

Live Assessment Material

Set Assignment 1

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R029: Understanding the nutrients needed for good health

Please note:

This OCR set assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code R029
- Certification code Certificate J811/Diploma J821

The qualification numbers associated with this unit are:

- Unit reference number F/503/6242
- Qualification numbers J811 - 600/4780/X, J821 - 600/4771/9

Duration: Approximately 10 hours

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Version 2 April 2019 - Change of title to set assignment, no other changes.

Contents

	Page Number(s)
INFORMATION FOR LEARNERS	3
<p>Scenario for the assignment (setting the scene) This section contains the assignment background which learners will need to be familiar with in order to complete the tasks.</p>	4
<p>Your tasks This section contains all the tasks learners must complete before work can be submitted for assessment.</p>	5 - 6
INFORMATION FOR TEACHERS	7
<p>General guidance on using this assignment This section provides general guidance to centre staff on the preparation and completion of the assignment.</p>	8 - 10
<p>Specific guidance on the tasks This section provides guidance on managing the assessment, particularly for task 3.</p>	11
<p>Evidence summary This section provides a summary of the evidence it is expected the learner will produce for this assignment.</p>	12
Witness statement	13 - 14

Set Assignment: Information for Learners

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R029: Understanding the nutrients needed for good health

Scenario for the assignment

Setting the scene - producing information to promote healthy eating

The local supermarket is keen to be involved in the local community and has asked your school/college to help with a 'Healthy Eating' event they are planning to run for their customers. As a health and social care student you will help produce materials for the event and to take part in a practical cookery demonstration to show how to create a meal for a specific dietary need.

Your materials will include written information and a practical demonstration.

Your written information must cover the topics below:

- the dietary needs of the different life stages
- factors that influence diet
- dietary requirements and guidelines
- dietary plans for specific dietary needs
- the importance, function and sources of nutrients.

Your practical demonstration must:

- create a meal for specific dietary requirements
- follow hygiene and safe food preparation procedures
- provide a nutritional analysis of the meal.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your tasks

Task 1: Dietary needs of individuals at each life stage

This task covers part of Learning Outcome 1: Know the dietary needs of individuals in each life stage

The project co-ordinator for the supermarket has asked you to produce

- three posters showing the dietary and nutritional needs of individuals at different life stages: young people (5-16), adults and older adults.
- three factsheets that cover:
 - current government dietary guidelines
 - the function of nutrients.

Task 2: Creating dietary plans

This task covers part of Learning Outcome 1: Know the dietary needs of individuals in each life stage and all of Learning Outcome 2: Be able to create dietary plans for specific dietary needs

The project co-ordinator wants to provide healthy eating guidance for customers who may have specific dietary needs (eg coeliac disease, diabetes, wheat intolerance or irritable bowel syndrome). You have been asked to produce an example dietary plan for a specific dietary need.

Your dietary plan must include:

- the importance and function of nutrients for a specific dietary need
- the factors that influence diet
- the specific dietary and nutritional needs of a condition
- the sources of nutrients for a specific dietary need
- how the food choices affect the condition and its symptoms.

You will use this information when preparing and cooking a meal in Task 3.

Task 3: Producing a nutritional meal for a specific dietary requirement

This task covers all of Learning Outcome 3: Be able to produce nutritional meals for specific dietary requirements

As part of the healthy eating event you have been asked to create a meal that meets a specific dietary need and provide an analysis of its suitability.

You must provide:

- information on the dietary requirements of the individual
- the nutritional value of the ingredients
- information on current government dietary guidelines

You must:

- create a meal for an individual with a specific dietary requirement
- follow hygiene and safe food preparation procedures.
- a nutritional analysis of the meal justifying its suitability.

A witness statement will need to be provided commenting on your demonstration.

Information for Teachers

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

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Unit R029: Understanding the nutrients needed for good health

General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out this assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 3 - 3.5 hours to complete task 1, 3 – 4 hours to complete task 2 and 3 – 4 hours to complete task 3. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part of the task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.

- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. It is acknowledged that learners in their responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted set assignment modification

The set assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*)
- the requirement to produce a plan for a nutritional meal for a specific dietary requirement
- the requirement to produce a meal for a specific dietary requirement.

Permitted changes:

The set assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs.
- Who the individual is and what their needs are.
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- The type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to adapt the set assignment we strongly advise that staff responsible for modifying the set assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the set assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

Specific guidance on the tasks

Introduction to the tasks

These guidance notes should be used in conjunction with the specification.

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of the key nutrients required for good health from childhood to old age and for individuals with specific dietary needs. Learners will be able to apply this knowledge in practical situations.

Specific guidance on Task 3: Producing a nutritional meal for a specific dietary requirement

Learners will have selected a specific dietary need for Task 2, it is anticipated that same need will be the focus for Task 3.

The learner must create a plan for a nutritional meal, taking into consideration the criteria for Learning Outcome 3 that takes into account the dietary needs of the person selected. There must be a clear analysis of the suitability of the meal in relation to the dietary needs of the individual chosen.

It is necessary for a witness statement to be completed confirming that the learner has produced the meal and followed hygiene and safe food preparation procedures.

Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	<ul style="list-style-type: none"> • Nutritional requirements for each life stage • Current government dietary guidelines • The importance of nutrients and their functions 	<ul style="list-style-type: none"> • Posters • Wall charts • Factsheets • Presentation slides
Task 2	<ul style="list-style-type: none"> • Create a dietary plan for a specific dietary need • Sources of nutrients 	<ul style="list-style-type: none"> • Written text document • Case study • Booklet
Task 3	<ul style="list-style-type: none"> • Analysis of the meal • Produce a nutritional meal for a specific dietary need • Follow hygiene and safe food preparation procedures 	<p>Analysis:</p> <ul style="list-style-type: none"> • Text with illustrations/diagrams • Flow chart • Recipes <p>Practical/demonstration activity</p> <ul style="list-style-type: none"> • Witness/observation records • Video evidence/photographs

Witness Statement – Task 3

LO3	Be able to produce nutritional meals for specific dietary requirements
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LEARNER NAME		
ASSESSOR NAME		Date:
ASSESSOR SIGNATURE:		
WITNESS NAME and Position/Role		Date:

SELECTION OF INGREDIENTS	
WITNESS observations on candidate's performance	ASSESSOR decision based on witness observations (circle decision)
	MB1 Demonstrates basic consideration of dietary requirements and nutritional value.
	MB2 Demonstrates some consideration of dietary requirements and nutritional value.
	MB3 Demonstrates thorough consideration of dietary requirements and nutritional value.
CREATING A MEAL	
WITNESS observations on candidate's performance	ASSESSOR decision based on witness observations (circle decision)
	MB1 Creates a meal with some support and guidance, which meets a few of the dietary needs of the individual.
	MB2 Creates a meal with minimal support and guidance, which meets some of the dietary needs of the individual

	<p>MB3 Creates a meal independently which meets most of the dietary needs of the individual</p>
HYGIENE AND SAFETY	
WITNESS observations on candidate’s performance	ASSESSOR decision based on witness observations (circle decision)
	<p>MB1 Follows hygiene and safe food preparation procedures with some support.</p>
	<p>MB2 Follows hygiene and safe food preparation procedures with minimal support.</p>
	<p>MB3 Consistently and effectively follows hygiene and safe food preparation procedures independently.</p>

<p>GENERAL COMMENTS/STRENGTHS AND WEAKNESSES You must comment only on strengths and weaknesses and not suggest areas for improvement</p>