

RSPH Level 4 Certificate in Nutrition for Institutional Food Services

Unit NUT 4.2b: Nutrition for Institutional Food Services (Care Service Establishments) (Reference No. Y/504/4265)

Marking Guidelines

CARE HOME

You have been newly appointed as catering manager for a care home.

The care home provides meals for the residents who all require residential not nursing care. The age range of residents is 66-105 years. However many of the residents are quite frail, others have mobility and dexterity problems like arthritis and a number have chewing difficulties as well as visual impairments.

There are 40 residents. Each has their own room. There is a large pleasant dining room and residents can take their meals there or in their own room if they wish.

Additionally on each week day there is a luncheon club which 20 people attend. This is very lively and popular. A number of attendees walk to the home from local housing estates while others are brought in by special transport. In general this group is much fitter and is in the age range 65-82 years. Attendees often arrive around 10 am to have a chat and snack as well as play cards, darts or pool, have their hair done etc. They may not leave until 3pm or later.

Task One

Outline, with reasons and reference to dietary reference values, the likely nutritional requirements for each of:

- **the residents**
- **the attendees of the luncheon club**

Nutrient requirements should include carbohydrates, fats and proteins. Reference to DRVs must be included. Key micronutrients should also be covered to include key minerals and vitamins for this group. Tables or histograms can be used. Reasons should take account of activity levels, age and likely health problems of the group.

Task Two

Plan a day's menu with three choices per meal that is appropriate for the residents and luncheon club. The menu should include vegetarian options as well as beverages and consist of the following meals:

- **Breakfast served 8am –9am**

- **Midmorning snacks 10-11am**
- **Lunch served 12-1.30pm**
- **Mid-afternoon snack 3pm**
- **Dinner served 5-6pm**
- **Supper served 9-10pm**
- **Night service of snacks and beverages as requested**

Explain how these menus meet the nutritional principles of the care sector.

Should be able to cross-reference foods in diet to nutrient requirements in terms of protein, carbohydrates, fats, minerals, vitamins and energy needs. Consideration should be given to portion size, texture of food and possible effect of meals on medication.

Justification of menus with reference to sector nutritional principles.

The kitchen is well equipped with a brand new combination oven, conventional gas oven, grill, deep fat fryer, hobs, hot plates and industrial microwave ovens.

Two shifts of three staff (one a cook and 2 assistants) work in the kitchen to prepare and cook the meals detailed above.

The catering staff serve the meals onto plates and dishes as appropriate to the needs of the recipient. The care staff cut up food as required or mash and liquidise it as advised by the speech therapist before giving it to the recipient.

The catering staff chat to people at meal times.

The catering staff cook breakfast, lunch and evening meal but the care staff serve the supper and night time snacks heating items as required in a microwave.

Task Three

Outline any legislative requirements and guidelines relating to nutrition and hydration for the care sector.

Appropriate reference to legislative requirements and guidance should be discussed eg

- *CQC standards*
- *5 a day information*
- *eatwell plate*
- *NACC information*

Task Four

A regional manager has overall responsibility for the care home. Explain how the manager would check that this food service meets the above requirements.

Reference to discussion of requirements with catering staff, comparison of requirements with menus, observation of catering operation etc

Details of two members of the canteen staff are shown below.

Amy used to be a care assistant and has worked at the home for 14 years. She started cooking when the previous cook left and has no professional training. She knows all of the residents and luncheon club attendees and is well liked. She is a very traditional style of cook and like to cook suet puddings, stews and dumplings, cakes and fish and chips. She is a bit frightened of using the new oven as it was installed while she was on holiday. Members of the luncheon club often talk about “foreign dishes” they have enjoyed on holiday like lasagne and she has no idea how to cook it.

John used to own and be head chef in a restaurant and is very keen to introduce new dishes into the menus. He moved into this work after selling his restaurant as he wanted to spend more time with his children He finds the budget for food a bit limiting but loves working with the older clients.

Amy and John were both given a short questionnaire on nutrition, which revealed that Amy knew that food was very important for older people and that it kept them well. She knew they needed lots of snacks and fluids to tempt them.

John was not aware about any aspect of nutrition except that fruit and vegetables are good for vitamins and older people needed to be tempted to eat.

Task Five

With reference to the information above, determine what training is required for these staff members in order for them to assist with the provision of meals that meet nutritional principles and legislative requirements.

Suggestions for training relevant to the knowledge and experience of staff members, learners must justify decisions regarding training requirements by reference to information given.

Task Six

Plan a one-day training course for these staff members, you should include:

- **details of course content**
- **information sources that you would use**
- **details of how you would check the effectiveness of the training.**

Details of course content should include timings, aims and objectives plus course content. Extra consideration should be given to those who produce information or presentations

Information sources—should include well known and useful sources

Details of how you would check the effectiveness of the training by use of an audit, recipe development or any other valid method

When carrying out this assignment, candidates should ensure they refer to the learning outcomes, assessment criteria and content contained in the qualification specification.

Coverage of Learning Outcome and Assessment Criteria

The table below shows how the assignment provides candidates with opportunities to provide evidence for each of the assessment criteria for this unit. This list is not exhaustive; candidates may provide evidence for meeting the assessment criteria from other parts of their completed assignment.

Assessment Criterion	Possible Evidence
1.1 Outline the varying nutritional requirements of individuals using catering services operated by care service establishments	Task 1
1.2 Explain the nutritional principles to be used in menu design by catering services operating in care service establishments	Task 2
1.3 Design menus appropriate to the catering service operated by care service establishments	Task 2
2.1 Outline the legislative requirements and/or guidelines in relation to nutrition and hydration for care service establishments	Task 3
2.2 Explain methods by which the legislative requirements and/or guidelines may be met	Task 4
3.1 Explain how the current levels of staff knowledge and expertise may be assessed	Task 5
3.2 Develop a training course appropriate to the needs of staff	Task 6
3.3 Review the effectiveness of the staff training	Task 6