

# Entry Level Certificate in Food Studies (Entry 2)

Centre/assessor guide (3340)



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# **Entry Level Certificate in Food Studies (Entry 2)**

**Centre/assessor guide (3340)**

**July 2003**

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# Guidance for centres

## 1 General

Centres should ensure that they hold the relevant City & Guilds documentation to offer this scheme. For details about Centre and Scheme approval, centres should refer to the guidance document entitled *Providing City & Guilds Qualifications* and for specific information about assessment for candidates with particular requirements centres should refer to the document entitled *Access to Assessment*. Both of these documents are available from Publication Sales.

## 2 The qualification

This qualification is designed to ensure that candidates are able to prepare, cook and present meals for a variety of occasions. It bridges the gap between domestic cooking and the skills and knowledge required for employment within the catering industry. It is suitable for candidates from all backgrounds and is appropriate for adults as well as young people. Candidates may have a range of learning and physical disabilities and some may require support.

There are no specific entry requirements for this qualification. Centres should undertake a skill scan for all prospective candidates (see skill form appendix 1). These forms have been devised to be used at the recruitment stage ie centres should use them to determine what level of qualification would be most suitable for the prospective candidate based on their prior knowledge and skill level. Assessors should link the candidates' previous experience to relevant units within the qualification and determine which units will need reinforcing with individual candidates. This will inform the assessors when devising individual learning plans for candidates. The comment box on further training/experience should be completed and the skill scan may be photocopied should assessors wish to complete an individual one for each unit of the qualification. It is important that the centre identifies the candidates' individual needs and that adequate resources are provided in terms of equipment, facilities and staffing levels for all candidates.

Candidates should undergo a thorough induction to the scheme and to the catering/kitchen environment in which they will be undertaking the practical requirements of the scheme.

Centres should devise their own scheme of work to ensure that all practical and theory aspects of the assessments have been covered and practised by the candidates. The scheme of work should reflect the content of the units as stated in the syllabus as well as the assessments.

**The recommended minimum learning hours for candidates undertaking this award is 180 hours.**

## 3 Progression

This qualification is designed to ensure that candidates are able to prepare, cook and present meals for special events or occasions demonstrating appropriate skills and knowledge. It bridges the gap between domestic cooking and the skills and knowledge required for employment within the catering industry.

The City & Guilds Certificate in Food Studies is split into two awards which will allow candidates to progress from entry 1 to entry 2. However, candidates may enter directly on to the qualification at entry 2 dependent on an initial skill level assessment carried out by the centre. Candidates will be certificated separately for these awards.

Assessors should note that should candidates progress from entry level 1 to entry level 2 the following units contain some overlaps.

Unit 101 and unit 102 health and safety  
Unit 102 and unit 202 use of kitchen equipment

Assessors/tutors should note however that these units have been designed to ensure that candidates develop and show progression of their knowledge and skills in these areas. For example in unit 101 candidates are expected to recognise key kitchen hazards whereas in unit 201 they are expected to recognise the hazards and demonstrate the correct procedures to deal with them.

**This course has been designed to reflect the demands of the National Qualification Framework at entry level 2.**

Some candidates may progress to the City & Guilds Certificate in Hospitality and Catering (entry 3).

## 4 Links to other qualifications

The award will be suitable for candidates in full/part time education, those in care homes or those attending day centres. It may be offered as a discrete course or it may be offered as part of a more general living skills course alongside appropriate basic skills.

Candidates may be able to access the Foundation Food Hygiene certificate (see resource list appendix 3).

The importance of safe working practices, and the demands of the Health and Safety at Work (HASAW) Act 1974 must be stressed. This will include directives from Brussels for the European Union. Candidates have responsibilities for maintaining the safety of others as well as their own.

Candidates may be able to access a suitable Health & Safety qualification (see resource list appendix 3).

### Links to Basic Skills Core Curriculum

Each unit and assessment of the City & Guilds Entry Level Certificate in Food Studies Entry 2 (3340) identifies opportunities for the development of the Core Curriculum Standards for Adult Literacy. The summary chart below highlights opportunities for development of those skills **at the same level** as the 3340 award.

### Core Curriculum Adult Literacy Signposting

Unit number	Speaking and listening			Reading			Writing		
	Listen and respond (SLr/E2)	Speak to communicate (SLc/E2)	Engage in discussion (SLd/E2)	Read and understand text (Rt/E2)	Read and understand sentence (Rs/E2)	Read and understand word (Rw/E2)	Write to communicate text (Wt/E2)	Write to communicate sentence (Ws/E2)	Write to communicate word (Ww/E2)
201	✓	✓	✓			✓			✓
202	✓	✓				✓			
203			✓			✓			
204					✓	✓			✓
205			✓			✓		✓	✓
206	✓	✓	✓			✓			✓
Assessment 1	✓	✓	✓						✓
Assessment 2	✓	✓			✓	✓			✓
Assessment 3			✓		✓	✓			✓



### Links to Basic Skills Core Curriculum

Each unit and assessment of the City & Guilds Entry Level Certificate in Food Studies Entry 2 (3340) identifies opportunities for the development of the Core Curriculum Standards for Adult Numeracy. The summary chart below highlights opportunities for development of those skills **at the same level** as the 3340 award.

### Core Curriculum Adult Numeracy Signposting

Unit number	Number		Measure shape and space		Handling data
	Whole numbers (N1/E2)	Fractions, decimals and percentages (N2/E2)	Common measures (MS1/E2)	Shape and space (MS2/E2)	Data and statistical measures (HD1/E2)
201					
202					
203	✓		✓		✓
204	✓	✓	✓		✓
205	✓	✓	✓		✓
206	✓	✓	✓	✓	
Assessment 1	✓	✓	✓		
Assessment 2	✓	✓	✓		✓
Assessment 3	✓	✓	✓	✓	✓

## 5 Assessment centres

City & Guilds qualifications may only be offered by organisations specifically approved to do so. These are known as ‘approved centres’. Approval is open to a variety of organisations: a centre may be a single (large or small) employer, an education/training organisation, employing and training organisations acting together, or groups of small employers combining to offer assessment.

Any organisation applying for approval as an assessment centre will have to satisfy City & Guilds that it can meet rigorous requirements including the provision of:

- Adequate resources
- Clear management and information systems
- Effective assessment and quality assurance procedures

Once a centre has been approved by City & Guilds and has established the effectiveness of its general systems, processes and procedures it will not normally be required to provide this information again. If it wishes to add further qualifications to its provision it need only provide evidence of its scheme-specific assessment resources.

## 6 The assessment process

A formal assessment is compulsory. This assessment is synoptic, but is divided into three parts to allow it to be taken over three sessions. All assessments and assessment criteria will be designed by City & Guilds and administered by the centre.

In order to achieve the City & Guilds Entry Level Certificate in Food Studies candidates will be assessed on their practical skills on three occasions throughout the course, with theory being tested through the use of oral/pictorial questions. Candidates should compile an evidence portfolio to demonstrate theory throughout the course. This could be pictorial, photographs, handouts, worksheets, collages and evaluation sheets.

The practical and theory assessments are set by City & Guilds and accompanied by a marking scheme. There will be three assessment sessions. Centres will internally mark the assessments, which will be moderated by the external verifier during their visit.

The assessments should show the candidates improving their skills, abilities and independence throughout the course. The assessment requirements should be flexible in order to enable them to be matched to individual candidate needs. Where possible the integration of basic skills such as the City & Guilds Certificate in adult literacy and numeracy should be included in the programme along with a suitable Health & Safety and Food Hygiene qualification. Where appropriate, use of evidence such as pictorial, videoing, photographic and the use of IT should be encouraged.

Assessments will be set by City & Guilds, internally marked by the centre and moderated by the external verifier. The external verifier must visit the centre during the final practical assessment.

### Objectives

In order to gain the Certificate the candidates will be expected to complete six units. Successful completion of these units will ensure that the candidate will achieve the following six outcomes:

- 1 Candidates will be able to understand and follow basic health and safety and hygiene rules
- 2 Candidates will be able to demonstrate the use of basic kitchen equipment
- 3 Candidates will be able to demonstrate an awareness of balanced diets
- 4 Candidates will be able to undertake a shopping trip (accompanied) and be able to store food appropriately
- 5 Candidates will be able to demonstrate practical skills related to the preparation and cooking of food
- 6 Candidates will be able to prepare cook and present meals or snacks for a variety of occasions.

## 7 Quality assurance

Quality assurance includes initial centre approval, scheme approval, the centre’s own procedures for monitoring quality and City & Guilds’ ongoing monitoring by an external verifier. Details of the City & Guilds’ criteria and procedures can be found in *Providing City & Guilds Qualifications – a guide to centre and scheme approval*.

### The assessor

The assessor or teacher should hold a relevant teaching qualification such as the NVQ in Further and Adult Education Teachers certificate or the Certificate in Teaching Adult Learners or a relevant teaching qualification for schools. Assessors should have relevant practical skills appropriate to the hospitality and catering industry as well as a relevant current food hygiene qualification. Among other things the assessor must keep records of the candidates’ progress, in the form of observations, assessment decisions, assignment tracking sheets. Some example forms for recording this information are included in appendix 2.

### The Quality assurance co-ordinator

All schemes must be quality assured. The quality assurance co-ordinator must have a broad based knowledge of the industry.

Among other things the quality assurance co-ordinator must keep records of the candidates' progress, assessment decisions, what is to be sampled, what has been sampled. Some example forms for recording this information are included in appendix 2.

### The external verifier

On approval to offer the scheme the centre will be notified of the name of the external verifier, who will liaise with the co-ordinator on all matters relating to the scheme. Following approval the external verifier will visit the centre on a regular basis to ensure that centre and scheme operation continues to meet the required standards. It should be noted, however, that external verification visits will usually be undertaken only if candidates have been registered for the scheme concerned.

The external verifier must visit the centre on the day of the final practical assessment. This assessment should demonstrate the full range of skills and knowledge that the candidate has acquired during the course.

The external verifier will also confirm the grades awarded to candidates and ensure that the marking has been consistent across all the assessment sessions. An external verification report form will be completed at the end of the visit in line with City & Guilds procedures.

On each verification visit, the external verifier will

- Check whether there have been any changes affecting centre information previously provided
- Check the action plan agreed on the previous visit has been implemented
- Review quality assurance procedures
- Observe assessments in progress and sample candidates' assessment evidence
- Advise on interpretation/implementation of the scheme standards
- Develop a new action plan and complete a report, a copy of which will be left at the centre

It is particularly important that there should be good communication between the centre and the external verifier. The external verifier will tell the centre how and where s/he can be notified of any changes in the operation of the scheme as soon as possible.

## 8 Scheme administration

### The Directory

City & Guilds issues to all centres a copy of the *Directory of Assessments and Awards*, which contains details of all awards offered. It contains the general regulations under which all schemes operate and includes operational information for each, such as forms required for registration and entry and fee codes and values. Centres should ensure that the person designated City & Guilds Centre co-ordinator has a copy of the directory and is familiar with the detailed regulations and administrative procedures.

### Registrations and certification

- Candidates must be registered at the beginning of their course. Centres should submit registration using Form S (Registration), under scheme/complex number 3340-02.
- When assignments have been successfully completed, candidate results should be submitted on Form S (Results submission). Centres should note that results will **not** be processed by City & Guilds until verification records are complete.
- Candidates achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving the number and combination of assessment components required for the Certificate will, in addition, be issued a Certificate.
- Full details on all the above procedures, together with dates and times of written tests will be found in the *Directory of Vocational Awards* published annually by City & Guilds. This information also appears on City & Guilds Web site <http://www.city-and-guilds.co.uk>.

### Candidates with particular requirements

Guidance for candidates with particular requirements can be obtained in the *Access to Assessment – candidates with particular requirements* document, which can be obtained from the Publications Sales department. Where adaptations/support are required relating to any assessment, centres should follow the guidance contained in this document carefully.

### Regional offices

City & Guilds has a number of regional offices which serve the needs of the local centres. They have a customer service focus and should be centres' first point of contact for general information and advice. They are also set up to manage the allocation of external verifiers and to deal with problems arising from quality issues. A list of regional offices can be found on the City & Guilds website [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk). It is important for centres to know where their local contacts may be found.

### Co-ordinated mailings

City & Guilds has established a co-ordinated mailing programme to provide centres with a more structured form of communication and to ensure communications are targeted at the most appropriate person. Mailings are despatched on the second Wednesday of the month and sent to the named person at each centre who has responsibility for internal distribution. Centres receive the information that is relevant to the schemes for which they are approved, but are also sent a summary listing so that they are aware of other developments.

### Results processing queries

Queries in connection with the processing of registrations or certification requests should be directed to the Entries and Results Processing department. It is essential that the allocated centre number be quoted for all enquiries.

### Other queries

Type of query	Should be directed to
General queries on City & Guilds products and services	Customer service enquiry unit
Centre scheme approval Verification issues or queries on operation of the scheme	City & Guilds regional offices or External Verifier
Use of documentation	City & Guilds regional offices or External Verifier
Content of standards	Quality assurance co-ordinator in the first instance then EV, awarding body, standards setting body

## 9 The wider curriculum

Delivery of this scheme can contribute to learners' understanding of spiritual, moral ethical and social issues in the following manner:

**Spiritual:** spiritual issues can be raised when learning how to work in a team and developing communication skills.

**Moral/ethical:** appreciating religious beliefs and gender issues can lead to discussions on moral/ethical issues. Candidates will need to be aware of the importance of health safety and hygiene and their moral responsibility when providing food in a catering/kitchen environment.

**Social:** there is a requirement throughout this qualification for candidates to interact with others, their peers, assessors/teachers and supervisors.

**European:** candidates will need to be aware of relevant European health, safety and hygiene regulations.

# Syllabus

Candidates must complete all of the following units.

## **Unit 201 – Health, safety and hygiene**

- Understand and follow basic hygiene and safety rules in the kitchen
- Recognise hazards in the kitchen

## **Unit 202 – Demonstrate the use of basic kitchen equipment**

- Select appropriate equipment and use safely and hygienically
- Clean work area and equipment

## **Unit 203 – Demonstrate an awareness of balanced diets**

- Identify the five main food groups
- Be able to describe the reasons for and requirements of differing dietary needs

## **Unit 204 – Adopt a practical approach to shopping and food storage**

- Understand and experience shopping
- Correctly store a range of food products

## **Unit 205 – Demonstrate practical skills related to the preparation and cooking of food**

- Prepare basic food using a variety of methods
- Cook basic food using a variety of methods

## **Unit 206 – Prepare cook and present meals or snacks for a variety of occasions**

- Prepare meals for special occasions
- Presentation of meal

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# Unit 201

## Health, safety and hygiene

To achieve this unit, candidates must be able to understand and follow basic health and safety and food hygiene rules. This will be demonstrated through both practical and theory assessment requirements. For example the importance of hand washing, personal hygiene, protective clothing and the use of coloured waterproof plasters to cover cuts and grazes.

Candidates should recognise what constitute hazards within a kitchen/catering environment and the importance of correct procedures to deal with hazards such as wet or slippery floors and surfaces. Candidates should be aware of hazards associated with lifting and carrying kitchen equipment and utensils, for example saucepans containing hot items and sharp knives. Assessors should ensure that candidates demonstrate the correct procedures for handling these items, for example, warning others when carrying saucepans containing hot items and carrying a knife blade pointing downwards.

Many of the candidates undertaking this qualification will not have spent time in a kitchen/catering environment before and it is particularly important that assessors discuss with the candidates the type of behaviour that could constitute a hazard within a kitchen, for example running, shouting and disruptive behaviour.

### The candidates must:

- Understand and follow basic health and safety rules in the kitchen
- Recognise and deal with hazards in the kitchen
  - > hot items
  - > sharp items
  - > wet surfaces
  - > slippery surfaces
  - > obstacles
  - > incorrect lifting and carrying
  - > dangers of inappropriate and reckless behaviour
- Understand and follow basic hygiene and safety rules in the kitchen
  - > hand washing
  - > hair
  - > suitable protective clothing and flat closed in shoes
  - > nail varnish
  - > personal habits
  - > jewellery
  - > cuts

# Unit 202

## Demonstrate the use of basic kitchen equipment

During this unit the candidates should correctly select and demonstrate the use of basic kitchen equipment and utensils to undertake a given task within a kitchen. It should be noted that there are adapted equipment and utensils available to candidates with physical disabilities. The centre should ensure that candidates can be provided with the appropriately adjusted equipment and utensils for their own needs, see appendix 3 for a resource list.

Whilst undertaking this unit, candidates should apply their knowledge and skills of safe and hygienic working practices to ensure both equipment and work areas are cleaned to meet the standards of Food Safety and Health & Safety legislation.

Assessors should ensure that candidates not only use the correct equipment and utensils but that they demonstrate that they are using them as they would in a professional environment. The use of correct knife skills should be encouraged from the outset and where appropriate assessors should demonstrate the correct use of knives to the candidates

### The candidates must:

- Select appropriate equipment and use safely and hygienically
  - > knives
  - > tin opener
  - > hand mixer
  - > kettle
  - > toaster
  - > bowls
  - > peeler
  - > chopping boards
  - > baking trays
  - > graters
  - > weighing and measuring equipment
  - > sieves
  - > saucepans
  - > frying pans
  - > spoons – wooden, spatula, tablespoon, teaspoon
- Clean work area and equipment
  - > wash, dry and put away dishes and utensils
  - > wash and clean equipment
  - > rinse sinks
  - > wipe down surfaces
  - > use suitable cleaning agents
  - > ensure debris cleaned from floor



# Unit 203

## Demonstrate an awareness of balanced diets

To achieve this unit, candidates will be required to identify the five main food groups and be able to relate the ingredients that they use in their assessment to these five groups. The candidate's knowledge of the five main groups is to be extended to be able to identify dietary requirements for special diets. Candidates should be able to demonstrate the difference between healthy and unhealthy foods and diets.

### The candidates must:

- Identify the five main food groups
  - > bread, cereal and potatoes
  - > fruit and vegetables
  - > milk and dairy foods
  - > meat, fish and alternatives
  - > fatty and sugary foods
- Identify dietary needs
  - > low fat
  - > vegetarian
  - > diabetic
  - > gluten free
  - > nut allergy

# Unit 204

## Adopt a practical approach to shopping and food storage

To achieve this unit candidates will be expected to be able to plan and prepare lists of ingredients for the assessments, this will include visits to purchase ingredients. These visits will encourage the development of numerical skills through money handling and identifying quantities required for the assessments.

Assessors should take the opportunity of shopping trips to develop candidates' knowledge and skills associated with costing and comparing fresh and convenience ingredients.

This unit also requires candidates to demonstrate their understanding and practical application of food storage procedure in line with accepted food safety rules in a kitchen/catering environment. Candidates will be expected to describe the correct storage requirements for a range of food products, for example frozen, fresh, chilled, dried and tinned. These food safety rules should include candidates' understanding of *best before* and *use by* dates.

### The candidates must:

- Plan and prepare for a shopping expedition
- Go shopping
  - > shopping lists (could be illustrated)
  - > supermarkets
  - > small shops
  - > market
- Correctly store foods
  - > perishable
  - > dried
  - > tinned
  - > frozen
  - > pre-prepared and convenience
  - > fresh fruit and vegetables

# Unit 205

## Demonstrate practical skills related to the preparation and cooking of food

During this unit, candidates will be expected to demonstrate their understanding and skills associated with preparing and cooking food. This unit will require candidates to demonstrate knowledge and skills acquired in units 201 (health, safety and hygiene) and unit 202 (use of equipment).

Assessors should expect candidates to demonstrate correct food storage procedures during the preparation and cooking of food. Candidates will be required to present food that has been cooked to the correct degree, for example chicken thoroughly cooked, not pink.

This unit also requires candidates to develop a work schedule approach to the preparation and cooking of food.

### The candidates must:

- Prepare basic food using a variety of methods
  - > chopping
  - > slicing
  - > peeling
  - > whisking
  - > creaming
  - > sieving
  - > rolling
  - > grating
  - > rubbing-in
- Cook basic food using a variety of methods
  - > baking
  - > boiling
  - > grilling
  - > frying (shallow and stir)
  - > microwaving

# Unit 206

## Prepare cook and present meals or snacks for a variety of occasions

To achieve this unit candidates will be required to select suitable tableware to present their finished dishes, for example plates, glasses and cutlery which are clean and free from damage.

The candidate's presentation skills will be further extended to demonstrate suitable table settings for the occasion that the candidate selects for Assessment 3; this may include a table decoration or menu.

Candidates will also be required to demonstrate their skills relating to adjusting seasonings, for example dishes not containing too much salt or sugar.

During this unit assessors should ensure candidates are able to present snacks and meals on plates to an acceptable standard, for example smears of cooked food on plates are wiped off.

During this unit candidates should be encouraged to present snacks and meals demonstrating their skills and knowledge of suitable portion control.

### The candidates must:

- Prepare meals for special occasions
  - > suitable table settings for special occasion/event
  - > correct use of tableware – plates/bowls/cutlery/glasses
  - > appearance of food on the plate
  - > correct portion sizes
  - > seasoning
  - > taste

# Assessments

In order to achieve the City & Guilds Entry Level Certificate in Food Studies candidates will be assessed on their practical skills on three occasions throughout the course, with theory being tested throughout by the use of oral/pictorial questions. Candidates should compile an evidence portfolio to demonstrate theory throughout the course. Candidate portfolios must include work undertaken throughout the course. This could be pictorial, photographs, handouts, worksheets, collages and evaluation sheets.

There are three assessment sessions throughout this course which cover all the units. Therefore assessors should note that more than one unit may be covered within each assessment session.

A formal assessment is compulsory. This assessment is synoptic but is divided into three parts to allow it to be taken over three sessions. All assessment sessions and assessment criteria will be designed by City & Guilds and administered by the centre. The three assessments should show progression and development of candidate skills and knowledge. The centre should ensure that assessments are planned in advance and carried out throughout the scheme according to individual candidates' needs.

The final assessment session should be moderated by the external verifier and the centre should notify their external verifier of planned assessment dates, using Form 3340-002/ASS (see page 21).

The external verifier must visit the centre on the day of the final practical assessment. This assessment is designed to allow the candidate to demonstrate the full range of skills and knowledge that they have acquired during the course.

The external verifier will monitor the quality assurance systems within the centre. The external verifier will also confirm the grades awarded to each candidate and ensure that the marking has been consistent across all the assessment sessions. An external verification report form will be completed at the end of the visit in line with City & Guilds procedures.

On each verification visit, the external verifier will

- Check whether there have been any changes affecting centre information previously provided
- Check the action plan agreed on the previous visit has been implemented
- Review internal verification procedures
- Observe assessments in progress and sample candidates' assessment evidence
- Advise on interpretation/implementation of the scheme standards
- Examine all candidate portfolios
- Develop a new action plan and complete a report, a copy of which will be left at the centre.

It is particularly important that there should be good communication between the centre and the external verifier. The external verifier will tell the centre how and where s/he can be notified of any changes in the operation of the scheme as soon as possible.

Group work is not suitable for assessment purposes in this scheme.

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3340 Certificate in Food Studies

To be completed by Centre and sent to external verifier

Centre name \_\_\_\_\_

Centre no \_\_\_\_\_ Telephone no \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Contact \_\_\_\_\_ Designation \_\_\_\_\_

Estimated number of students for assessment \_\_\_\_\_

Estimated date of assessment 3340-002

Assessment 1 \_\_\_\_\_

Assessment 2 \_\_\_\_\_

Assessment 3 \_\_\_\_\_

EV to visit on final practical assessment \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

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# Assessment 1

## Practical assessment

Applying their knowledge of working hygienically and safely, candidates must select and prepare a sandwich or light snack and a hot or cold drink for themselves. Examples to include:

- Filled sandwich, roll, pitta, baguette
- Toasted sandwich
- Baked potato with filling
- Cheese/beans/spaghetti on toast

Candidates should compile a list of ingredients to be given to the assessor prior to the practical session.

- Ingredient list contains correct quantities required to complete the assessment

Candidates should demonstrate personal hygiene procedures

- Change into protective clothing
- Change into flat closed shoes
- Hair worn as appropriate eg long hair tied back
- Remove jewellery
- Cover cuts with coloured waterproof plaster
- Wash hands

Candidates should recognise and deal with (practical assessment)

- Health & safety hazards
- Spillages

Candidates must demonstrate correct food storage.

Candidates must demonstrate **five** cleaning activities:

- Wash, dry and store utensils
- Clean equipment
- Use suitable cleaning agents
- Wipe down surfaces
- Ensure debris cleaned from floor

## Theory assessment

Candidates must identify **seven** hygiene problems and safety hazards in a kitchen. This can be demonstrated via a picture or drawing.

Candidates must show how they would deal with seven hazards in the kitchen. Examples of the types of hazards that could be included are:

- Water spilt on the floor
- Sharp kitchen knife left on the table
- Electric lead to kettle hanging over the cooker
- Pan handles projecting over front of cooker
- Incorrectly lifting large/heavy item of equipment
- Dirty dishcloth left in the sink
- Saucepan left out and not cleaned properly
- Spillage on the cooker hob
- A cut on the finger left uncovered
- Oven cloth near gas cooker hob

## Assessor guidance notes

Candidates with special assessment requirements may respond to oral questioning or use a computer-aided programme.

Assessors should ensure that candidates are made aware of the assessment requirements in an appropriate format to suit their individual needs eg large print, Braille, pictorial. Please see resource list for additional suitable materials.

Questioning on how candidates would deal with kitchen hazards could be demonstrated through a written test, use of a word processor or orally, and recorded by the assessor.

Candidates need to prepare a list of ingredients to be given to the assessor who will supply the required ingredients. The list may be compiled in a variety of ways such as diagrams, flow charts, written list or pictorial list of relevant food items. Candidates may use relevant computer programmes to produce lists.

Assessors could use photographic evidence of the snack or meal that the candidate has produced.

# Assessment 2

## Practical assessment

Candidates to plan, purchase, prepare and cook a snack meal for one person with a special diet. These should be taken from the following diets:

- Low fat
- Vegetarian
- Diabetic
- Gluten free
- Nut allergy

Candidates should compile a shopping list prior to assessment. The shopping list should include:

- Correct types of ingredients to complete the assessment
- All ingredients listed to complete the assessment
- Correct quantities of ingredients for the assessment are included in the list

Candidates to go shopping to purchase the ingredients necessary to prepare a healthy snack, the candidate should demonstrate the tasks listed below:

- All ingredients purchased by candidates
- Ingredients are within use/sell by dates

Candidates to correctly store purchased ingredients in a suitable storage location, this should include frozen and perishable foods.

Candidates must prepare a snack demonstrating at least **three** preparation methods. Suitable snacks could be soup with granary roll, pizza, beans/cheese/egg on toast, omelette (filled), from the following list:

- Chopping
- Slicing
- Peeling
- Whisking
- Creaming
- Sieving
- Rolling
- Grating
- Rubbing-in

Candidates must identify, select and use a minimum of **six** items of equipment from the following list:

- Knives
- Tin opener
- Hand mixer
- Kettle
- Toaster
- Bowls
- Peeler
- Chopping boards
- Baking trays
- Graters
- Weighing and measuring equipment
- Sieves
- Saucepans
- Frying pans
- Spoons – wooden, spatula, tablespoon, teaspoon

Candidates to cook the snack demonstrating the use of a minimum of **two** cooking methods from the list below:

- Baking
- Boiling
- Grilling
- Frying (shallow or stir)
- Microwaving

Candidates should demonstrate the following personal hygiene procedures:

- Change into protective clothing
- Change into flat closed shoes
- Hair worn as appropriate eg long hair tied back
- Remove jewellery
- Cover cuts with coloured waterproof plasters
- Wash hands

Candidates should recognise and deal with (practical assessment):

- Health & safety hazards
- Spillages

Candidates must demonstrate **five** cleaning activities:

- Wash, dry and store utensils
- Clean equipment
- Use suitable cleaning agents
- Wipe down surfaces
- Ensure debris cleaned from floor

## Theory assessment

Candidates must plan the preparation of a hot snack

- Candidates must show that they can identify the appropriate equipment required to produce the snack that they have chosen
- Candidates must identify which food groups are included in the meal and match the ingredients to the appropriate food group

## Assessor guidance notes

Candidates with special assessment requirements may be supported by oral questioning or use a computer-aided programme. Oral questioning should be recorded in writing by the assessor or using a tape recorder.

Assessors should ensure that candidates are made aware of the assessment requirements in an appropriate format to suit their individual needs eg large print, Braille, pictorial. Please see resource list (Appendix 3) for additional suitable materials.

Assessors could use photographic and video evidence of candidates shopping and the snack or meal that the candidate has produced.

Shopping lists may be written, pictorial, or produced on a computer.

The equipment list may be pictorial, written or produced on the computer.

Candidates must be able to match their ingredients to the five main food groups. This can be done in a number of ways:

- Using pictures – candidates have to identify which food categories pictures represent
- Using products – candidates need to group the foodstuffs into correct groups
- Candidates need to demonstrate healthy and unhealthy foods through the traffic light system (Red = unhealthy, Amber = OK, Green = healthy)
- Collages – candidates can produce their own collages showing food groups
- Questioning – this should be recorded in the candidate portfolio

The shopping expedition could be used to encourage the development of numeracy skills. Selecting the quantity of ingredients required, paying for food items, counting the change, checking till receipts could all be built into the shopping trip.

Candidates may use pre-prepared products such as pizza base.

# Assessment 3

## Practical assessment

Candidates must plan, prepare and cook a two-course meal for two people for a special occasion.

Candidates must demonstrate knowledge of a healthy diet through their menu choice.

Candidates must demonstrate the following personal hygiene procedures:

- Change into protective clothing
- Change into flat closed shoes
- Hair worn as appropriate eg long hair tied back
- Remove jewellery
- Wash hands

Candidates must demonstrate the use of **six** items of equipment from the following list:

- Knives
- Tin opener
- Hand mixer
- Kettle
- Toaster
- Bowls
- Peeler
- Chopping boards
- Baking trays
- Graters
- Weighing and measuring equipment
- Sieves
- Saucepans
- Frying pans
- Spoons – wooden, spatula, tablespoon, teaspoon

Candidates must demonstrate correct storage procedures for cooked dishes.

Candidates must demonstrate appropriate preparation methods minimum of **five** from the following list:

- Chopping
- Slicing
- Peeling
- Whisking
- Creaming
- Sieving
- Rolling
- Grating
- Rubbing-in

Candidates must demonstrate appropriate cooking methods minimum **three** for the ingredients chosen

- Baking
- Boiling
- Grilling
- Frying (shallow or stir)
- Microwaving

Candidates should demonstrate the following hygienic and safe working practices:

- Selecting clean equipment
- Clean as they go
- Ensure debris cleaned from floor
- Cleaning spillages

Candidates must demonstrate the correct use of tableware for the meal they are producing

- Plates
- Bowls
- Cutlery
- Glasses

Candidates must demonstrate that the table setting reflects the special occasion that they have chosen.

Candidates should ensure that the meal is presented well taking into account the following:

- Appearance of food on the plate/bowl
- Portioning
- Taste
- Seasoning

## Theory assessment

Candidates must identify which food groups are included in the meal they are producing and match the ingredients to the appropriate food group.

Candidates must produce an order of work or work schedule for the production of this meal, to include:

- List of ingredients required for the assessment (1)
- A list of the sequence of tasks to be undertaken to prepare, cook and present the meal (1)

Candidates must show their knowledge of the range of storage procedures as shown in the syllabus.

- Candidates must match ingredients to the correct storage procedures
- Candidates should show that they recognise key issues relating to storage procedures
  - eg Sell by dates
  - Use by dates
  - Tins not blown and rusty
  - Packaging should not be ripped or damaged
  - Defrosted food should not be refrozen

## Assessor guidance notes

Candidates with special assessment requirements may be supported by oral questioning or use a computer-aided programme. Oral questioning should be recorded in writing by the assessor or via a tape recorder.

Assessors should ensure that candidates are made aware of the assessment requirements in an appropriate format to suit their individual needs eg large print, Braille, pictorial. Please see resource list for additional suitable materials.

Assessors could use photographic evidence of the meal and the table setting that the candidate has produced.

Some convenience foods may be used as an aid in the preparation of dishes for the practical assessment.

In order to show which food groups have been included in the meal, candidates could produce a collage using packaging or pictures of the food item and label them.

The order of work or work schedule need not include timings. It can be produced pictorially or via the use of IT.

In order to show knowledge of the range of storage procedures candidates could match ingredients to the storage methods in a number of ways:

- Using pictures – candidates have to identify which are the appropriate storage methods for a list of ingredients
- Using products – candidates need to show where the food should be stored
- Collages – candidates can produce their own collages showing links between food items and the appropriate storage methods
- Questioning – this should be recorded in the candidate portfolio

Assessor and candidates should undertake an evaluation of the practical assessment once it is completed. This should include planning, adherence to work order, presentation, appearance, taste and table setting.

Assessors should ensure that candidates are made aware of the requirements and demands of a catering/kitchen environment. For example the importance of hand washing before food handling and the use of coloured waterproof plasters to covers cuts and grazes.

Candidates could state the procedure required to prepare a meal using a flow chart prepared by the tutor. This could be pictorial or could take the form of a storyboard.

Assessors could also encourage the candidates to use their senses, touch/taste/smell, to identify different foodstuffs, ie fruits, meats, fish, dried foods.

Collages can be produced in a number of ways, such as using cut out pictures of food, food labels or packaging, dried food or fabrics.

Special occasions could include: birthdays, themed events, religious festivals.

# Marking scheme

## (entry 2)

A formal assessment is compulsory. This assessment is synoptic but is divided into three parts to allow it to be taken over three sessions. All assessments and assessment criteria will be designed by City & Guilds and administered by the centre.

The three assessment sessions should show progression and development of candidate skills and knowledge. The centre should ensure that assessments are planned in advance and carried out throughout the scheme according to individual candidates' needs.

The final assessment session must be moderated by the external verifier and the centre should notify their external verifier of planned assessment dates, using Form 3340-002/ASS (see page 21).

The external verifier must visit the centre on the day of the final practical assessment session. This assessment is designed to allow the candidate to demonstrate the full range of skills and knowledge that they have acquired during the course.

The external verifier will monitor the quality assurance systems within the centre. The external verifier will also confirm the grades awarded to each candidate and ensure that the marking has been consistent across all the assessment sessions. An external verification report form will be completed at the end of the visit in line with City & Guilds procedures.

Group work is not suitable for assessment purposes in this scheme.

The tutor/assessor should record the marks for each assessment session on the assessment tracking sheet. The three marks should be added together to provide an overall assessment mark.

The total mark required for a Pass grade is **70**.

The tutor/assessor should record grades as pass or fail only.

# Assessment 1

<b>Centre name</b>	<b>Candidate name</b>
<b>Assessor name</b>	<b>Assessor signature</b>
<b>Date</b>	<b>Quality assurance co-ordinator signature (if sampled)</b>

Assessor should allocate marks for the following:

<b>Assessment</b>	<b>Total marks</b>	<b>Mark awarded</b>	<b>Comments</b>
<b>Candidates to compile a list of ingredients</b>	<b>1</b>		
<b>Candidates should select and prepare a sandwich or snack and a hot or cold drink for themselves adhering to the following criteria:</b>			
<b>Choice</b> Selection meets assessment requirements (1) Ingredient list includes correct quantities (1)			
<b>Balance</b> Salad or vegetable ingredients are selected to add texture, flavour, garnish (1) Uses of sauces and pickles complement other ingredients (1)			
<b>Appearance</b> Sandwich or snack fillings and toppings evenly applied (1) Sandwich or snack presented attractively on the plate (1) Sandwich or snack presented on plates and bowls which are clean and undamaged (1)			
<b>Taste</b> Salad vegetable additions should be dried not wet (1) Ingredients for sandwiches and snacks are cooked to correct degree (1) Sauces, pickles seasonings are not excessive (1)	<b>10</b>		
<b>Candidates should work hygienically:</b>			
Wash hands	<b>1</b>		
Wear protective clothing	<b>1</b>		
Wear suitable footwear	<b>1</b>		
<b>Candidates should recognise and deal with (practical assessment)</b>			
Health & safety hazards	<b>1</b>		
Spillages	<b>1</b>		
<b>Candidates must demonstrate correct food storage</b>	<b>1</b>		

# Assessment 1 (continued)

<b>Centre name</b>	<b>Candidate name</b>
<b>Assessor name</b>	<b>Assessor signature</b>
<b>Date</b>	<b>Quality assurance co-ordinator signature</b> (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
<b>Candidates must demonstrate five cleaning activities:</b>			
Wash dry and store utensils	1		
Clean equipment	1		
Use suitable cleaning agents	1		
Wipe down surfaces	1		
Ensure debris cleaned from floor	1		
<b>Candidates to demonstrate how they would deal with seven kitchen hygiene problems and hazards selected from the list below:</b>			
Water spilt on the floor (1) sharp knife left on the table (1) electric lead to kettle left dangling (1) Pan handles projecting over front of cooker (1) Incorrect lifting and carrying of a large heavy item of equipment (1) Dirty dishcloth left in the sink (1) Dirty saucepan left out (1) Spillage on the cooker hob (1) Uncovered cut on the finger (1) Oven cloth left near gas cooker hob (1)	7		
<b>Total</b>	<b>29</b>		



**Assessment 1**  
Evaluation form

Candidates may give their feedback orally which may then be recorded

Assessor comments	Candidate comments

Date \_\_\_\_\_ Assessor signature \_\_\_\_\_

Candidate signature \_\_\_\_\_

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## Assessment 2

Centre name	Candidate name
Assessor name	Assessor signature
Date	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
<b>Candidates meal choice reflects the selected special diet</b>	1		
<b>Candidates must produce a shopping list to include the following:</b>			
All ingredients required for the assessment should be listed	1		
Ingredients should meet assessment requirements	1		
Quantities required for the assessment are included on the list	1		
<b>Candidates to purchase the ingredients and demonstrate the following</b>			
All ingredients to be purchased by the candidate	1		
Ingredients are within use/sell by dates	1		
<b>Candidates must store ingredients in suitable storage location</b>	1		
<b>Candidates to use three preparation methods from the list below:</b>			
Chopping (1)			
Slicing (1)			
Peeling (1)			
Whisking (1)			
Creaming (1)			
Sieving (1)			
Rolling (1)			
Grating (1)			
Rubbing-in (1)			
<b>Candidates to identify, select and use 6 items of equipment from the list below:</b>	3		
Knives (1)			
Tin opener (1)			
Hand mixer (1)			
Kettle (1)			
Toaster (1)			

Assessment 2  
(continued)

Centre name	Candidate name
Assessor name	Assessor signature
Date	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
Bowls (1) Peeler (1) Chopping boards (1) Baking trays (1) Graters (1) Weighing and measuring equipment (1) Sieves (1) Saucepans (1) Frying pans (1) Spoons (1)	6		
Candidates to use two cooking methods from the following list: Baking (1) Boiling (1) Grilling (1) Frying (shallow or stir) (1) Microwaving (1)	2		
Candidates should work hygienically			
Wash hands	1		
Wear protective clothing	1		
Wear suitable protective footwear	1		
Candidates should recognise and deal with			
Health and safety hazards	1		
Spillages	1		

## Assessment 2 (continued)

<b>Centre name</b>	Candidate name
<b>Assessor name</b>	Assessor signature
<b>Date</b>	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
<b>Candidates should link their selected assessment ingredients to the following food groups</b>			
Bread, cereal and potatoes	1		
Fruit and vegetables	1		
Milk and dairy foods	1		
Meat, fish and alternatives	1		
Fatty and sugary foods	1		
<b>Candidates should prepare cook and present the snack meal following the criteria listed below:</b>			
<b>Appearance</b> Snack attractively presented on the plate (1) Plates/bowls should be clean and undamaged (1)			
<b>Taste</b> Dishes are cooked to the correct degree (1)			
<b>Portion</b> Snack meets assessment criteria ie one person (1)			
<b>Seasoning</b> Salt/sugar not excessive (1)	5		
Total	33		

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**Assessment 2**  
Evaluation form

Candidates may give their feedback orally which may then be recorded

Assessor comments	Candidate comments

Date \_\_\_\_\_ Assessor signature \_\_\_\_\_

Candidate signature \_\_\_\_\_

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## Assessment 3

<b>Centre name</b>	Candidate name
<b>Assessor name</b>	Assessor signature
<b>Date</b>	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
<b>Candidates must demonstrate knowledge of a healthy diet through their menu choice</b>	1		
<b>Candidates to produce a work schedule to include:</b>			
List of ingredients required for the assessment (1)			
List of the sequence of tasks to be undertaken in order to prepare, cook and present the meal (1)	2		
<b>Candidates must demonstrate the following personal hygiene procedures:</b>			
Change into protective clothing	1		
Change into flat closed shoes	1		
Hair worn as appropriate	1		
Remove jewellery	1		
Wash hands	1		
<b>Candidates must demonstrate the use of six items of equipment from the following:</b>			
Knives (1)			
Tin opener (1)			
Hand mixer (1)			
Kettle (1)			
Toaster (1)			
Bowls (1)			
Peeler(1)			
Chopping boards (1)			
Baking trays (1)			
Graters (1)			
Weighing and measuring equipment (1)			
Sieves (1)			
Saucepans (1)			
Frying pans (1)			
Spoons – wooden, spatula, tablespoon, teaspoon (1)			
	6		

## Assessment 3 (continued)

<b>Centre name</b>	<b>Candidate name</b>
<b>Assessor name</b>	<b>Assessor signature</b>
<b>Date</b>	<b>Quality assurance co-ordinator signature</b> (if sampled)

Assessor should allocate marks for the following:

<b>Assessment</b>	<b>Total marks</b>	<b>Mark awarded</b>	<b>Comments</b>
<b>Candidates must demonstrate correct storage procedures for cooked dishes</b>	<b>1</b>		
<b>Candidates must demonstrate appropriate preparation methods minimum of five from the following list:</b> Chopping (1) Slicing (1) Peeling (1) Whisking (1) Creaming (1) Sieving (1) Rolling (1) Grating (1) Rubbing (1)	<b>5</b>		
<b>Candidates must demonstrate appropriate cooking methods minimum three for the ingredients chosen</b> Baking (1) Boiling (1) Grilling (1) Frying (shallow or stir) (1) Microwaving (1)	<b>3</b>		
<b>Candidates should demonstrate all the following hygienic and safe working practices</b> Select clean equipment (1) Clean as they go (1) Ensure debris cleaned from floor (1) Clean spillages (1)	<b>4</b>		

## Assessment 3 (continued)

Centre name	Candidate name
Assessor name	Assessor signature
Date	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
Candidates must demonstrate the correct use of tableware for the meal they are producing	1		
Candidates must demonstrate that the table setting reflects the special occasion that they have chosen	1		
Candidates should prepare cook and present the snack meal following the criteria listed below:			
<b>Appearance</b> The meal should be attractively presented on the plates/bowls (1) Plates/bowls should be clean and undamaged (1)			
<b>Taste</b> Dishes are cooked to the correct degree (1)			
<b>Portion</b> The meal should meet assessment criteria ie two courses (1) Portion sizes of food on the plate should be balanced ie not excessive quantities of any one item (1)			
<b>Seasoning</b> Salt/sugar or any other seasonings or flavourings should not be excessive (1)	6		
<b>Total</b>	<b>35</b>		

I confirm the mark awarded to this candidate

External verifier signature

Date

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**Assessment 3**  
Evaluation form

Candidates may give their feedback orally which may then be recorded

Assessor comments	Candidate comments

Date \_\_\_\_\_ Assessor signature \_\_\_\_\_

Candidate signature \_\_\_\_\_

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# Assessment tracking sheet

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External verifier signature

Date \_\_\_\_\_

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# Appendices

Appendix 1 Forms	
Appendix 2 Quality assurance forms	
Appendix 3 Resource list	

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# Appendix 1

- Skill scan
- Witness status list
- Witness testimony

# Skill scan

Candidate

Centre/organisation

Unit	Do you currently do this? <i>Provide examples if possible</i>	Have you evidence of doing this in the past? <i>Provide examples if possible</i>

Relevant qualifications

Further training/experience

Candidate signature

Date

## Witness status list

[illegible]

### Witness Status Key

- 1 Occupational expert and appropriately qualified assessor
- 2 Non-occupational expert and appropriately qualified assessor
- 3 Occupational expert and familiar with the standards
- 4 Occupational expert and not familiar with the standards
- 5 Non-expert not familiar with the standards

# Witness testimony

<b>Candidate</b>	<b>Centre/organisation</b>
<b>Witness</b>	<b>Relationship to candidate</b>

Activity observed	Place of observation	Unit numbers	Date

Signed	
<b>Witness</b>	<b>Date</b>
<b>Assessor</b>	<b>Date</b>
<b>Quality assurance co-ordinator</b> (if sampled)	<b>Date</b>

## Appendix 2

- Quality assurance forms
-

## Quality assurance/Candidate tracking sheet

[illegible]

~~working towards~~ = completed  = unit sampled



# Appendix 3

- Resource list
  - Suppliers of specialist equipment
-

# Resource list

## Organisations

name	address	telephone (fax)	website (e-mail)
Basic Skills Agency	Commonwealth House 1-19 New Oxford Street London WC1A 1NU	Tel: 020 7405 4017 Fax: 0230 7440 6626	www.basic-skills.co.uk enquiries@basic-skills.co.uk
British Institute of Learning Disabilities	Campion House Greent Street Kidderminster Worcestershire DY10 1JL	Tel: 01562 723010 Fax: 01562 723029	www.bild.org.uk enquiries@bild.org.uk
British Nutrition Foundation	High Holborn House 52-54 High Holborn London WC1V 6RQ	Tel: 020 7404 6504 Fax: 020 7404 6747	www.nutrition.org.uk postbox@nutrition.org.uk
Chartered Institute of Environmental Health	Chadwich Court 15 Hatfields London SE1 8DJ	Tel: 020 7928 6006 Fax: 020 7827 5866	www.cieh.org.uk cieh@dial.pipex.com
City and Guilds of London Institute	1 Giltspur Street London EC1A 9DD	Tel: 020 7294 2800 Fax: 020 7294 2400	www.city-and-guilds.co.uk enquiry@city-and-guilds.co.uk
Downs Syndrome Educational Trust	The Sarah Duffen Centre Belmont Street Southsea Hampshire PO5 1NA	Tel: 023 9282 4261 Fax: 023 9282 4265	www.downsnet.org enquiries@downsnet.org
Highfield Publications	Unit 5 & 6 Newton Business Centre Sprotbrough Road Doncaster South Yorkshire DN5 8BD	Tel: 01302 391999 Fax: 01302 783303	www.highfield.co.uk
Learning Disability Support Groups	Unit D Hatcham Mews Business Centre Hatcham Park Mews London SE14 5QA	Tel: 020 7639 4312 Fax: 020 7639 4317	contact@changeuk.demon.co.uk
Mencap	Mencap National Centre 123 Golden Lane London EC1Y 0RT	Helpline: 0808 808 111 Tel: 020 7454 0454	www.mencap.org.uk information@mencap.org.uk
MLD Alliance	c/o The Elfrida Society 34 Islington Park Street London N1 1PX	Tel: 020 7359 7443 Fax: 020 7704 1358	www.elfrida.com elfrida@elfrida.com
National Autistic Society	393 City Road London EC1V 1NG	Helpline: 0870 600 8585 Information line: 020 7903 3599 Fax: 020 7833 9666	www.nas.org.uk nas@nas.org.uk
National Learning Network			www.nln.ac.uk
Rathbone Special Education Advice	4th Floor, Chauchgate House 56 Oxford Street Manchester Greater Manchester M1 6EU	Tel: 0161 236 5358 Fax: 0161 238 6356	www.rathbonetraining.co.uk advice@rathbonetraining.co.uk
Royal Institute of Public Health and Hygiene	28 Portland Place London W1B 1DE	Tel: 020 7580 2731 Fax: 020 7580 6157	www.riphh.org.uk info@riphh.org.uk

# Suppliers of specialist equipment

<b>name</b>	<b>address</b>	<b>telephone (fax)</b>
Cumbria Contract Services	Barras Lane Dalston Carlisle CA5 7NY	Tel: 01228 607607
Nottingham Rehab Supplies	Ludlow Hill Road West Bridgford Nottingham NG2 6HP	Tel: 0870 600197
Smith and Nephew Homecraft Ltd	P O Box 5655 Kirby-In-Ashfield Nottinghamshire NG17 7QX	Tel: 01623 754047

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