

Abraham Darby BTEC Level 2 Extended Certificate in Health and Social Care

Assignment title	You Are What You Eat.		
Assessor	Mr J Roberts		
Student Name and Signature			

Date issued	Wednesday 12 th March 2014		
Interim Deadline	Wednesday 19 th March 2014	Final deadline	Wednesday 26 th March 2014
Duration (approx)	3 x Lessons and Homework		

Qualification suite covered	BTEC Next Generation Extended Certificate Level 2 in Health and Social Care		
Units covered	Unit 6: The Impact of Nutrition on Health and Wellbeing Optional Specialist Unit 30 Credits.		
Learning aims covered	Learning aim A: Explore the effects of balanced and unbalanced diets on health and wellbeing Learning aim B: Understand the specific nutritional needs and preferences of individuals		

Scenario	<p>You are working as a health care assistant in a GP practice alongside the Practice Nurse who has asked you to look into how two service users (a teenager and an older gentleman who has recently retired) can be supported to improve their diet.</p> <p>They have differing nutritional needs due to illness and allergies, and the GP has referred them to the nurse for further advice and information regarding their diets. You have been asked to explore the service users' diets with them.</p> <p>Dena Dena is a 14 year old Jewish girl who plays tennis for the school team. Dena was diagnosed as having type 1 diabetes at the age of 10; her condition is controlled by a combination of insulin injections and an appropriate diet.</p> <p>Recently Dena has been busy training for an important tennis match; this has meant that she has not paid attention to her diet, replacing healthy meals with fast food. Dena's blood glucose levels are now unstable and she is constantly tired.</p> <p>Gus Gus is 65 years old and has recently retired from his work as a postman.</p> <p>Gus has been diagnosed with osteoarthritis in his right hip and a wheat allergy. Gus lives alone following the death of his wife and, because he has never learned to cook, eats either sandwiches or ready-made meals which can be heated in the microwave.</p>		
Task 1	<p>Getting the balance right</p> <p>The practice nurse has asked you to prepare and deliver a presentation, for new members of staff, on the effects of balanced and unbalanced diets on the health and wellbeing of individuals.</p>		

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	<p>Your presentation should include:</p> <ul style="list-style-type: none"> • a description of the components of a balanced diet, their functions, sources and effects • a description of the effects of an unbalanced diet, giving examples of their causes • you should refer to Dena and Gus in your slides, comparing the effects of balanced and unbalanced diets on their health and wellbeing, and assessing the long-term effects on both Dena and Gus
Evidence you must produce for this task	<p>Presentation with handout Learner notes Tutor Observation Record Camcorder recording of learner presentation</p>

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Describe the components of a balanced diet and their functions, sources and effects	6	2A.P1
Describe the effects of an unbalanced diet on the health and wellbeing of individuals, giving examples of their causes.	6	2A.P2
Compare the effects of balanced and unbalanced diets on the health and wellbeing of two individuals.	6	2A.M1
Assess the long-term effects of a balanced and unbalanced diet on the health and wellbeing of individuals.	6	2A.D1

Task 2	<p>Needs and choices</p> <p>The practice nurse has received good feedback from the staff that attended your presentation. She would like you to prepare some written information for Dena and Gus setting out their dietary needs and outlining the things that could influence their choices about what they eat.</p> <p>You need to produce a summary sheet for each service user which:</p> <ol style="list-style-type: none"> a) describes their dietary needs b) explains the factors that will influence what they eat c) discusses how those factors influence the choices they make
Evidence you must produce for this task	2 x summary sheets

Criteria covered by this task:

To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Describe the specific dietary needs of two individuals at different life stages.	6	2B.P3
Explain the factors influencing the dietary choices of two individuals with specific dietary needs at different life stages.	6	2B.M2
Discuss how factors influence the dietary choices of two individuals with specific dietary needs at different life stages.	6	2B.D2

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Task 3	<p>It's all in the plan</p> <p>The practice nurse has now asked you to produce a three-day nutritional plan for Dena and Gus. She wants you to concentrate on the specific needs of both of them to ensure that the plan is balanced.</p> <p>When you have done this, the practice nurse has asked you to produce a report which compares the two nutritional plans.</p>	
Evidence you must produce for this task	<p>Nutritional plans Report</p>	
<p>Criteria covered by this task:</p>		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Create a nutritional plan for two individuals, with different specific nutritional needs	6	2B.P4
Compare nutritional plans for two individuals with different nutritional needs	6	2B.M3
Sources of information	<p>Books and Journals MAFF, <i>Manual of Nutrition</i>, HMSO, 1995, London 10th Edition</p> <p>Asbridge, L., Lavers, S., Stretch, B. and Scott, J., <i>BTEC First Health and Social Care, Revised Edition: Student Book</i>, Heinemann, 2008, Oxford</p> <p>Websites www.nhs.uk/change4life www.diabetes.org.uk www.bhf.org.uk www.nutrition.org.uk</p>	

<p>If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.</p>		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference
Identify components of a balanced diet, giving examples of each	6	1A.1
Identify three effects of an unbalanced diet on the health and wellbeing of individuals	6	1A.2
Identify the specific dietary needs of an individual	6	1B.3
Create, with guidance, a nutritional plan for a selected individual	6	1B.4

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EFFORT:

GRADE AWARDED:

WWW –
(What went well?)

EBI -
(Even better if)

WDYT –
(What do you think?)

Agreed action according to
feedback-

Date and Signature:

Pupil

Assessor