

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 10

Nutrition for health

L/507/4427

Guided learning hours: 30

Version 4 – September 2017

LEVEL 3

UNIT 10: Nutrition for health

L/507/4427

Guided learning hours: 30

Essential resources required for this unit: For LO4, learners will need access to an appropriate individual in order to evaluate their diet and nutrition and be able to develop a dietary plan for them.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Eating is a daily activity for most of us. How does what we eat impact our health? What is healthy eating? How do we promote healthy eating? As future practitioners, it is important to understand the impact of nutrition on well-being and health. Rising levels of obesity are leading to increases in heart conditions, diabetes and liver disease. To the NHS, the costs of treating ill-health caused by poor diet are soaring. Many health and social care practitioners are involved in the provision of meals, so it is important you understand and can explain good nutrition.

This unit introduces nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.

This unit draws on learning from units 2,3,4,6,12,13,14,15,16,17,19, 22 and 23 and can be applied to further understand the impact of nutrition upon the health and well-being of individuals and their experience of long term physiological conditions.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know nutritional and diet guidelines	<p>1.1 Dietary intake guidelines: (e.g. eatwell plate, food pyramids, food groups, five-a-day, NHS Change4Life, healthy eating)</p> <p>1.2 Energy balance, i.e.</p> <ul style="list-style-type: none"> diet and physical activity <p>1.3 Nutritional measures (e.g. Body Mass Index (BMI), growth charts, recommended intakes, weight for height and gender, Dietary Reference Values)</p> <p>1.4 Food labelling regulations, i.e.</p> <ul style="list-style-type: none"> items on the label required by law nutritional information
2. Understand the functions of nutrients	<p>2.1 Nutrients, i.e.</p> <ul style="list-style-type: none"> macro nutrients, i.e. <ul style="list-style-type: none"> carbohydrates, i.e. <ul style="list-style-type: none"> sugar starch non-starch polysaccharides sugar substitutes (e.g. artificial sweeteners, sorbitol) proteins, i.e. <ul style="list-style-type: none"> polypeptides essential and non-essential amino acids proteins of high and low biological value novel sources (e.g. mycoprotein (Quorn)) lipids, i.e. <ul style="list-style-type: none"> saturates monounsaturates and polyunsaturates trans fats cholesterol essential fatty acids micro nutrients, i.e. <ul style="list-style-type: none"> vitamins i.e. <ul style="list-style-type: none"> fat-soluble (e.g. A, D, E and K) water-soluble (e.g. B group, C) minerals (e.g. iron, calcium, magnesium, sodium, potassium, selenium, zinc)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • energy, i.e. <ul style="list-style-type: none"> ○ dietary sources ○ as kilocalories and kilojoules ○ energy values for protein, fat, carbohydrate and alcohol <p>2.2 Functions (e.g. source of energy, muscle repairing and synthesis, supports cognitive function, supports healthy immune system)</p> <p>2.3 Dietary needs of individuals, i.e.</p> <ul style="list-style-type: none"> • children • adolescents • adults • older people • pregnant women and breastfeeding mothers <p>2.4 Effects of nutritional deficiencies (e.g. obesity, malnutrition, anorexia, bulimia, undernutrition, rickets, scurvy)</p>
<p>3. Understand factors which influence nutritional health</p>	<p>3.1 Health factors (e.g. health condition (e.g. heart disease, hypertension, diabetes, coeliac disease, irritable bowel syndrome, lactose intolerance, food allergy), loss of ability to feed independently, (e.g. from paralysis, loss of cognitive function))</p> <p>3.2 Lifestyle factors (e.g. eating at home, social eating and drinking, exercise/activity levels, occupation (active/sedentary), leisure pursuits)</p> <p>3.3 Economic factors (e.g. cost of food, access to shops, food supply, (e.g. seasonal variation))</p> <p>3.4 Sociocultural factors (e.g. beliefs, socialisation, food rituals, role of food in families and communities)</p> <p>3.5 Educational factors (e.g. food hygiene, marketing and labelling, public health, health education, role of health professionals, (e.g. dieticians, public health nutritionists, doctors, nurses, carers, sports nutritionists, health and fitness instructors))</p> <p>3.6 Personal preference (e.g. meal patterns, snacking, personal tastes, food availability, fast food, takeaways, vegetarianism, veganism)</p> <p>3.7 Fluid balance (e.g. dehydration, hyperhydration, superhydration, constipation)</p> <p>3.8 Labelling (e.g. Food Standards Agency traffic lights guide)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Be able to make recommendations to improve nutritional health	<p>4.1 Record food intake (e.g. record, over one period of three days, all food eaten including meals, snacks, drinks, confectionery, supplements; portion sizes)</p> <p>4.2 Review sources of nutritional information (e.g. tables of food composition, tables of portion sizes, packaging)</p> <p>4.3 Quantitative analysis (e.g. to include energy and proportion gained from fat, protein, iron, vitamin C and fibre)</p> <p>4.4 Compare to daily recommended intakes (e.g. health risks related to eating too much or too little of particular nutrients measured to usual dietary habits; general health targets (e.g. five-a-day))</p> <p>4.5 Create nutritional plan (e.g. meals, snacks, drinks, guidance on portion size (e.g. numerical amount, weight/volume))</p> <p>4.6 Analyse lifestyle influences (e.g. personal food preferences and requirements, cultural, economic, social, availability of time, day-to-day variations (e.g. weekdays/weekends))</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know nutritional and diet guidelines	P1: * Describe nutritional and diet guidelines		
2. Understand the functions of nutrients	P2: Describe the functions of nutrients	M1: Analyse the possible effects of poor nutrition for different individuals	D1: Evaluate the possible causes of poor nutrition for different individuals
	P3: * Explain how nutritional requirements differ for individuals		
3. Understand factors which influence nutritional health	P4*: Explain factors which influence nutritional health	M2: Analyse the sustainability of a dietary plan for a chosen individual	
4. Be able to make recommendations to improve nutritional health	P5:* Evaluate the diet and nutrition of a chosen individual		
	P6:* Develop a dietary plan to improve the nutritional health of an individual		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Know nutritional and diet guidelines

Learners must be able to describe both nutritional and diet guidelines. For this LO learners will benefit from drawing on learning from mandatory Unit 3 Health, Safety and security in health and social care LO2, Unit 4 Anatomy and physiology LO3, Unit 14 The impact of long term physiological conditions.

LO2: Understand the functions of nutrients

Learners will be able to give an accurate description of the function of nutrients, and explain how nutritional requirements differ for at least two individuals. For M1 learners must be able to analyse the effects of poor nutrition on different individuals. Additionally for D1 learners must consider the causes of poor nutrition for different individuals. For this LO learners will benefit from drawing upon their learning from Unit 13 Sexual health, reproduction and early developmental stages LO2.

LO3: Understand factors which influence nutritional health

Learners must be able to explain factors which influence nutritional health. For M2 learners must be able to analyse the sustainability of a dietary plan for a chosen individual (M2 can also be linked to the dietary plan produced for LO4) For D1 learners must produce an evaluation of the causes of poor nutrition for different individuals. For this LO Learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care LO1. Unit 4 - Anatomy and physiology LO3. Unit 6 Personalisation and a person centred approach to care LO1, Unit 12 Promote positive behaviour LO1, Unit 14 The impact of long term physiological conditions LO1. Unit 17 Supporting people with mental health conditions LO1, Unit 22 Psychology for health and social care, Unit 23 Sociology for health and social care.

LO4: Be able to make recommendations to improve nutritional health

Learners must be able to evaluate the diet and nutrition of a chosen individual and develop a dietary plan with the intention to improve the nutritional health of that individual (M2 may also be assessed linked to this LO). For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care Unit 6 Personalisation and a person centred approach to care LO1, Unit 15 Promoting health and well-being. Unit 16 Supporting people with dementia LO4, .Unit 19 Creativity and activity for adults LO1.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk. Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.