Glossopdale
School & Sixth Form

Cambridge Technicals Level 3 for Health & Social Care

Name of unit	Unit 10: Health for nutrition
Why do we study this unit?	This unit introduces nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.
By the end of the unit, students will be able to….	1. Know nutritional and diet guidelines 2. Understand the functions of nutrients 3. Understand factors which influence nutritional health 4. Be able to make recommendations to improve nutritional health
Links to previous units	
Key vocabulary	macro-nutrients, monounsaturates and polyunsaturates, cholesterol, Quantitative analysis, sedentary
Week and summary topic	**Knowledge and skills learned**
1. Know nutritional and diet guidelines	1.1 Dietary intake guidelines: (e.g. eatwell plate, food pyramids, food groups, five-a-day, NHS Change4Life, healthy eating) 1.2 Energy balance, i.e. • diet and physical activity 1.3 Nutritional measures (e.g. Body Mass Index (BMI), growth charts, recommended intakes, weight for height and gender, Dietary Reference Values) 1.4 Food labelling regulations, i.e. • items on the label required by law • nutritional information
2. Understand the functions of nutrients	2.1 Nutrients, i.e. • macro nutrients, i.e. o carbohydrates, i.e. sugar starch non-starch polysaccharides

	sugar substitutes (e.g. artificial sweeteners, sorbitol) o proteins, i.e. polypeptides essential and non-essential amino acids proteins of high and low biological value novel sources (e.g. mycoprotein (Quorn)) o lipids, i.e. saturates monounsaturates and polyunsaturates trans fats cholesterol essential fatty acids • micro nutrients, i.e. o vitamins i.e. fat-soluble (e.g. A, D, E and K) water-soluble (e.g. B group, C) o minerals (e.g. iron, calcium, magnesium, sodium, potassium, selenium, zinc) • energy, i.e. o dietary sources o as kilocalories and kilojoules o energy values for protein, fat, carbohydrate and alcohol 2.2 Functions (e.g. source of energy, muscle repairing and synthesis, supports cognitive function, supports healthy immune system) 2.3 Dietary needs of individuals, i.e. • children • adolescents • adults • older people • pregnant women and breastfeeding mothers 2.4 Effects of nutritional deficiencies (e.g. obesity, malnutrition, anorexia, bulimia, undernutrition, rickets, scurvy)
3. Understand factors which influence nutritional health	3.1 Health factors (e.g. health condition (e.g. heart disease, hypertension, diabetes, coeliac disease, irritable bowel syndrome, lactose intolerance, food allergy), loss of ability to feed independently, (e.g. from paralysis, loss of cognitive function)) 3.2 Lifestyle factors (e.g. eating at home, social eating and drinking, exercise/activity levels, occupation (active/sedentary), leisure pursuits) 3.3 Economic factors (e.g. cost of food, access to shops, food supply, (e.g. seasonal variation)) 3.4 Sociocultural factors (e.g. beliefs, socialisation, food rituals, role of food in families and communities) 3.5 Educational factors (e.g. food hygiene, marketing and labelling, public health, health education, role of health professionals, (e.g. dieticians, public health nutritionists, doctors, nurses, carers, sports nutritionists, health and fitness instructors)) 3.6 Personal preference (e.g. meal patterns, snacking, personal tastes, food availability, fast food, takeaways, vegetarianism, veganism)

	3.7 Fluid balance (e.g. dehydration, hyperhydration, superhydration, constipation) 3.8 Labelling (e.g. Food Standards Agency traffic lights guide)
4. Be able to make recommendations to improve nutritional health	4.1 Record food intake (e.g. record, over one period of three days, all food eaten including meals, snacks, drinks, confectionery, supplements; portion sizes) 4.2 Review sources of nutritional information (e.g. tables of food composition, tables of portion sizes, packaging) 4.3 Quantitative analysis (e.g. to include energy and proportion gained from fat, protein, iron, vitamin C and fibre) 4.4 Compare to daily recommended intakes (e.g. health risks related to eating too much or too little of particular nutrients measured to usual dietary habits; general health targets (e.g. five-a-day)) 4.5 Create nutritional plan (e.g. meals, snacks, drinks, guidance on portion size (e.g. numerical amount, weight/volume)) 4.6 Analyse lifestyle influences (e.g. personal food preferences and requirements, cultural, economic, social, availability of time, day-to-day variations (e.g. weekdays/weekends))