

## **F066 04 (CHS149) Monitor and review individuals progress in relation to maintaining optimum nutritional status**

### **About this Unit**

This standard covers monitoring and reviewing an individual's progress in relation to maintaining optimum nutritional status.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

**Values** — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

**Key Words and Concepts** — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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**Specific Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. <b>For example</b>, what you do to review the individuals food diary and ask the individual to explain their successes and any difficulties with following their nutritional plan.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, discuss with your assessor/expert witness why it is important to follow the European and National legislation, national guidelines, local polices/protocols and cultural requirements when reviewing individuals nutritional status.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.</li> <li>◆ <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert Witness:</b> A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.</li> <li>◆ <b>Prior Learning:</b> You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.</li> <li>◆ <b>Simulation:</b> There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

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**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
1 The current European and National legislation, national guidelines, organisational policies and protocols in accordance with clinical/corporate governance which affect your work practice in relation to monitoring and reviewing individuals' progress in relation to maintaining optimum nutritional status.	
2 Your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and clinical/corporate governance.	
3 The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer.	
4 The effects of different cultures and religions on medication, timing, eating.	
5 The principle of valid consent and how to obtain valid consent from individuals.	
6 The importance of monitoring and evaluating an individual's progress in relation to maintaining optimum nutritional status.	
7 The importance of encouraging individuals to ask questions, and how to do so.	
8 How to create a suitable environment for open and confidential discussion.	
9 The importance of involving individuals in discussions, and how to do so.	
10 The importance of obtaining full and accurate information about an individuals' progress, and how to do so.	
11 The details of the local registered dietician.	
12 The importance of providing constructive feedback and encouragement in relation to the individuals' progress and the techniques for doing so effectively.	
13 The importance of obtaining full and accurate information about individuals, and how to do so.	
14 Motivational interviewing techniques, and how to apply them.	
15 Anatomy and physiology and their relevance to maintaining optimum nutritional status.	
16 The organs of the human body and their functions.	
17 How to calculate an individual's Body Mass Index and how to apply this information.	
18 The meaning of lipid levels (Triglycerides, LDL cholesterol).	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
19 How to measure individual's weight, waist circumference, height and mid-arm circumference.	
20 The importance of waist circumference and skin fold thickness in relation to dietary change.	
21 How to interpret measurements taken from the individual to inform the type of support you provide.	
22 The 'balance of good health' model.	
23 The nutritional values attributed to different food groups.	
24 The content of an ideal nutritional plan.	
25 The ways in which nutritional plans can be adapted and tailored to meet individuals needs.	
26 Any adaptations which are not within you scope of practice and the appropriate action to take in these situations.	
27 The alternative options within different food groups.	
28 Different cooking methods.	
29 The effects and side effects of additives and preservatives.	
30 Cultural diversity and how that may impact upon the nutritional plan.	
31 How ethnic diets differ.	
32 The considerations of financial/social circumstances on nutritional intake.	
33 The impact of additional medical conditions on nutritional intake.	
34 The types of nutritional plan.	
35 The relationship between exercise, diet and weight management.	
36 How to maintain a food diary and review it.	
37 Record keeping practices and procedures in accordance with organisational policies and professional standards.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Confirm the individual's details at the start of the review session.					
2	Create an environment suitable for open, confidential discussion and taking measurements.							
3	Obtain the individual's valid consent to having measurements taken.							
4	Take and interpret specified measurements from the individual in accordance with your scope of practice.							
5	Review and analyse the individual's food diary, if available.							
6	Ask the individual to explain their experiences, successes and difficulties with the nutritional plan since the last session.							
7	Discuss the individual's experiences and review the effectiveness of the nutritional plan in meeting the agreed objectives.							
8	Suggest modifications, for example, cooking methods, substituting foods and drinks where necessary, consistent with the nutritional objectives.							
9	Re-affirm the benefits of adhering to the nutritional plan and other lifestyle changes and the effects this will have on their health.							
10	Set further review dates, if appropriate.							
11	Maintain clear, accurate and legible records in accordance with organisational policies.							

DO = Direct Observation  
 EW = Expert Witness  
 PD = Professional Discussion

RA = Reflective Account  
 P = Product (Work)

Q = Questions  
 WT = Witness Testimony

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*To be completed by the candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal verifier feedback**

*To be completed by the internal verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the internal verifier***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....