Unit Title:	**Support children and young people at meal or snack times**
OCR unit number:	17
Sector unit:	TDA 2.14
Level:	2
Credit value:	3
Guided learning hours:	18
Unit accreditation number:	A/601/6517

Unit purpose and aim

This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and/or snack times.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	**Exemplification**
1. Know the principles of healthy eating for children and young people	1.1 Outline the nutritional requirements of a healthy diet for children and young people 1.2 Describe examples of healthy meals and snacks for children and young people 1.3 Describe how culture, religion and health conditions impact on food choices	Centres must ensure that all assessment criteria are met.
2. Know the benefits of healthy eating for children and young people	2.1 Describe the benefits of healthy eating for children and young people 2.2 Describe the possible consequences of an unhealthy diet 2.3 Describe how to	

	recognise and deal with allergenic reactions to food 2.4 Describe where to get advice on dietary concerns	

3. Know how to encourage children and young people to make healthier food choices	3.1 Describe the food policy of the setting
	
	3.2 Describe with examples ways of encouraging children and young people:
	
	    a) to make **healthier food choices**
	
	    b) to eat the food provided for them
		Healthier food choices in relation to:
		
		• meals provided in the setting
		
		• packed lunches
		
		• snacks
		
		• meals and snacks purchased off-site

4. Be able to support hygiene during meal or snack times	4.1 Explain the importance of personal hygiene at meal and snack times 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal 4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times	
5. Be able to support the code of conduct and policies for meal and snack times	5.1 Describe the setting's **code of conduct and policies** for meal and snack times 5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners 5.3 Apply skills and techniques for dealing	**Code of conduct and policies** for meal and snack times eg: • entry to and exit from the dining area • collecting/serving food • noise levels • conduct in the dining area • conduct at the table • clearing away

	with inappropriate behaviour in the dining area	• sustainability

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

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

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

None specified.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .