**NZQA**

**Approved**

EXPIRED

Achievement standard: 90956 Version 3

Standard title: Demonstrate knowledge of an individual’s nutritional needs

Level: 1

Credits: 5

Resource title: Square meals for seniors

Resource reference: Home Economics VP-1.1 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90956-02-7256 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 90956

Standard title: Demonstrate knowledge of an individual’s nutritional needs

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Resource title: Square meals for seniors

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Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to demonstrate knowledge of an elderly person’s nutritional needs.

You are going to be assessed on how comprehensively you plan, prepare and serve food to meet the nutritional needs of an elderly person who has returned home from hospital after an operation, together with justifying how your chosen food, liquid and preparation practices meet their nutritional needs.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

There are many elderly people living on their own in our communities. Many of them cope very well but sometimes, like after a long hospital stay, they might need a little help from a carer to ensure they get their health back as quickly as possible.

Before beginning this assessment activity, you need to prepare a profile of the elderly person who is the focus of this task. Some material has been decided for you, but you can add to this information through your own experiences with grandparents, family friends or neighbours.

The elderly person lives alone in their own house.

The elderly person is normally reasonably fit and active, but a recent operation has limited their mobility.

They have the usual kitchen equipment, including fridge/freezer, microwave and conventional oven and stove top.

The elderly person needs to take medication with food three times a day.

You can decide:

* the gender of the person
* their food likes and dislikes
* any other relevant information.

## Part 1: Develop a food plan

Plan one day’s food and liquid to meet the nutritional needs of your elderly person. Think about the foods and nutrients that are particularly useful for someone whose body needs to:

* build and repair cells and muscle mass
* maintain its ability to heal
* maintain body fluids.

Other food factors that you may also need to consider in your plan are:

* constipation or digestion issues
* difficulty with chewing
* loss of smell and/or taste
* loss of or limited dexterity, for example using a knife and fork
* limited budget.

Use the format provided by your assessor/educator.

The assessor/educator may provide you with a selection of recipes from which to choose a main meal suitable for the elderly person. This selection will include some recipes that are suitable as well as some that may not meet all their requirements or may require adaptation. This is to enable you to demonstrate your knowledge by making an appropriate choice of food suitable for the elderly person. Alternatively, you can use a recipe (or recipes) of your own choice.

Make sure your plan:

* meets the specific needs of the elderly person
* applies recommendations from the *Food and Nutrition Guidelines* for elderly people
* includes a description of all of the meals, snacks, and liquids the elderly person will consume in one day
* states serving quantities or volumes of all planned food and liquid
* includes details of the main meal you will prepare, including cooking methods.

The main meal needs to include at least two processes and each process must include at least three techniques.

## Part 2: Prepare, cook and serve your planned main meal

Develop a logical order of work to follow as you prepare your meal.

Individually prepare, cook and serve the main meal that you planned.

Attach a copy of your chosen recipe/s and the logical order of work to your food plan.

## Part 3: Justify your food plan

Explain, using detailed examples, how the planned food and liquid follows the *Food and Nutrition Guidelines* for elderly people and meets their nutritional needs. You need to justify your choices. Consider:

* the total amount or volume of food and liquids included
* the type and variety of food and liquids included
* what and how much was served at the different eating occasions including snacks
* the preparation and cooking practices that were included
* what nutrients were provided, their function, and their relevance to the elderly person’s needs.

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Assessor/Educator Guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate their knowledge of the nutritional needs of an elderly person following a recent operation. The learner needs to comprehensively plan the food and liquid required for the individual for a full day and justify why they chose the food, liquid and preparation practices.

The main meal from the plan must be prepared and served.

# Conditions

Learners will work individually to complete the assessment. They can refer to sources of relevant information. However, make sure the learner processes and applies this material to the elderly person.

# Resource requirements

Provide a selection of your own recipes for learners to choose from, or encourage them to select an appropriate recipe of their own choice. Make sure that your recipes include some that are not suitable, so learners have the opportunity to demonstrate their knowledge by making an appropriate choice.

As well as the materials provided in this activity, learners need the following:

* Access to resources such as recipes.
* A format or template to help them plan food and liquid for the individual. Writing only a menu plan may limit their ability to provide the necessary detail. The format or template should enable the learner to include the following:
  + a detailed menu or description of each meal and snack including liquids
  + sections/columns to break the menu into the four food groups including detailed quantities or volumes of each food and liquid
  + a liquid column or section
  + a section for the ‘extras’ (high fat, salt and sugar foods)
  + a section for cooking methods.
* A range of ingredients.
* Access to appropriate facilities that allow them to prepare food safely and hygienically.
* A checklist that both learners and the assessor/educator can use to verify the *Food and Nutrition Guidelines* followed in the practical work.

Useful websites for nutrition information are:

[www.heartfoundation.org.nz](http://www.heartfoundation.org.nz)

[www.moh.govt.nz](http://www.moh.govt.nz)

[www.nutritionfoundation.org.nz](http://www.nutritionfoundation.org.nz)

# Additional information

None.

## Other possible contexts for this vocational pathway

Baker, café manager, chef, fast food manager, food and beverage manager, food counter assistant, short order cook could be responsible for preparing food and liquid for people with altered food needs.

# Assessment schedule: Home Economics 90956 – Square meals for seniors

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates knowledge of an individual’s nutritional needs by:   * planning food and liquid that meets the nutritional needs of an elderly person following a recent operation   For example:  The learner uses a recognised food classification model, e.g. the *Food and Nutrition Guidelines*, to plan the food and liquid intake. The food plan includes:   * + a description of all of the meals, snacks, and liquids for one day   + the serving quantities or volumes of all planned food and liquid.   The learner adjusts the number of serves for some of the food groups (from the *Food and Nutrition Guidelines*) to show how the energy and liquid requirements will be met.  *The food plan contains 6 serves of bread and cereals spread throughout the day – some wholegrain and some white bread – 1 slice of toast for breakfast with 1 poached egg along with 1 cup of tea.*   * preparing and serving food and liquid that meets the nutritional needs of the elderly person   For example:  The learner chooses a main meal from the plan including two processes that:   * + follows a logical work order to ensure maximum nutrient retention   + is not heavily salted   + uses low fat cooking methods.   An appropriate portion for an elderly person recovering from an operation is served, e.g. 1 c homemade vegetable soup with one slice bread and ½ c stewed apples with ½ c of low fat fruit yoghurt.  (Reasons for the food plan choices are not a requirement for Achievement.)  *The above expected learner responses are indicative only and relate to just part of what is expected.* | The learner demonstrates in-depth knowledge of an individual’s nutritional needs by:   * planning food and liquid that meets the nutritional needs of an elderly person following a recent operation   For example:  The learner uses a recognised food classification model, e.g. the *Food and Nutrition Guidelines*, to plan the food and liquid intake. The food plan includes:   * + a description of all of the meals, snacks, and liquids for one day   + the serving quantities or volumes of all planned food and liquid.   The learner adjusts the number of serves for some of the food groups (from the *Food and Nutrition Guidelines*) to show how the energy and liquid requirements will be met.  *The food plan contains 6 serves of bread and cereals spread throughout the day – some wholegrain and some white bread – 1 slice of toast for breakfast with 1 poached egg along with 1 cup of tea.*   * explaining how and why the chosen food and liquid in the food plan meet the elderly person’s nutritional needs   For example:  The learner links their reasons to a food classification model, such as *the Food and Nutrition Guidelines*, and the specific needs of the elderly person.  *The* Eating for Healthy Older People *explains that a normal person needs at least five servings of fruit and vegetables per day. I have included five servings but also considered fruit and vegetables that are high in antioxidants, iron for increasing energy levels through developing more red blood cells and calcium for strengthening bones.*   * preparing and serving food and liquid that meets the nutritional needs of the elderly person   For example:  The learner chooses a main meal from the plan including two processes that:   * + follows a logical work order to ensure maximum nutrient retention   + is not heavily salted   + uses low fat cooking methods.   An appropriate portion for an elderly person recovering from an operation is served, e.g. 1 c homemade vegetable soup with one slice bread and ½ c stewed apples with ½ c of low fat fruit yoghurt.  *The above expected learner responses are indicative only and relate to just part of what is expected.* | The learner demonstrates comprehensive knowledge of an individual’s nutritional needs by:   * planning food and liquid that meets the nutritional needs of an elderly person following a recent operation   For example:  The learner uses a recognised food classification model, e.g. the *Food and Nutrition Guidelines*, to plan the food and liquid intake. The food plan includes:   * + a description of all of the meals, snacks, and liquids for one day   + the serving quantities or volumes of all planned food and liquid.   The learner adjusts the number of serves for some of the food groups (from the *Food and Nutrition Guidelines*) to show how the energy and liquid requirements will be met.  *The food plan contains 6 serves of bread and cereals spread throughout the day – some wholegrain and some white bread – 1 slice of toast for breakfast with 1 poached egg along with 1 cup of tea.*   * explaining how and why the chosen food and liquid in the food plan meet the elderly person’s nutritional needs   For example:  The learner links their reasons to a food classification model, such as *the Food and Nutrition Guidelines*, and the specific needs of the elderly person.  *The* Eating for Healthy Older People *explains that a normal person needs at least five servings of fruit and vegetables per day. I have included five servings but also considered fruit and vegetables that are high in antioxidants, iron for increasing energy levels through developing more red blood cells and calcium for strengthening bones.*   * justifying why the chosen food, liquid and preparation practices meet the person’s nutritional needs   For example:  The learner links the food and liquid choices with the function of the nutrients and their relevance to the individual elderly person’s nutritional needs.  *I have included mainly water and herbal teas as drinks, because too much tea and coffee leads to dehydration, as the caffeine depletes body fluids. This also can lead to kidney and cardiac abnormalities which are particularly prevalent in older people. Older people often like to have lots of cups of tea, but too much caffeine can also cause confusion and disorientation*.   * preparing and serving food and liquid that meets the nutritional needs of the elderly person   For example:  The learner chooses a main meal from the plan including two processes that:   * + follows a logical work order to ensure maximum nutrient retention   + is not heavily salted   + uses low fat cooking methods.   An appropriate portion for an elderly person recovering from an operation is served, e.g. 1 c homemade vegetable soup with one slice bread and ½ c stewed apples with ½ c of low fat fruit yoghurt.  *The above expected learner responses are indicative only and relate to just part of what is expected.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.