

# Level 2 Awards in Food Safety and Nutrition (7155-01/02)

September 2011 Version 1.0



## Qualification at a glance

<b>Subject area</b>	Food Safety and Nutrition
<b>City &amp; Guilds number</b>	7155
<b>Age group approved</b>	14+
<b>Entry requirements</b>	None
<b>Assessment</b>	Portfolio of evidence/assignment
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings	7155-01	600/2715/0
Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings	7155-02	600/2716/2



# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Structure	5
<b>2</b>	<b>Centre requirements</b>	<b>6</b>
	Approval	6
	Resource requirements	6
	Candidate entry requirements	8
<b>3</b>	<b>Delivering the qualification</b>	<b>9</b>
	Initial assessment and induction	9
	Support materials	9
	Recording documents	9
<b>4</b>	<b>Assessment</b>	<b>10</b>
<b>5</b>	<b>Units</b>	<b>11</b>
<b>Unit 200</b>	<b>Principles of food safety when providing food and drink for individuals</b>	<b>12</b>
<b>Unit 201</b>	<b>Meet food safety requirements when providing food and drink for individuals</b>	<b>15</b>
<b>Unit 202</b>	<b>Support individuals to eat and drink</b>	<b>19</b>
<b>Unit 203</b>	<b>Contribute to promoting nutrition and hydration in health and social care settings</b>	<b>22</b>
<b>Unit 204</b>	<b>Contribute to promoting nutrition and hydration in early years and childcare settings</b>	<b>27</b>
<b>Unit 300</b>	<b>Promote nutrition and hydration in health and social care settings</b>	<b>32</b>
<b>Unit 301</b>	<b>Promote nutrition and hydration in early years and childcare settings</b>	<b>37</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>42</b>



# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	<p>These qualifications have been designed for all workers who have a role in the nutritional well-being of people in their care in a Health and Social Care or an Early Years and Childcare setting. Some of the tasks that these workers may perform in their current role will be:</p> <ul style="list-style-type: none"> <li>• assessing people's nutritional needs</li> <li>• prepare or deliver food to people who use services</li> <li>• assisting people who use services with their own preparation or consumption of food</li> <li>• contracting services</li> <li>• inspection and regulation.</li> </ul> <p>These qualifications aim to give workers in Health and Social Care or Early Years and Childcare settings an increased awareness of food safety issues as well as to introduce them to the concepts of nutrition and hydration.</p> <p>Typical job roles the workers might have would include:</p> <p>Care assistants/support workers/key workers in residential, domiciliary and day services</p> <p>Support workers in supported living projects</p> <p>Community-based care assistants, individuals working in specialist areas (dementia, learning disabilities, autistic spectrum conditions)</p> <p>First line supervisors and team leaders working at Level 3</p> <p>Unpaid carers wanting to improve their practice in order to enter the workforce</p> <p>Workers involved in the delivery of catering services in care settings.</p>
What do the qualifications cover?	<p>The qualifications cover the principles of food safety for workers providing food and drink for individuals, as well as the practical aspect of the provision of such services. They also cover the promotion of nutrition and hydration in Health and Social Care and Childcare settings.</p>
What opportunities for progression are there?	<p>These qualifications have been designed to provide an opportunity for specialist learning for all workers in Health and Social Care or Early Years and Childcare settings.</p>

## Structure

To achieve the **Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings**, learners must achieve a minimum of **2** credits from the units available.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
A/503/2495	200	Principles of food safety when providing food and drink for individuals	2
T/601/9450	201	Meet food safety requirements when providing food and drink for individuals	2

To achieve the **Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings**, learners must achieve **4** credits from the mandatory units plus a minimum of **4** credits from the optional units

Unit accreditation number	City & Guilds unit	Unit title	Credit Value
<b>Mandatory</b>			
T/601/9450	201	Meet food safety requirements when providing food and drink for individuals	2
M/601/8054	202	Support individuals to eat and drink	2
<b>Optional</b>			
L/503/2601	203	Contribute to promoting nutrition and hydration in health and social care settings	4
T/503/2494	204	Contribute to promoting nutrition and hydration in early years and childcare settings	4
T/503/2575	300	Promote nutrition and hydration in health and social care settings	4
A/503/2576	301	Promote nutrition and hydration in early years and childcare settings	4



## 2 Centre requirements

### Approval

If your centre is approved to offer the qualification 4227 or 4222 Level 2/3 Diplomas in Health and Social Care, you can apply for the new Level 2 Awards in Food Safety and Nutrition approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

### Resource requirements

#### Centre staffing

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Quality Assurer, but must never internally verify their own assessments.

#### Assessor requirements

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
  - D32//D33 or A1

- The AI replacements (eg City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
- Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Quality Assurer.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
  - Level 3 Award in Assessing Vocational Competence **or**
  - Level 3 Award in Assessing Vocationally Related Achievement **or**
  - Level 3 Certificate in Assessing Vocational Achievement **or**
  - Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Quality Assurer.

### Teachers, trainers and tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding . For further information visit **[www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)**
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

### 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 every day practice of staff.

## **Internal verifiers/Internal quality assurance**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements (eg the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Quality Assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

## **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

There are no age restrictions for these qualifications unless this is a legal requirement of the process or the environment.





### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

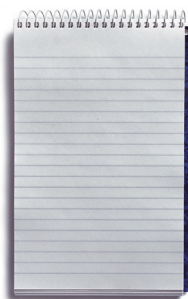
#### Support materials

Description	How to access
Assignment/Assessment guide for centres	Please see the Walled Garden
Assignment/Assessment guide for candidates	Please see the Walled Garden
Marking guide	Please see the Walled Garden
Fast track approval forms/generic fast track approval form	Please see the Walled Garden

#### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).



## 4 Assessment

Candidates must:

- successfully complete one assignment for unit 200
- have a completed portfolio of evidence for each unit

City & Guilds has written the following assessments to use with this qualification:

- assignment number 200

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

<b>Unit</b>	<b>Unit title</b>	<b>Assessment method</b>
200	Principles of food safety when providing food and drink for individuals	Assignment
201	Meet food safety requirements when providing food and drink for individuals	Portfolio

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

<b>Unit</b>	<b>Unit title</b>	<b>Assessment method</b>
201	Meet food safety requirements when providing food and drink for individuals	Portfolio
202	Support individuals to eat and drink	Portfolio
203	Contribute to promoting nutrition and hydration in health and social care settings	Portfolio
204	Contribute to promoting nutrition and hydration in early years and childcare settings	Portfolio
300	Promote nutrition and hydration in health and social care settings	Portfolio
301	Promote nutrition and hydration in early years and childcare settings	Portfolio



## 5 Units

### Availability of units

The following units are on The Register of Regulated Qualifications:  
<http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

### Summary of units

Unit	Unit title	Credits	QCF unit number (UAN)
200	Principles of food safety when providing food and drink for individuals	2	A/503/2495
201	Meet food safety requirements when providing food and drink for individuals	2	T/601/9450
202	Support individuals to eat and drink	2	M/601/8054
203	Contribute to promoting nutrition and hydration in health and social care settings	4	L/503/2601
204	Contribute to promoting nutrition and hydration in early years and childcare settings	4	T/503/2494
300	Promote nutrition and hydration in health and social care settings	4	T/503/2575
301	Promote nutrition and hydration in early years and childcare settings	4	A/503/2576

## Unit 200

## Principles of food safety when providing food and drink for individuals

<b>UAN:</b>	A/503/2495
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to HSC 213.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge required to meet food safety requirements when preparing, serving, clearing away and storing food.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of food safety measures when providing food and drink for individuals
<b>Assessment criteria</b>
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 <b>individuals</b> 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

<b>Learning outcome</b>
The learner will: 2. Know how to maintain hygiene when handling food and drink
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 3. Know how to meet safety requirements when preparing and serving food and drink for individuals
<b>Assessment criteria</b>
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 <b>others</b> 3.3 Describe how to serve food and drink in ways that minimise risks to own safety and that of others

<b>Learning outcome</b>
The learner will: 4. Know the safety requirements when clearing away food and drink
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 5. Know how to store food and drink safely
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome</b>
The learner will: 6. Know how to access additional advice or support about food safety
<b>Assessment criteria</b>
The learner can: 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 200

## Principles of food safety when providing food and drink for individuals

### Supporting information

#### Guidance

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

**Others** may include:

- The individual
- Friends and family of the individual
- Colleagues

## Unit 201

## Meet food safety requirements when providing food and drink for individuals

<b>UAN:</b>	T/601/9450
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to HSC 213.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food.

<b>Learning outcome</b>
The learner will: 1. Understand the importance of food safety measures when providing food and drink for individuals
<b>Assessment criteria</b>
The learner can: 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 <b>individuals</b> 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.

<b>Learning outcome</b>
The learner will: 2. Be able to maintain hygiene when handling food and drink
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. Be able to meet safety requirements when preparing and serving food and drink for individuals
<b>Assessment criteria</b>
The learner can: 3.1 describe practices to control hazards when preparing and serving food and drink 3.2 prepare food and drink in ways that minimise risks to own safety and that of <b>others</b> 3.3 serve food and drink in ways that minimise risks to own safety and that of others.

<b>Learning outcome</b>
The learner will: 4. Be able to meet safety requirements when clearing away food and drink
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 5. Be able to store food and drink safely
<b>Assessment criteria</b>
The learner can: 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.



<b>Learning outcome</b>
<p>The learner will:</p> <p>6. Know how to access additional advice or support about food safety</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <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>

## Unit 201

## Meet food safety requirements when providing food and drink for individuals

### Supporting information

#### Guidance

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

**Others** may include:

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

**Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.**

<b>UAN:</b>	M/601/8054
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to HSC 213, HSC 214.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

<b>Learning outcome</b>
The learner will: 1. Be able to support individuals to make choices about food and drink
<b>Assessment criteria</b>
The learner can: 1.1 establish with an <b>individual</b> the food and drink they wish to consume 1.2 encourage the individual to select <b>suitable options</b> 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.

<b>Learning outcome</b>
The learner will: 2. Be able to prepare to provide support for eating and drinking
<b>Assessment criteria</b>
The learner can: 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 <b>prepare to eat and drink</b> , in a way that meets their personal needs and preferences 2.4 provide suitable utensils to assist the individual to eat and drink.

<b>Learning outcome</b>
The learner will: 3. Be able to provide support for eating and drinking
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 4. Be able to clear away after food and drink
<b>Assessment criteria</b>
The learner can: 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 <b>active participation</b> 4.4 support the individual to make themselves clean and tidy after eating or drinking.

<b>Learning outcome</b>
The learner will: 5. Be able to monitor eating and drinking and the support provided
<b>Assessment criteria</b>
The learner can: 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 <b>agreed ways of working</b> .

# Unit 202                      Support individuals to eat and drink

## Supporting information

### Guidance

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

- Choosing where to eat
- Choosing with whom to eat
- Protecting clothes from potential spills
- Taking up a comfortable position.

**Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

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

## Unit 203

## Contribute to promoting nutrition and hydration in health and social care settings

<b>UAN:</b>	L/503/2601
<b>Level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	This unit is linked to This unit is linked to HSC 213.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development.
<b>Aim:</b>	This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in promoting health and wellbeing through nutrition, hydration and the following of a plan of care

<b>Learning outcome</b>
The learner will: 1. Know the principles of a balanced diet
<b>Assessment criteria</b>
The learner can: 1.1 Outline current government <b>nutritional guidelines</b> for a <b>balanced diet</b> 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 <b>health</b> and <b>wellbeing</b>

<b>Learning outcome</b>
The learner will: 2. Be able to work with others to plan and promote a balanced diet in health and social care settings
<b>Assessment criteria</b>
The learner can: 2.1 Outline the <b>factors</b> that may affect nutritional intake in <b>individuals</b> 2.2 Describe how a <b>healthy diet</b> can be adapted for <b>different groups</b> 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

#### **Learning outcome**

The learner will:

- 3. Understand the principles of hydration

#### **Assessment criteria**

The learner can:

- 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

#### **Learning outcome**

The learner will:

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

#### **Assessment criteria**

The learner can:

- 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

#### **Learning outcome**

The learner will:

- 5. Know how to prevent malnutrition

#### **Assessment criteria**

The learner can:

- 5.1 List the signs of malnutrition
- 5.2 Describe the **risk factors** that may lead to malnutrition
- 5.3 Outline ways of increasing nutritional density of foods and drinks through **fortification**
- 5.4 Outline appropriate use of **nutritional supplements**

#### **Learning outcome**

The learner will:

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

#### **Assessment criteria**

The learner can:

- 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 <b>plan of care</b> when supporting an individual

<b>Learning outcome</b>
The learner will: 7. Know the importance of special dietary requirements in health and social care settings
<b>Assessment criteria</b>
The learner can: 7.1 Identify instances where individuals have <b>special dietary requirements</b> 7.2 Outline <b>special diets</b> 7.3 Outline the potential risks of not following a special diet



## Unit 203

# Contribute to promoting nutrition and hydration in health and social care settings

## Supporting information

### Guidance

**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
- people of different genders
- people with health problems
- people with dementia
- people with disabilities
- people with learning disabilities
- people from different cultures
- vegetarians and vegans etc

**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

**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 & vegetables
- Low consumption of red meat & fatty foods
- Meals based on starch foods
- Raw foods & whole grains are preferred to processed or refined foods

- Protein primarily from fish, dairy products, nuts
- Low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages
- Low consumption of alcohol
- Drinking plenty of water
- Organic and/or unprocessed foods–ie, produced without pesticides and chemical preservatives

**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, GP's, dieticians, speech and language therapist 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

## Unit 204

## Contribute to promoting nutrition and hydration in early years and childcare settings

<b>UAN:</b>	T/503/2494
<b>Level:</b>	Level 2
<b>Credit value:</b>	4
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	This unit is linked to NOS CCLD 28, CCLD 307.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skill for Care and Development.
<b>Aim:</b>	This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration.

<b>Learning outcome</b>
The learner will: 1. Know the principles of a balanced diet for children
<b>Assessment criteria</b>
The learner can: 1.1 Outline current government <b>nutritional guidelines</b> 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 <b>balanced diet</b> 1.5 Explain the impact of poor diet on <b>health</b> and <b>wellbeing</b>

<b>Learning outcome</b>
The learner will: 2. Be able to work with others to plan and promote a balanced diet for children
<b>Assessment criteria</b>
The learner can: 2.1 Outline the <b>factors</b> that may affect nutritional intake in children 2.2 Describe how a <b>healthy diet</b> 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

**Learning outcome**

The learner will:

3. Understand the principles of hydration for babies and children

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

4. Be able to promote hydration in babies or children

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

5. Know how to prevent malnutrition in babies and children

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. Know the principles of infant feeding

**Assessment criteria**

The learner can:

6.1 Compare the benefits of breast feeding and infant formula feeding

6.2 Outline current **UN and national guidance** on breast feeding

6.3 Outline current national guidance on the introduction of solid foods

6.4 Identify suitable choices of foods and drinks for weaning

<b>Learning outcome</b>
<p>The learner will:</p> <p>7. Know the importance of special dietary requirements for babies and children</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>7.1 Identify circumstances where babies or children have <b>special dietary requirements</b></p> <p>7.2 Outline <b>special diets</b></p> <p>7.3 Outline the potential risks of not following a special diet</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>8. Be able to carry out role in monitoring nutrition and hydration for babies or children</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>8.1 Outline own responsibilities in relation to monitoring nutrition and hydration</p> <p>8.2 Complete records for the monitoring of nutrition and hydration in line with agreed ways of working</p> <p>8.3 Explain actions to take when there are concerns about the nutrition and hydration of babies or children</p>

## Unit 204

# Contribute to promoting nutrition and hydration in early years and childcare settings

## Supporting information

### Guidance

**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** 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 breast feeding 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

## Unit 300

## Promote nutrition and hydration in health and social care settings

<b>UAN:</b>	T/503/2575
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to NOS HSC 213.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skill for Care and Development.
<b>Aim:</b>	This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in planning and promoting health and wellbeing through nutrition and hydration. It covers nutritional monitoring and screening and develops an understanding of the roles and responsibilities of other key professionals.

<b>Learning outcome</b>
The learner will: 1. Understand what makes up a balanced diet
<b>Assessment criteria</b>
The learner can: 1.1 Define the main food groups 1.2 Identify sources of essential nutrients 1.3 Explain the role of essential nutrients for health 1.4 Evaluate the impact of poor diet on <b>health</b> and <b>wellbeing</b> 1.5 Explain what adaptations to a <b>balanced diet</b> may be required for <b>different groups</b>

<b>Learning outcome</b>
The learner will: 2. Understand nutritional guidelines
<b>Assessment criteria</b>
The learner can: 2.1 Summarise current national <b>nutritional guidelines</b> for a balanced diet 2.2 Explain how to access additional support and information relating to nutrition and hydration



<b>Learning outcome</b>
The learner will: 3. Be able to promote nutrition in health and social care settings
<b>Assessment criteria</b>
The learner can: 3.1 Explain the importance of a balanced diet 3.2 Demonstrate how to plan an appropriate balanced diet with an <b>individual</b> 3.3 Demonstrate how to promote an appropriate balanced diet with an individual 3.4 Evaluate the effectiveness of different ways of promoting healthy eating

<b>Learning outcome</b>
The learner will: 4. Be able to promote hydration in health and social care settings
<b>Assessment criteria</b>
The learner can: 4.1 Explain the importance of hydration 4.2 Describe signs of dehydration 4.3 Demonstrate ways to support and promote hydration with individuals 4.4 Evaluate the effectiveness of different ways of supporting and promoting hydration

<b>Learning outcome</b>
The learner will: 5. Understand how to prevent malnutrition in health and social care settings
<b>Assessment criteria</b>
The learner can: 5.1 Describe the <b>factors</b> that may affect nutritional intake 5.2 Describe the <b>risk factors</b> that may lead to malnutrition 5.3 Describe the signs of malnutrition 5.4 Explain ways of ensuring foods and drinks have increased nutritional density through <b>fortification</b> 5.5 Describe the appropriate use of <b>nutritional supplements</b>

<b>Learning outcome</b>
The learner will: 6. Be able to carry out nutritional screening in health and social care settings
<b>Assessment criteria</b>
The learner can: 6.1 Describe the purpose of <b>nutritional screening</b> 6.2 Carry out nutritional screening

- |   |
|---|
| 6.3 Implement the actions identified by nutritional screening<br>6.4 Monitor, record and review the actions taken following nutritional screening |
|---|

<b>Learning outcome</b>
-------------------------

The learner will:
-------------------

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

<b>Assessment criteria</b>
----------------------------

The learner can:
------------------

- |   |
|---|
| 7.1 Describe the roles and responsibilities of <b>others</b> in assessing and managing the nutritional and hydration needs with individuals |
| 7.2 Explain ways in which nutrition and hydration can be monitored  |
| 7.3 Monitor and record nutrition and hydration of an individual in accordance with their <b>plan of care</b>                                |

<b>Learning outcome</b>
-------------------------

The learner will:
-------------------

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

<b>Assessment criteria</b>
----------------------------

The learner can:
------------------

- |   |
|---|
| 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 <b>special dietary requirements</b>                                  |
| 8.4 Explain why it is important for individuals with special dietary requirements to follow special diets |

## Unit 300

## Promote nutrition and hydration in health and social care settings

### Supporting information

#### Guidance

**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
- people of different genders
- people with health problems
- people with dementia
- people with disabilities
- people with learning disabilities
- people from different cultures
- vegetarians and vegans etc

**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** 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 therapist 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

## Unit 301

## Promote nutrition and hydration in early years and childcare settings

<b>UAN:</b>	A/503/2576
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	32
<b>Relationship to NOS:</b>	This unit is linked to NOS CCLD 307.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Care and Development
<b>Aim:</b>	This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration

<b>Learning outcome</b>
The learner will: 1. Understand the principles of a balanced diet for children
<b>Assessment criteria</b>
The learner can: 1.1 Describe current government <b>nutritional guidelines</b> for a <b>balanced diet</b> for children 1.2 Define the main food groups 1.3 Identify sources of essential nutrients 1.4 Explain the importance of a balanced diet 1.5 Evaluate the impact of poor diet on <b>health</b> and <b>wellbeing</b> 1.6 Explain how dietary requirements change across the span of the early years

<b>Learning outcome</b>
The learner will: 2. Be able to plan and promote a balanced diet for children
<b>Assessment criteria</b>
The learner can: 2.1 Evaluate the <b>factors</b> that may affect nutritional intake 2.2 Explain how a <b>healthy diet</b> 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

**Learning outcome**

The learner will:

3. Understand the principles of hydration for babies and children

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

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

**Assessment criteria**

The learner can:

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

**Learning outcome**

The learner will:

6. Understand the principles of infant feeding

**Assessment criteria**

The learner can:

6.1 Compare the benefits of breast feeding and infant formula feeding

6.2 Explain current **UN and national guidance** on breast feeding

6.3 Describe current national guidance on the introduction of solid foods

6.4 Discuss suitable choices of foods and drinks for weaning

<b>Learning outcome</b>
The learner will: 7. Understand the importance of special dietary requirements for babies and children
<b>Assessment criteria</b>
The learner can: 7.1 Explain circumstances where babies or children have <b>special dietary requirements</b> 7.2 Describe <b>special diets</b> 7.3 Analyse the potential risks of not following a special diet

<b>Learning outcome</b>
The learner will: 8. Be able to contribute to the monitoring of nutrition and hydration for babies or children
<b>Assessment criteria</b>
The learner can: 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 301

## Promote nutrition and hydration in early years and childcare settings

### Supporting information

#### Guidance

**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** 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 breast feeding 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



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

**City & Guilds**  
Believe you can



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

---

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

---

### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

---

### Centres

Exam entries, Certificates,  
Registrations/enrolment,  
Invoices, Missing or late exam  
materials, Nominal roll reports,  
Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

---

### Single subject qualifications

Exam entries, Results,  
Certification, Missing or late exam  
materials, Incorrect exam papers,  
Forms request (BB, results entry),  
Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

---

### International awards

Results, Entries, Enrolments,  
Invoices, Missing or late exam  
materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

---

### Walled Garden

Re-issue of password or  
username, Technical problems,  
Entries, Results, e-assessment,  
Navigation, User/menu option,  
Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

---

### Employer

Employer solutions, Mapping,  
Accreditation, Development  
Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

---

### Publications

Logbooks, Centre documents,  
Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

## **About City & Guilds**

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

## **Copyright**

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)844 543 0000**

**F +44 (0)20 7294 2413**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**WW-01-7155**