

Unit 43: Promoting Nutrition and Hydration in Care Settings

Unit reference number: F/616/7360

Level: 3

Unit type: Optional

Credit value: 4

Guided learning hours: 32

Unit summary

What individuals eat and drink is vital to their health and wellbeing. For our bodies to function properly, it is important that we have a diet that includes all the nutrients required in the right balance. It is also essential that individuals consume an appropriate volume of fluids each day. Failure to maintain a well-balanced diet and keep hydrated can lead to ill health. Where individuals are receiving any type of care or support, it is important that an assessment is made about their nutrition and hydration. This should include recording any allergies, likes and dislikes, any specific support they need to eat and drink, and whether they can eat normally or need soft food.

In this unit, you will develop knowledge and skills in promoting health and wellbeing through nutrition and hydration, and by following a plan of care in care settings.

You will learn about the principles of nutrition and a balanced diet, including hydration, and then apply this in a workplace situation. You will have opportunities to develop, practise and demonstrate the skills required when following a plan of care, and when supporting health and wellbeing through the nutrition and hydration of individuals. You will consider special dietary requirements and special diets, including their relevance and importance in care settings.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand what makes up a balanced diet	1.1 Define the main food groups 1.2 Explain sources and role of essential nutrients for health 1.3 Evaluate the benefits of a balanced diet on health and wellbeing 1.4 Evaluate the impact of poor diet on health and wellbeing 1.5 Explain what adaptations to a balanced diet may be required for different groups
2 Understand nutritional guidelines	2.1 Summarise current national nutritional guidelines for a balanced diet 2.2 Explain how to access additional support and information relating to nutrition and hydration
3 Be able to promote nutrition in care settings	3.1 Explain the importance of a balanced diet 3.2 Demonstrate how to plan and promote an appropriate balanced diet with an individual that meets their dietary needs 3.3 Evaluate the effectiveness of different ways of promoting healthy eating
4 Be able to promote hydration in care settings	4.1 Explain the importance of hydration 4.2 Describe signs of dehydration 4.3 Explain ways to support and promote hydration with individuals 4.4 Demonstrate how to promote hydration with an individual that meets their needs 4.5 Evaluate the effectiveness of different ways of supporting and promoting hydration

Learning outcomes	Assessment criteria
<p>5 Understand how to prevent malnutrition in care settings</p>	<p>5.1 Explain the factors that may affect nutritional intake</p> <p>5.2 Explain the risk factors that may lead to malnutrition</p> <p>5.3 Describe the signs of malnutrition</p> <p>5.4 Explain ways of ensuring foods and drinks have increased nutritional density through fortification</p> <p>5.5 Discuss the appropriate use of nutritional supplements</p>
<p>6 Be able to carry out nutritional screening in care settings</p>	<p>6.1 Explain the purpose of nutritional screening</p> <p>6.2 Carry out nutritional screening in line with agreed ways of working</p> <p>6.3 Implement the actions identified by nutritional screening in line with agreed ways of working</p> <p>6.4 Monitor, record and review the actions taken following nutritional screening in line with agreed ways of working</p>
<p>7 Be able to monitor and record nutrition and hydration needs with individuals in care settings</p>	<p>7.1 Describe the roles and responsibilities of self and others in assessing and managing the nutritional and hydration needs with individuals</p> <p>7.2 Explain ways in which nutrition and hydration can be monitored</p> <p>7.3 Monitor, record and review nutrition and hydration of an individual in accordance with their care plan</p>
<p>8 Understand factors that affect special dietary requirements in care settings</p>	<p>8.1 Explain factors that may promote healthy eating in different groups</p> <p>8.2 Explain factors that may create barriers to healthy eating for different groups</p> <p>8.3 Explain why individuals may have special dietary requirements</p> <p>8.4 Explain why it is important for individuals with special dietary requirements to follow special diets</p>

Content

What needs to be learned

Learning outcome 1: Understand what makes up a balanced diet

The main food groups and their sources

- Carbohydrates:
 - starches, e.g. potatoes, pasta
 - natural and refined sugars
 - dietary fibre, e.g. bran.
- Proteins:
 - plant, e.g. tofu, pulses
 - animal, e.g. meat, fish.
- Fats:
 - saturated, e.g. full-fat milk, polyunsaturated, monounsaturated.
- Minerals:
 - calcium, e.g. milk, soya
 - iron, e.g. red meat, egg yolk, green vegetables
 - sodium, e.g. cheese, meat
 - potassium, e.g. apricots, bananas.
- Vitamins:
 - A, e.g. carrots, fish, liver oils
 - B complex, e.g. cereals, meat, eggs
 - C, e.g. oranges, blackcurrants
 - D, e.g. fish oils, tuna
 - E, e.g. sunflower seeds, peanut butter
 - K, e.g. kale, spinach.
- Water.

The role of essential nutrients

- Tissue growth and repair.
- Immunity against infection.
- Production of energy.
- Muscle strength.

Principles of a balanced diet

- Healthy diet, based on sound nutritional principles.
- High consumption of fruits and vegetables, unprocessed foods.
- Low consumption of red meat and fatty foods, salt, pepper, sugar, saturated fats, coffee and other caffeinated beverages, alcohol.
- Raw foods and whole grains preferable to processed or refined foods.
- Protein primarily from fish, dairy products, nuts.
- Plenty of water.

What needs to be learned

Benefits

- Life expectancy.
- Physical and mental wellbeing.
- Disease prevention, e.g. cardiovascular, cancer.

Impact of poor diet on health and wellbeing

- Effects on general physical health and weight.
- Effects on wellbeing.
- Potential impacts, e.g. reduced physical and mental performance, fatigue, obesity, increased risk of diseases such as cardiovascular disease and cancers, decreased immunity, deficiency diseases such as anaemia, rickets, osteoporosis, tooth decay.

Adapting balanced diets for different groups

- Groups, e.g. older people in good health, different genders, different cultures, people with health problems, people with dementia, people with disabilities, people with learning disabilities, people with specific dietary preferences, vegetarians, vegans.
- Adaptions:
 - according to needs and preferences, e.g. personal taste, ability/inability to eat without support
 - specific needs
 - substituting foods.
- Reducing/increasing certain foods.

Learning outcome 2: Understand nutritional guidelines

Current national guidelines for a balanced diet

- National guidelines, e.g. government dietary recommendations, the Eatwell Guide (Food Standards Agency), Eight Tips for Healthy Eating (NHS).

Accessing additional support and information

- Additional support, e.g. Food Standards Agency, National Institute for Health and Clinical Excellence (NICE), the Department of Health, Public Health England, British Nutrition Foundation.

What needs to be learned

Learning outcome 3: Be able to promote nutrition in care settings

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Importance of a balanced diet

- Definition of balanced diet.
- Impact on wellbeing, weight, sleep, general health, mental health.

Planning a balanced diet

- Factors to consider, e.g. likes, dislikes, allergies, cultural and religious requirements, specific health needs.
- Planning, e.g. one week (breakfast, lunch, evening meal, snacks, liquids).
- Ensuring balance and variety of diet.

Promoting a balanced diet

- Promotion, e.g. through planning of care, explanation as appropriate, encouragement, presentation of food, good palatability, variety, providing suitable utensils, trying different approaches.

Learning outcome 4: Be able to promote hydration in care settings

Importance of hydration

- Role of water in the body, e.g. dilution and removing toxins, kidney function.
- Water loss, e.g. excretion, sweating.
- Water gain, e.g. eating, drinking.
- Water balance.

Signs of dehydration – moderate

- Dry mouth, lips and eyes, headache, tiredness, dizziness, decreased urine output, muscle weakness.

Signs of dehydration – severe

- Extreme thirst, loss of skin elasticity, oliguria, sunken eyes, absence of perspiration, rapid heartbeat, low blood pressure.

Supporting and promoting hydration

- Explaining the benefits of hydration.
- Discovering individual's likes and dislikes.
- Provision of fluids at regular intervals.
- Water naturally occurring in foods, e.g. in soup, in yoghurt.
- Encouragement.

What needs to be learned

Learning outcome 5: Understand how to prevent malnutrition in care settings

Factors affecting nutritional intake

- Individual preferences and habits.
- Physical factors, e.g. location of meal, positioning, oral hygiene.
- Psychological factors, e.g. depression, stress, eating disorders, food phobias.
- Income, lifestyle and social convention.
- Culture and religion.
- Advertising and fads.
- Family and peer group influences.
- Ethics, morals and political beliefs.

Risk factors for malnutrition

- Risk factors, e.g. age, medical conditions, effects of medication, psychological factors, income, oral hygiene, individual habits, cognitive disorders.

Signs of malnutrition

- Weight loss or gain, decreased muscle and tissue mass, decreased mobility and stamina, dry and scaly skin, breathing difficulties, increased risk of chest infection and respiratory failure, wounds take longer to heal, slower immune response, difficulty staying warm.

Fortification

- Increasing energy and nutrient content.
- Addition of, e.g. milk powder, evaporated milk, cheese, butter, cream, sugar, syrup, dried fruits, figs, prunes, potatoes, branded food fortifications.

Nutritional supplements

- Types:
 - energy
 - protein
 - vitamins or minerals, e.g. nutritional supplement drinks, vitamin and mineral additives.
- Potential health benefits.
- Role in supporting recovery from illness.
- Role in supporting individuals who are unable to ingest certain foods.

What needs to be learned

Learning outcome 6: Be able to carry out nutritional screening in care settings

Nutritional screening

- Malnutrition Universal Screening Tool (MUST) – a five-step screening tool to identify adults who are malnourished, at risk of malnutrition (under nutrition) or obese.
- Implement.
- Monitor (use relevant measures, observations, physical measurements).
- Record and review actions.

Agreed ways of working

- Includes policies and procedures where they exist.
- Referencing to and updating individual's care plan where appropriate.

Learning outcome 7: Be able to monitor and record nutrition and hydration needs with individuals in care settings

Roles and responsibilities of others

- Others, e.g. carers, colleagues, other professionals such as district nurses, GPs, dieticians.

Monitoring nutrition and hydration

- Using care plan.
- Recording preferences.
- Planning daily intake.
- Recording intake.
- Monitoring to ensure balance.

What needs to be learned

Learning outcome 8: Understand factors that affect special dietary requirements in care settings

Factors that may promote healthy eating in different groups

- Positive role models, eating with others, location, education, eating support/aids.

Factors that create barriers to healthy eating

- Physical factors e.g. dysphagia, eating, drinking or swallowing problems, medical conditions, psychological factors, lack of understanding, low income.

Reasons for special dietary requirements

- Chronic disorders, e.g. Coeliac disease, Crohn's disease, type 2 diabetes.
- Allergies including lactose intolerance, gluten intolerance.
- Social/cultural.

Importance of adherence to special diets

- Meeting requirements.
- Promoting personal choice and control.
- Worsening of symptoms.
- Potential life-threatening risks of not following special diet.

Information for tutors

Suggested resources

Books

Aldworth C – *Nutrition and Well-being (Knowledge Set)* (Heinemann, 2008)
ISBN 13 9780435402389

Field, Linda – *Nutrition and Hydration (Nursing and Health Survival Guides)*
(Routledge, 2010) ISBN 13 9780273728719

Food Standards Agency – *Manual of Nutrition Reference Book 342, 11th Edition*
(Stationery Office, 2008) ISBN 13 9780112431169

Websites

www.bhf.org.uk/heart-health/preventing-heart-disease/healthy-eating

British Heart Foundation – information on preventing heart disease through healthy eating.

www.cancerresearchuk.org/about-cancer/causes-of-cancer/diet-and-cancer

Cancer Research UK – information on diet and cancer.

www.diabetes.co.uk

Advice and guidance on nutrition linked to diabetes.

www.gov.uk/government/publications/the-eatwell-guide

Government dietary guidance.

www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx

NHS Choices – advice and guidance on balanced diets and healthy eating.

www.nhs.uk/Conditions/Obesity/Pages/Treatment.aspx

NHS Choices – advice and guidance on obesity.

www.nice.org.uk/guidance/lifestyle-and-wellbeing/diet--nutrition-and-obesity

National Institute for Health and Care Excellence – advice and guidance on nutrition.

www.nice.org.uk/guidance/cg32

National Institute for Health and Care Excellence – advice and guidance on nutritional screening, monitoring and support.

www.nursingtimes.net

Nursing Times – range of current articles on nutrition and adult care.

www.nutrition.org.uk

British Nutrition Foundation

www.skillsforcare.org.uk

The Care Certificate Standard 8: Fluids and Nutrition.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 3, 4, 6 and 7 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 3, 4, 6 and 7.

Assessment of learning outcomes 1, 2, 5 and 8 (knowledge) may take place in or outside of a real work environment.