

<b>Title:</b>	Nutrition and Hydration
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Unique Reference Number:</b>	D/651/1429
<b>Sector Subject Area:</b>	Health and Social Care
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand the principles of food safety, nutrition, and hydration and how to support individuals with nutrition and hydration.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment of this unit will be through the completion of a mandatory portfolio of evidence.</p> <p>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.</p> <p><b>Criteria 3.3 and 3.4:</b> 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.</p> <p>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.</p>

### Learning outcomes

*The learner will:*

1. Be able to understand the principles of food safety.

### Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to understand food safety and safe preparation and handling of food.

The learner must:

- 1.1 Outline the importance of food safety, including hygiene in the preparation and handling of food.

2. Be able to understand the principles of nutrition and hydration.

**Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to promote adequate nutrition and hydration, as well as recognising signs and symptoms of poor nutrition and hydration.

The learner must:

- 2.1 Outline importance of good nutrition and hydration in maintaining health and wellbeing.
- 2.2 List the **signs** and symptoms of poor nutrition and hydration.
- 2.3 Identify ways to promote and support adequate nutrition and hydration.
- 2.4 Describe how to **identify** and report changes or **risks** relating to nutrition and hydration needs.

3. Be able to support individuals with nutrition and hydration.

**Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to provide person-centred care in relation to an individual's nutrition and hydration.

The learner must:

- 3.1 Describe how to identify the nutrition and hydration care and support needs of **individuals**.
- 3.2 Identify **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.

### **Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

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 (3.3 and 3.4) 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.

### Requirements

#### Signs

Signs will be unique to the individual receiving care. However, could include:

#### Signs of Poor Nutrition:

- Weight Changes
- Fatigue and Weakness
- Malnutrition
- Skin Problems
- Dental Issues
- Digestive Problems
- Mood Changes
- Cognitive Decline
- Immune System Weakness
- Anemia

#### Signs of Poor Hydration:

- Thirst
- Dry Mouth and Lips
- Decreased Urination
- Fatigue and Dizziness

	<ul style="list-style-type: none"> <li>• Headaches</li> <li>• Poor Skin Elasticity</li> <li>• Reduced Sweating</li> <li>• Increased Heart Rate</li> <li>• Sunken Eyes</li> <li>• Confusion or Irritability</li> </ul>
<b>Identify</b>	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
<b>Risks</b>	In line with agreed ways of working within the setting and may include use of appropriate monitoring tools.
<b>Individuals</b>	The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.
<b>Factors</b>	<p>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"> <li>• Health needs and conditions: diabetes, coeliac disease, heart disease</li> <li>• Dietary requirements</li> <li>• Physical Factors: eating, drinking, or swallowing difficulties, aspiration/choking</li> <li>• Impact of poor oral health</li> <li>• Food allergies</li> <li>• Appetite</li> <li>• Moral or ethical beliefs</li> <li>• Religious requirement or cultural preference</li> <li>• Personal choice and control</li> <li>• Mental capacity</li> <li>• Mental health and wellbeing</li> <li>• Eating disorders</li> <li>• Side effects of medication</li> </ul>
<b>Preferences</b>	Will include any personal choices and any religious and cultural preferences.

<b>Needs</b>	These may relate to the nutritional, health, and medical needs of individuals.
<b>Care or Support plan</b>	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.
<b>Monitor</b>	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.
<b>Record</b>	Where learners are required to use both electronic and manual recording systems, assessment must include both ways of record keeping.
<b>Additional advice and guidance</b>	Will vary depending on the learner's 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.