

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Nutrition and Hydration in a Social Care Setting

Unit Reference Number: Y/651/0284

Level: Two (2)

Credit Value: Two (2)

Minimum Guided Learning Hours: 16

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the principles of food safety	1.1 Explain the importance of food safety, including hygiene in the preparation and handling of food
2. Understand the principles of nutrition and hydration	2.1 Explain the importance of good nutrition and hydration in maintaining health and wellbeing
	2.2 Describe signs and symptoms of poor nutrition and hydration
	2.3 Outline ways to promote and support adequate nutrition and hydration.
	2.4 Explain how to identify and report changes or risks relating to nutrition and hydration needs
3. Be able to support individuals with nutrition and hydration	3.1 Outline how to identify the nutrition and hydration care and support needs of individuals
	3.2 Outline factors that can affect an individual's nutrition and hydration care and support needs.
	3.3 Support individuals with their nutrition and hydration in line with their preferences, needs and care or support plan
	3.4 Monitor and record (where required) the nutrition and hydration care and support provided to individuals

3.5 Explain when you might need to seek **additional advice and guidance** when supporting **individuals** with their nutrition and hydration needs and how to gain this.

Indicative Content	
LO2	<p>Individuals: The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.</p> <p>Identify: Will include being able to recognise any changes or risks to the individuals care and support needs and being able to monitor changes or risks in line with the individuals' preferences, assessed needs and care and support plan requirements.</p> <p>Risks: In line with agreed ways of working within the setting and may include use of appropriate monitoring tools.</p>
LO3	<p>Individuals: The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.</p> <p>Factors: Which can affect the nutrition and hydration needs and choices of individuals may include but not limited to:</p> <ul style="list-style-type: none">• health needs and conditions: diabetes, coeliac disease, heart disease• dietary requirements• physical factors: eating, drinking, or swallowing difficulties, aspiration/choking• impact of poor oral health• food allergies• appetite• moral or ethical beliefs• religious requirement or cultural preference• personal choice and control• mental capacity• mental health and wellbeing• eating disorders• side effects of medication. <p>Preferences: Will include any personal choices and any religious and cultural preferences.</p> <p>Needs: These may relate to the nutritional, health, and medical needs of individuals.</p> <p>Care or Support plan: A care plan may be known by other names e.g., support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>Monitor: Within the context of the individuals care / support plan, this may include, but not limited to recording preferences and changes in needs, planning, and recording daily intake (if required), planning meals and approaches to maintaining a healthy lifestyle.</p> <p>Record: Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.</p> <p>Additional advice and guidance: Will vary depending on the learners role, agreed ways of working and area of advice and support needed. Action may include but not limited to referring to a senior colleague, a family carer, a professional practitioner e.g., general practitioner, dietitian, speech and language therapist, occupational therapist, or other practitioner/professional/specialist service who would be able provide advice, guidance, and support to the learner, setting and individual.</p>

Assessment Guidance

Whilst supporting individuals with meeting their nutritional and hydration needs may not seem to be part of every role in adult social care, it is important to ensure the learner has good transferable competency. This will ensure wherever they are working, individuals have appropriate access to nutrition and hydration and safe care and support.

It is acknowledged that individuals have a range of care and support needs in this area of care. This unit does require the learner to provide performance evidence (8.3c and d) and this needs to reflect and be contextualised to the needs of the individuals the learner is providing care and support for.

Here are some examples of how the required performance evidence might be contextualised and confirmed in the learner's practice:

- encouraging regular nutrition and hydration/fluid intake and ensuring refreshed drinks and meals/snacks are placed within reach of the individual during care visits
- providing appropriate assistance to enable the individual to eat and drink comfortably and with dignity
- supporting an individual with nutrition and hydration aspects such as healthy eating, which could include meal planning and preparation, along with budgeting and purchasing food items
- supporting an individual to access, understand and follow recommended dietary advice provided by a health professional or similar
- supporting an individual with specific nutrition support which could include the use of special nutrient-rich foods, nutritional supplements, and fortified foods, as well as enteral feeding tubes
- being able to discuss and report any changes, concerns, or dilemmas they may face with nutrition and hydration when supporting individuals
- responding to any changes in the individual's health which may impact their ability to self-manage their nutrition and hydration needs
- signposting and supporting the individual to gain and follow healthy eating advice or advice from another professional which has an impact on their nutrition and hydration needs.

The above examples are not exhaustive, or all required, the purpose of the examples is to show how the performance evidence required can be contextualised and reflected across a range of settings in practice.

Skills-based assessment within this unit should include direct observation as the preferred main source of evidence. Assessment must be carried out over an appropriate period of time within normal work activity.

Criteria 8.3 c and d: Both criteria should be evidenced in normal work activity and assessment advice has been provided above of how this could be contextualised and achieved. It is acknowledged there may still be situations where learners may not have the opportunity to demonstrate these skills. Other sufficient appropriate evidence to show that the learner would be able to do this is permissible. An assessment method such as a Professional Discussion could be planned and used to achieve this. Justification for this must be standardised and documented by the centre delivering the qualification.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment