

<b>Title</b>	<b>Contribute to promoting nutrition and hydration in health and social care settings</b>
<b>Unit Accreditation Ref</b>	<b>FSN 201</b>
<b>Level</b>	<b>2</b>
<b>Credit value</b>	<b>4</b>

<b>Learning outcomes</b> <i>The learner will</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Know the principles of a <b>balanced diet</b>	1.1 Outline current government <b>nutritional guidelines</b> for a balanced diet 1.2 List the main food groups 1.3 Identify sources of essential nutrients 1.4 Explain the importance of a balanced diet 1.5 Explain the impact of poor diet on <b>health and wellbeing</b>
2. Be able to work with others to plan and promote a balanced diet in health and social care settings	2.1 Outline the <b>factors</b> that may affect nutritional intake in <b>individuals</b> 2.2 Describe how a <b>healthy diet</b> can be adapted for <b>different groups</b> 2.3 Work with others to plan an appropriate balanced diet with an individual 2.4 Work with others to promote an appropriate balanced diet when supporting an individual 2.5 Outline ways that <b>others</b> can be supported to understand a healthy diet for individuals
3. Understand the principles of hydration	3.1 Explain the importance of hydration 3.2 Outline the signs of dehydration 3.3 Explain the impact of dehydration on health and wellbeing
4. Be able to carry out role in promoting hydration in health and social care settings	4.1 Outline the factors that may affect hydration 4.2 Describe how hydration can be promoted for different groups 4.3 Demonstrate ways of working with the individual and others to promote hydration
5. Know how to prevent malnutrition	5.1 List the signs of malnutrition 5.2 Describe the <b>risk factors</b> that may lead to malnutrition 5.3 Outline ways of increasing nutritional density of foods and drinks through <b>fortification</b> 5.4 Outline appropriate use of <b>nutritional supplements</b>

6. Be able to carry out role in screening and monitoring nutrition and hydration	6.1 Outline own responsibilities in relation to screening and monitoring nutrition and hydration with the individual 6.2 Complete records for the screening and monitoring of nutrition and hydration in line with agreed ways of working 6.3 Explain actions to take when there are concerns about the nutrition and hydration of individuals 6.4 Demonstrate how to plan, monitor and record nutrition and hydration using a <b>plan of care</b> when supporting an individual
7. Know the importance of <b>special dietary requirements</b> in health and social care settings	7.1 Identify instances where individuals have special dietary requirements 7.2 Outline special diets 7.3 Outline the potential risks of not following a special diet

<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit is aimed at learners who work in a wide range of health and social care settings. The unit develops the learners' knowledge and skills in promoting health and wellbeing through nutrition, hydration and the following of a plan of care
Unit expiry date	30/4/16
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Links to NOS HSC 213
Guidance for developing assessment arrangements for the unit (if appropriate)	<p><b>Balanced diet</b> is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health</p> <p><b>Different groups</b> may include:</p> <ul style="list-style-type: none"> <li>▪ older people that are in good health</li> <li>▪ people of different genders</li> <li>▪ people with health problems</li> <li>▪ people with dementia</li> <li>▪ people with disabilities</li> <li>▪ people with learning disabilities</li> <li>▪ people from different cultures</li> <li>▪ vegetarians and vegans etc</li> </ul> <p><b>Factors</b> can include:</p> <ul style="list-style-type: none"> <li>▪ Culture and religion</li> <li>▪ Individual preferences and habits</li> <li>▪ Physical factors – positioning, oral hygiene etc</li> <li>▪ Psychological factors – depression, eating disorders etc</li> <li>▪ Income, lifestyle and social convention</li> <li>▪ Advertising and fads</li> <li>▪ Family and peer group influences</li> <li>▪ Ethics, morals and political beliefs</li> </ul>

- Neglect

**Fortification** involves the enriching of food or drink and could include the addition of the following items to increase energy and nutrient content: milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications etc

**Health** refers to general physical health and healthy weight (i.e. BMI in the accepted range for the individual's group)

**Healthy diet** is one based on sound nutritional principles. It would usually feature

- High consumption of fruits & vegetables
- Low consumption of red meat & fatty foods
- Meals based on starch foods
- Raw foods & whole grains are preferred to processed or refined foods
- Protein primarily from fish, dairy products, nuts
- Low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages
- Low consumption of alcohol
- Drinking plenty of water
- Organic and/or unprocessed foods—ie, produced without pesticides and chemical preservatives

**Individual** is someone requiring care or support

**Nutritional guidelines** refers to the latest national guidance for appropriate groups

**Nutritional supplements** are products with potential health benefits that are added to the diet when it lacks some or all of the following: energy, protein, vitamins or minerals (e.g. nutritional supplement drinks, vitamin and mineral additives)

**Others** may include:

- the individual
- family and friends
- carers
- colleagues
- other professionals eg district nurses, GP's, dieticians, speech and language therapist etc

**Plan of care** records the day to day requirements and preferences for care and support. It may be known by another name e.g. care plan, support plan, individual plan.

**Risk factors** could include those listed under 'factors' and also:

- Dysphagia - eating, drinking or swallowing problems
- Effects of medication
- Communication
- Understanding of healthy and balanced diet appropriate to the individual

	<p><b>Special diets/special dietary requirements</b> in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease ) or may include those that may <i>prevent / limit / promote / meet</i> one or more of the following:</p> <ul style="list-style-type: none"> <li>▪ Aspiration/choking</li> <li>▪ Appetite</li> <li>▪ Weight (i.e. underweight or overweight)</li> <li>▪ Personal choice and control (e.g. vegan and vegetarian or cultural and religious choices)</li> </ul> <p><b>Wellbeing</b> refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life</p>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles
Support for the unit from a SSC or other appropriate body (if required)	Skills for Care and Development
Location of the unit within the subject/sector classification system	01 Health, Public Services and Care
Name of the organisation submitting the unit	
Availability for use	Shared
Unit available from	1/5/11
Additional guidance	See 'Guidance for developing assessment arrangements for the unit'