

H5NN 04 (SCDHSC0213) — Provide Food and Drink to Promote Individuals' Health and Well-being

Overview

This standard identifies requirements when you provide food and drink for individuals who need support to eat and drink. This includes supporting individuals to communicate what they wish to eat and drink and preparing their selected food and drink. It also includes serving food and drink, supporting the individual to consume it and clearing away when they have finished.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

To **communicate** may include using the individual's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

Dietary requirements may be related to particular illnesses and conditions of the individual, for example, diabetes; the health needs of the individual, ie sufficient amounts of food and drink effectively balanced to sustain the health of the individual; the religious, cultural, social, psychological and spiritual needs of the individuals.

Food and drink may include, snacks, meals, hot drinks and cold drinks.

Guidelines for healthy eating may include reducing fat, salt and sugar content; increasing fibre.

The **individual** is the person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

To **prepare food** may include cooking, heating foods, opening food packages, handling raw food, peeling, washing, and placing pre-prepared food on plates.

Risks could be from incorrect preparation and storage of food and drink, infection and contamination; individuals who eat and drink items that they should not or a sudden and unexpected reaction to food and drink.

Specialist equipment may include specialist crockery, utensils and other aids and equipment.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 33 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Support individuals to identify what they will eat and drink

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the individual and key people to communicate the types of food and drink the individual prefers.	
2	Offer the individual information about food and drink options that will promote their health and wellbeing.	
3	Support the individual to choose food and drink that adhere to their care or support plan , that take account of their dietary requirements and preferences and of any religious, cultural and personal beliefs, and that are within the available resources.	
4	Support the individual to consider suitable alternatives where their initial preferences cannot be met.	
5	Work with the individual to resolve any problems about their choice of food and drink.	
6	Take appropriate action if there are concerns about the individual's diet.	

Prepare food and drink relevant to individuals' dietary needs and preferences

	Performance Criteria	Evidence Number where this criteria has been met
7	Ensure your own personal cleanliness and hygiene when preparing and serving food.	
8	Wash your hands and before, during and after handling food.	
9	Clean work surfaces, cooking utensils and equipment thoroughly before use.	
10	Prepare food in ways that make the food appetising to the individual.	
11	Prepare food in ways that meet safety requirements and minimise the risks of food-associated illness or infection.	
12	Prepare food in ways that follow guidelines for healthy eating , where these are in keeping with any specific dietary requirements of the individual.	
13	Follow work setting requirements for safe storage or disposal of any food and drink left over from preparation.	

Serve food and drink to individuals

14	Prepare the immediate environment to ensure that eating and drinking will be as enjoyable as possible to the individual.	
15	Provide any aids or specialist equipment the individual needs to enable them to eat and drink.	
16	Serve food and drink with the appropriate utensils, in a hygienic manner and in accordance with health and safety requirements.	
17	Present food attractively and in ways that meet the individual's preferences about quantity, temperature, consistency and appearance.	

Serve food and drink to individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Place food and drink within easy reach of the individual.	
19	Support the active participation of the individual in consuming their chosen food and drink.	
20	Support the individual to consume manageable quantities of food and drink and to eat and drink at their own pace.	
21	Support the individual to make themselves clean and tidy if food or drink is dropped or spilt.	
22	Ensure the individual has access to water or other appropriate fluids between meals.	

Clear away when individuals have finished eating and drinking

23	Check that the individual has finished eating and drinking before removing utensils and crockery.	
24	Where food and drink has not all been consumed, clarify with the individual the reasons for this.	
25	Take appropriate action if the individual appears to be still hungry or thirsty after they have finished eating and drinking, or if the reasons for leaving food and drink cause concern.	
26	Encourage the individual to wash their hands and make themselves clean and tidy at the end of the meal.	
27	Support the active participation of the individual in removing used utensils and crockery.	
28	Follow work setting requirements to dispose of stale and unusable left-over food.	
29	Clean work surfaces after use with appropriate cleaning materials.	

Clear away when individuals have finished eating and drinking (cont)

	Performance Criteria	Evidence Number where this criteria has been met
30	Clean and store cooking utensils and equipment correctly or return them for cleaning.	
31	Ensure your own cleanliness and hygiene after clearing away utensils, crockery and equipment.	
32	Where required, record accurately the individual's intake of food and drink.	
33	Complete records and reports on any issues or concerns about the individual and their eating and drinking, in accordance with work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 64 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
41	The effects of culture, religion, physical factors and psychological factors on the way that food should be prepared, presented and eaten.	
42	The signs of malnutrition and the risk factors that may lead to malnutrition.	
43	The importance of good hydration, the impact of dehydration on health and wellbeing and ways of promoting hydration.	
44	The signs of dehydration.	
45	The concept of a balanced diet, why this is important to good health and the relationship of this to particular individuals' needs.	
46	Why individuals may have special dietary requirements and the importance of following these.	
47	The impact of poor diet on health and wellbeing.	
48	The nutritional value of starchy foods, fruit, vegetables and pulses.	
49	The nutritional benefits of reducing the fat, sugar and salt content of dishes.	
50	Appropriate use of nutritional supplements and ways of increasing nutritional density through the use of fortification.	
51	How to read and interpret food labeling.	
52	How to select types, combinations and proportions of ingredients that will make up a healthy dish, including special diets.	
53	Risks that can arise from inappropriate preparation and storage of food and methods of minimising the risks.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
54	Techniques you can use to prepare ingredients in a healthier way that maximises its nutritional value.	
55	Cooking methods and techniques and the ingredients and dishes to which they are appropriate.	
56	Healthier flavourings that can be used as alternatives to salt and sugar.	
57	Methods of presenting food attractively and why this is important.	
58	The impact of ill-health upon the amount of food taken and ways of presenting food and drink to make it more appealing to those with reduced appetites.	
59	Signs and symptoms of adverse reactions that individuals may experience during and following eating and drinking.	
60	How to deal with sudden and unexpected difficulties with or reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions, and the importance of passing on such information to the appropriate people.	
61	The social value of eating and drinking.	
62	The importance of ensuring that individuals have the physical capacity to reach, handle and lift items of food and drink where they are not being assisted.	
63	Conflicts which might arise where individuals do not wish to eat and drink types of food and drink specified in their plan of care and how to deal with this.	
64	The importance of confirming that the individual has consumed sufficient food and drink to meet their nutritional requirements.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name		
Candidate's signature		
Date submitted to Assessor as complete		

Assessor's name		
Assessor's signature		
Date assessed complete		

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	