2.1 Define the term 'food additives'		
	2.2 Describe the main groups of additives and their functions		
	2.3 Explain the benefits of food additives		
	2.4 Give examples of legislation surrounding the use of food additives		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
3. Apply principles of healthy eating	3.1 Record own food and drink intake for one week		
	3.2 Compare own food and drink intake against current healthy eating advice		
	3.3 Outline the steps that could be taken to make own diet more healthy		

## Assessment guidance

<b>Delivery and assessment</b>
<p>1.1, 1.2 Learners should research current daily reference intake amounts that which are used to guide people on the amount of different nutrients needed in a day for a healthy, balanced diet. They should be encouraged to consider examples with red, amber and green labelling to indicate nutritional value.</p> <p>1.3, 1.4 Learners should collect a range of food labels from different food products and compare the amount of fat, sugar and salt and the energy provided by fat, protein and carbohydrate for each.</p> <p>1.5 Learners should be aware that some food labels make specific health claims and the requirement that this must be scientifically based.</p> <p>2.2 Learners must describe each of the main groups of additives including their functions and benefits: antioxidants, colours, flavour enhancers, sweeteners, emulsifiers and stabilisers and preservatives.</p> <p>2.4 Learners should provide examples of current regulations used to ensure additives are safe.</p> <p>3.1-3.3 Learners should compare details of own intake over a week, including portion sizes. They should then compare their intake with current nutritional guidance and daily reference intake amounts, then make recommendations to improve the health benefits of their diet.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• assignment</li> <li>• research and commentary</li> <li>• food diary and evaluation</li> <li>• reflective account</li> <li>• professional discussion</li> </ul>

**Unit 04 The principles of weight management (L/505/2203)**

<b>Unit summary</b>	In this unit the learner will know about weight management and how to plan a short-term weight management programme.
<b>Credit value</b>	1
<b>Guided learning hours</b>	8
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
1. Know the risks associated with ineffective weight management	1.1 Define the terms: <ul style="list-style-type: none"> <li>• obese</li> <li>• emaciated</li> <li>• malnourished</li> </ul>		
	1.2 Describe the health risks associated with obesity		
	1.3 Describe the health risks associated with emaciation		
	1.4 Identify the <b>signs and symptoms</b> of malnourishment		
2. Understand how body image may influence weight management	2.1. Explain what is meant by 'body image'		
	2.2. Give examples of how media portrayals of body image may impact on an individual's weight management		
3. Know about effective methods of weight management	3.1 Describe the role of a balanced diet in weight management		
	3.2 Explain the term 'energy balance'		
	3.3 Explain the implications of energy balance in weight management		
	3.4 Outline lifestyle choices that impact on weight management		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
	3.5 List common weight-loss myths		
	3.6 Describe the characteristics of an effective weight management programme		
4. Be able to plan a short-term weight management programme for an individual	4.1 Identify suitable goals for the weight management programme		
	4.2 Collect information to plan a weight management programme		
	4.3 Use information collected to plan a short-term weight management programme		

## Assessment guidance

<b>Delivery and assessment</b>
<p>1.4 <b>Signs and symptoms of malnourishment:</b> learners should be aware that symptoms may vary depending on which nutrients are lacking and may not always be obvious.</p> <p>2.1, 2.2 Learners should explore the concept of body image and their interpretation of the term. They should be encouraged to investigate media portrayals that may have positive and negative effects on different individuals' weight management.</p> <p>3.1–3.3 Learners should describe the role of a balanced diet and how this relates to individual differences in relation to activity level. It would be beneficial for learners to compare variations between people with different activity levels and to look at their own energy balance over a week.</p> <p>3.4 Learners should provide an outline of a range of lifestyle choices that may impact weight management in different ways, (for example weight loss, weight gain and weight maintenance).</p> <p>3.6 Learners should describe the characteristics that contribute to an effective and sustainable weight management programme that will result in achieving and maintaining a healthy weight.</p> <p>4.1–4.3 Learners should research approved sources and demonstrate how their planned weight management programme applies this together with the characteristics they have described in 3.6. Approved sources at the time of publication could include NHS One You or Change4Life, both of which provide advice and a mobile application to support healthy eating.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• question and answer</li><li>• research and commentary</li><li>• reflective account</li><li>• professional discussion</li><li>• weight management plan</li></ul>



**Unit 05 Understanding eating disorders (D/506/2928)**

<b>Unit summary</b>	In this unit the learner will understand different types of eating disorders, how they develop, and their effect on health and wellbeing
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
1. Understand the term 'eating disorder'	1.1 Give a definition of the term 'eating disorder'		
	1.2 Describe possible <b>types of eating disorders</b>		
2. Understand the causes of eating disorders	2.1 Describe possible causes of eating disorders		
3. Understand how an eating disorder may affect the individual and others	3.1 Give examples of the signs and symptoms associated with eating disorders		
	3.2 Describe the feelings an individual with an eating disorder may experience		
	3.3 Describe some of the ways an eating disorder may affect the individual and their life		
	3.4 Explain how an individual's eating disorder may affect others		
4. Understand how a specific eating disorder may be managed	4.1 Describe different approaches to the treatment of eating disorders		
	4.2 Explain what others could do to help an individual recover from a specific eating disorder		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
	4.3. Describe local resources and treatments that would be available to an individual experiencing an eating disorder		

### Assessment guidance

<b>Delivery and assessment</b>
<p>1.2 Learners should describe 4 main <b>types of eating disorder</b>: anorexia nervosa, bulimia nervosa, binge eating disorder (BED) and other specified feeding or eating disorder (OSFED). They could also include orthorexia and avoidant/restrictive food intake disorder (ARFID).</p> <p>2.1 Learners should be aware that the causes of eating disorders are complex. They should be encouraged to consider the genetic, psychological, environmental, social and biological influences that may contribute to an individual developing an eating disorder.</p> <p>3.1 Learners should provide examples of signs and symptoms of each of the main types of eating disorders. They should demonstrate awareness of the difficulties that may arise in recognising the signs as it is a common feature for individuals to conceal them.</p> <p>3.2–3.4 Learners should be encouraged to think about the effects and feelings that may occur with an eating disorder and how this may affect the person and those around them. They should consider how the eating disorder may impact their daily lives and future health.</p> <p>4.1 Learners should access reliable sources to research different approaches to treatments for a range of eating disorders, (for example, NHS, Mind and BEAT).</p> <p>4.2 and 4.3 Learners should research local resources and treatments available focusing on one specific eating disorder. They should include an explanation of what other people close to the individual can do to support recovery.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• assignment</li> <li>• research and commentary</li> <li>• professional discussion</li> <li>• presentation or infographic</li> </ul>

**Unit 06 Principles of food safety for the home environment (T/506/3146)**

<b>Unit summary</b>	In this unit the learner will understand food safety in a home environment. They will investigate safe handling of food, food storage and food disposal. They will also look at correct cooking temperatures to ensure food is safe to eat.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
1. Know the importance of handling food safely	1.1 Explain why it is important to handle food safely		
	1.2 Identify hazards relating to food safety		
	1.3 Identify ways in which food should be handled safely to avoid contamination during the following operations: <ul style="list-style-type: none"> <li>• storage</li> <li>• preparation</li> <li>• cooking</li> <li>• serving</li> <li>• re-heating</li> </ul>		
2. Know the importance of personal hygiene when handling food	2.1 Explain ways of maintaining personal hygiene when handling food that helps reduce the risk of contamination		
	2.2 Identify how and when to wash hands		
	2.3 Describe potential problems resulting from not maintaining personal hygiene when handling food		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> (For example, page number & method)	<b>Assessor</b> Initial and date
3. Know how to store food safely	3.1 Explain how to store the following types of food correctly to avoid contamination: <ul style="list-style-type: none"> <li>• <b>high risk</b></li> <li>• <b>low risk</b></li> </ul>		
	3.2 Explain why it is important to follow food storage instructions		
4. Know how food storage can affect the nutritional value of food	4.1 Outline how storage methods can affect the nutritional value of food		
5. Know how to keep the food work area clean	5.1 Describe why it is important to keep the food work area clean, hygienic and disinfected		
	5.2 Outline ways of keeping the food work area clean, hygienic and disinfected		
6. Know how to check food is cooked to the correct temperature	6.1 Describe why it is important to ensure that food is cooked to the correct temperature		
	6.2 Give examples of ways to check food is cooked to the correct temperature		
7. Know how to dispose of food waste safely	7.1 Describe why it is important to dispose of food waste safely		
	7.2 Outline how to dispose of food waste safely		

## Assessment guidance

<b>Delivery and assessment</b>
<p>1.1 Learners should consider the consequences of unsafe handling of food for all individuals within the home environment.</p> <p>2.1 Learners should consider all aspects of personal hygiene including hand hygiene, respiratory hygiene, protecting clothing, covering skin breaks and keeping hair away from face.</p> <p>2.3 Learners should look at the implications to food safety when personal hygiene is not maintained when handling food (including in preparation and serving).</p> <p>3.1 Learners should consider storage of <b>high-risk</b> foods, those in which bacteria multiply such as foods that are ready to eat or do not need cooking, Examples include cooked rice, shellfish, cooked meat/fish. Foods such as raw meat have the potential to contaminate other foods if not stored correctly. <b>Low risk</b> foods are those that do not support bacteria growth such as bread, cereals and dried pasta.</p> <p>4.1 Learners should outline how the main storage methods affect the nutritional value of food: freezing, refrigeration and dried products. Other methods include canning, pasteurisation, and chemical additives.</p> <p>5.2 Learners should consider how hygiene is maintained in the food work area to include surfaces, chopping boards, utensils and the kitchen environment.</p> <p>6.1–6.2 Learners should look at the equipment used to check temperatures, how it is used safely and safe cooking temperatures for different foods.</p> <p>7.1–7.2 Learners should be aware of the different aspects of food waste including hygiene, pest control and which food waste can be recycled.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• assignment</li><li>• research and commentary</li><li>• question and answer</li><li>• presentation or infographic</li></ul>

### Recommended assessment methods

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

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

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. (Grades are not awarded.)

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's (SSCs) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	N/A	Yes
B	Professional discussion	N/A	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council (SSC) or other assessment strategy/principles</li> </ul>	N/A	Yes
D	Learner's own work products	N/A	Yes
E	Learner log or reflective diary	N/A	Yes
F	Activity plan or planned activity	N/A	Yes
G	Observation of children, young people or adults by the learner	N/A	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	N/A	Yes
I	Recognition of prior learning	N/A	Yes
J	Reflection on own practice in real work environment	N/A	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
K	Written and pictorial information	N/A	Yes
L	Scenario or case study	N/A	Yes
M	Task set by CACHE (for knowledge learning outcomes)	N/A	Yes
N	Oral questions and answers	N/A	Yes

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

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

**\*\*Simulation.** A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### Assessment strategy

#### Knowledge learning outcomes

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

# Section 3

## Explanation of terms



## Explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

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

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 4

## Additional information

## Additional information

### Resource requirements

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

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### Learner's evidence tracking log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL, you can devise your own evidence tracking document instead.

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### Support for centres

#### Qualification factsheet

This document outlines the key information of this qualification for the centre, learner and employer.

#### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- British Nutrition Foundation: [www.nutrition.org.uk](http://www.nutrition.org.uk)
- Department of Health and Social Care: [www.gov.uk/government/organisations/department-of-health-and-social-care](http://www.gov.uk/government/organisations/department-of-health-and-social-care)
- Food Standards Agency: [www.food.gov.uk](http://www.food.gov.uk)
- NHS Choices: [www.nhs.uk/live-well](http://www.nhs.uk/live-well)
- NHS – Food Safety: [www.nhs.uk/live-well/eat-well/how-to-store-food-and-leftovers](http://www.nhs.uk/live-well/eat-well/how-to-store-food-and-leftovers) Change4Life: [www.nhs.uk/change4life](http://www.nhs.uk/change4life)
- Beat: [www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk)
- National Centre for Eating Disorders: [eating-disorders.org.uk](http://eating-disorders.org.uk)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources please see the additional and teaching materials sections on the qualification page on the NCFE website.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

### **Third-party products**

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Learning Curve Group
- Hallmark Education
- NCC Resources
- Creating Careers/Vision2Learn

For more information about these resources and how to access them, please visit the NCFE website.

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