



National Unit Specification: general information

UNIT Healthy Eating in a Care Setting (Intermediate 2)

CODE F1P1 11

COURSE Health and Safety in a Care setting (Intermediate 2)

SUMMARY

This is a mandatory Unit in the *Health and Safety in a Care Setting (Intermediate 2)* Course but it can also be taken as a free-standing Unit.

This Unit enables candidates to gain an understanding of the essential foods that form the basis of a balanced diet which is necessary to maintain health and well-being. Candidates will investigate the factors that influence dietary choice. The Unit will enable candidates to learn how to develop menus that meet the dietary requirements of individual service users. Candidates will also learn of good practice and guidelines related to the purchasing, storage and preparation of foods.

The Unit is suitable for candidates who wish to gain employment at support worker level in the Health and Social Care sectors. It is also suitable for those who wish to progress to further study at a Further Education College or Higher Education Institution.

OUTCOMES

- 1 Explain how a balanced diet contributes to a person's health and well-being.
- 2 Explain good practice related to purchasing, storing and preparing foods and its importance in a care setting.
- 3 Investigate ways to meet and support the dietary needs of individual service users.
- 4 Plan an appropriate one day menu for a selected service user.

Administrative Information

Superclass: NH

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National Unit Specification: general information (cont)

UNIT Healthy Eating in a Care Setting (Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Care (Intermediate 1) Course or Units
- ◆ Early Education and Childcare (Intermediate 1) Course or Units
- ◆ Standard Grade in a social subject at General level
- ◆ Standard Grade Social and Vocational Skills at General level
- ◆ Standard Grade in a science subject at General level

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Healthy Eating in a Care Setting (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain how a balanced diet contributes to a person's health and well-being.

Performance Criteria

- (a) State the main food groups.
- (b) Explain what constitutes a balanced diet in relation to current nutritional guidelines.
- (c) Explain the need for essential nutrients and how they contribute to health and well-being.
- (d) Identify foods containing each of the essential nutrients.

OUTCOME 2

Explain good practice related to purchasing, storing and preparing foods and its importance in a care setting.

Performance Criteria

- (a) Describe the main considerations related to purchasing of foods.
- (b) Describe food storage methods in terms of current guidelines.
- (c) Describe current good hygienic practice related to food preparation.
- (d) Explain why it is essential to prevent food borne infection in care settings.

OUTCOME 3

Investigate ways to meet and support the dietary needs of individual service users.

Performance Criteria

- (a) Identify and describe the main factors that influence dietary choice.
- (b) Identify and explain the way dietary provision may be varied to meet different service users health needs.
- (c) Identify and describe the responsibilities of the care worker in supporting dietary needs.

OUTCOME 4

Plan an appropriate one day menu for a selected service user.

Performance Criteria

- (a) Identify and describe the dietary needs of the selected service user.
- (b) Plan a one day menu for the selected service user.
- (c) Explain the choice of food within the planned one day diet.

National Unit Specification: statement of standards (cont)

UNIT Healthy Eating in a Care Setting (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit specification

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcomes 1 and 2

Written and/or oral evidence is required which demonstrates that the candidate has achieved Outcomes 1 and 2 to the standard specified in the Outcomes and Performance Criteria. The evidence for these Outcomes must be obtained under controlled supervised conditions. The assessment must be closed-book and will last no more than 40 minutes.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit. The use of a cut-off score may be appropriate for this assessment.

Each assessment should sample across the mandatory content of the Unit and contain questions which require candidates to generate evidence in relation to:

- ◆ **three** of the main food groups
- ◆ what constitutes a balanced diet
- ◆ **three** essential nutrients and each of their functions in maintaining health and wellbeing
- ◆ **three** food groups containing each of the identified nutrients
- ◆ **three** considerations related to purchasing of foods for care settings
- ◆ **three** food storage methods in line with current guidelines
- ◆ **three** current food hygiene practices related to food preparation
- ◆ **one** reason why food borne infection is especially dangerous in a care setting

Outcome 3 and 4

Written and/or oral recorded evidence of the candidate's investigation is required. This will be generated by the candidate at appropriate points throughout the Unit. Candidates will be given a clear brief which allows them to achieve the Outcome and Performance Criteria. It would be appropriate for candidates to produce the findings of their investigation in a folio.

The candidate will choose a **hypothetical service user** who will be recovering from an acute illness or living with a chronic condition. The candidate will indicate which illness or condition they have chosen for their investigation and research this through the use of books or the internet.

An appropriate instrument of assessment would be a folio containing a report and a one day diet sheet.

National Unit Specification: statement of standards (cont)

UNIT Healthy Eating in a Care Setting (Intermediate 2)

Folio

This folio will contain a report on:

- ◆ The main factors that influence dietary choice for their selected service user.
- ◆ The reasons for their choices in the menu.
- ◆ The responsibilities of the carer in supporting the dietary needs of the service user.

This folio would also contain a one day diet sheet.

The teacher /lecturer must ensure the folio is the candidate's own work and it is recommended that meetings before starting the investigation where they will discuss the candidate's choice of hypothetical service user and a meeting at the end to discuss the evidence produced.

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) pack available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Healthy Eating in a Care Setting (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit specification

This is a mandatory Unit in the *Health and Safety in Care Settings (Intermediate 2)* Course it is also included in the Optional Section of the National Certificate in Health and Social Care and can be taken as a free standing Unit.

Outcome 1

The explanation of a balanced diet should be introduced as a varied diet both interesting and enjoyable. Candidates should be aware of the main food groups: bread, other cereals and potatoes, fruit and vegetables, milk and dairy products, high-protein foods, fats, oils and sugars, including fibre and water.

No one food group provides all of the essential nutrients. We need a balance to ensure good health and well-being, candidates should be aware of the current nutritional guidelines.

It is important that candidates are aware of the essential nutrients: carbohydrates, proteins, fats, minerals, vitamins, fibre and water. Although the latter are not nutrients they are essential for health. Candidates should understand where nutrients and fibre are found in relation to the food groups and their role in maintaining health and well-being.

Outcome 2

Candidates should be aware of the main considerations when purchasing food, the importance of reading labels noting nutritional content, use by dates, best before dates, storage requirements, and cooking instructions. The importance of paying particular attention to food storage should be addressed in relation to preventing food poisoning: fridge temperature 0–5 degrees centigrade, freezer temperature (minus 18 degrees centigrade), storage of raw and cooked foods and storage of dried foods. Candidates should also recognise the importance of good personal and environmental hygiene related to both the storage and preparation of food.

Candidates should explain why it is essential to prevent food borne infection in care.

Candidates could investigate previous outbreaks through the media and their effect on care homes or hospitals.

National Unit Specification: support notes (cont)

UNIT Healthy Eating in a Care Setting (Intermediate 2)

Outcome 3 and 4

In this investigation candidates should be discouraged from approaching service users although they may obtain information from their family or friends. They should research their information from the media.

There are many factors that affect dietary choice: age/stage of development, culture/religion, medical conditions, knowledge, income, media, availability of choice, family experience.

Candidates should be aware of the impact of illness on appetite, feeding, need for help, time for eating and they should be taught the importance of taking this into consideration when planning and administering a diet to a service user. It is important that candidates are aware of the fact **that normally food/diet must be negotiated if physically possible with the specific service user**. In this exercise the candidates are suggesting an appropriate menu which would form the basis for discussion with the service user. It is a good strategy to allow the candidate to have alternatives for each of the meals.

They must plan a menu to include dietary requirements for a hypothetical service user recovering from an acute illness or living with a chronic condition. The candidate should be free to identify any hypothetical service user from within any care setting, eg: the child/adult with diabetes, a service user diagnosed with cystic fibrosis, the service user recovering from prolonged diarrhoea and vomiting.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is important that a supportive learning environment is created and that in delivering this Unit, there should be a balance between teacher/lecturer presentation and candidate centred learning. It is important that candidates not only understand the concepts which are identified in this Unit but that they can apply them to given situations as well.

The content of this Unit can be taught using a variety of methods such as:

- ◆ Small group exercises
- ◆ Lecturer guided research
- ◆ Group discussion
- ◆ Student presentations
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual or group research
- ◆ Videos
- ◆ Lectures
- ◆ Use of information and communication technology (ICT) such as appropriate and relevant websites

The Scottish Dietary Targets and current nutritional guidelines could be presented by the tutor. Candidates should be encouraged to explore the range of foods available, the nutritional value of foods and the importance of presenting a nutritional diet that is both interesting and enjoyable.

National Unit Specification: support notes (cont)

UNIT Healthy Eating in a Care Setting (Intermediate 2)

It is important that candidates link the concepts of a balanced diet to the factors which influence dietary choices. This could be approached by candidates selecting individual service users, investigating the relevant influencing factors and presenting their findings to the class group.

Candidates should be encouraged to use relevant resources: helpful internet sites include NHS Health Scotland and The Scottish Office.

As Outcome 2 focuses on purchasing, storing and preparing food it is essential that candidates are aware of current national guidelines, which may be delivered by tutor exposition followed by lecturer guided research. Relevant information can be gathered from The Health and Safety Executive and The Food Standards Agency. There are also many interactive quizzes available online that could be used by candidates to test their knowledge.

Outcome 3 and 4 needs the teacher /lecturer to meet with each candidate and discuss the choice and approach to the investigation for their folio and a follow up when they have submitted their work.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence teachers/lecturers should look for.

Outcomes 1 and 2

An appropriate instrument of assessment for Outcomes 1 and 2 would be a single closed-book test which contains a range of structured short answer, and restricted response-type questions.

Evidence should be gathered by means of a single holistic event towards the end of the Unit. Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

If re-assessment is required, it should sample across a different range of mandatory content.

Outcome 3 and 4

An appropriate instrument of assessment for Outcome 3 and 4 would be a folio containing a report and a one day menu. This is for a service user recovering from an acute illness or from one who lives with a chronic condition. They should detail the reasons for their recommendations within the day's diet. Candidates should include in the report an explanation for the choices and the ways in which the care worker can support the service user's needs in the physical eating process.

The candidate should be free to identify any **theoretical service user** from within any care setting, for example: the child/adult with diabetes, a service user diagnosed with cystic fibrosis, the service user recovering from prolonged diarrhoea and vomiting.

The NABs illustrate the national standard requirements for the Unit. NAB materials provide assessment instruments and guidance on implementation.

National Unit Specification: support notes (cont)

UNIT Healthy Eating in a Care Setting (Intermediate 2)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

UNIT Healthy Eating in a Care Setting (Intermediate 2)

NB This appendix forms part of the statement of standards, ie requirements that are mandatory

Outcome 1

- ◆ Explanation of what is meant by a balanced diet and how it helps our health and wellbeing.
- ◆ The main food groups: bread, other cereals and potatoes, fruit and vegetables, milk and dairy products, high-protein foods, fats and oils and sugars.
- ◆ Fibre and water as essential to the diet for health and wellbeing.
- ◆ The current Scottish Executive guidelines on nutrition and diet.
- ◆ Essential nutrients: carbohydrates, proteins, fats, minerals, vitamins, fibre and water.
- ◆ Where essential nutrients are found in relation to food groups.

Outcome 2

- ◆ Main considerations when purchasing food: the importance of reading labels, noting nutritional content, noting use by dates, best before dates, storage requirements and cooking requirements.
- ◆ Methods of food storage.
- ◆ Food hygiene and the problem of food poisoning in food preparation.
- ◆ Current good hygiene practices and the law controlling this.
- ◆ Importance of preventing food poisoning in care settings.

Outcome 3 and 4

- ◆ Factors affecting dietary choice: age/stage of development, culture/religion, medical conditions, knowledge, income, media, availability of choice, family experience.
- ◆ Factors affecting the diet of individual service users with acute or chronic conditions.
- ◆ Ways of planning menus.
- ◆ Responsibility of care workers in supporting the service user in making dietary choices and in the eating process.