

H5NP 04 (SCDHSC0214) — Support Individuals to Eat and Drink

Overview

This standard identifies the requirements when you support individuals who require assistance to consume food and drink. This includes making your own preparations for supporting individuals to eat and drink and supporting the individuals to prepare for this themselves. It also includes supporting individuals at the time they consume food and drink and afterwards.

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.

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.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

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.

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.

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 25 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.

Make preparations to support individuals to eat and drink

	Performance Criteria	Evidence Number where this criteria has been met
1	Examine the care or support plan to confirm the individual's nutritional requirements and preferences.	
2	Work with the individual, key people and others to identify the level of support the individual requires and prefers when eating and drinking.	
3	Support the individual to communicate preferences for food and drink options, taking into account religious, cultural and dietary requirements and the individual's plan of care.	
4	Acquire any specialist equipment and protective coverings that are required to enable the individual to eat and drink.	
5	Prepare the environment so that it makes eating and drinking enjoyable and safe.	

Support individuals to prepare to eat and drink

	Performance Criteria	Evidence Number where this criteria has been met
6	Confirm with the individual, key people and others the support the individual needs to help them prepare to eat and drink.	
7	Prepare yourself to support the individual by washing your hands and putting on any protective items required.	
8	Work in ways that promote active participation when supporting the individual to prepare to eat and drink.	
9	Support the individual to meet their hygiene needs before eating and drinking, according to their personal beliefs and preferences.	
10	Support the individual to prepare to eat and drink in comfort and with dignity.	
11	Respond appropriately to questions and issues raised about the food and drink the individual is about to consume, their diet and any dietary needs and preferences.	
12	Take appropriate action when questions and issues are outside your competence.	

Support the individual to consume food and drink

	Performance Criteria	Evidence Number where this criteria has been met
13	Confirm with the individual, key people and others the level and type of support the individual requires to enable them to consume food and drink .	
14	Work in ways that promote active participation and social interaction when supporting the individual to consume food and drink.	
15	Provide support to enable the individual to eat and drink with comfort, respect and dignity, using appropriate utensils and any specialist equipment.	
16	Support the individual to consume their food and drink in manageable quantities and at their own pace.	
17	Support the individual to make themselves clean and tidy if food or drink is dropped or spilt.	
18	Take appropriate action if necessary where the individual is not eating and drinking or if they are having unexpected difficulties in doing so.	

Support individuals when they have finished eating and drinking

19	Confirm that the individual has finished eating and drinking.	
20	Where food and drink has not all been consumed, clarify with the individual the reasons for this.	
21	Take appropriate action if the reasons for leaving food and drink cause concern.	
22	Take appropriate action if the individual appears to be still hungry or thirsty after they have finished eating and drinking.	
23	Support the individual to make themselves clean and tidy when they have finished eating and drinking.	

Support individuals when they have finished eating and drinking (cont)

	Performance Criteria	Evidence Number where this criteria has been met
24	Where required, record accurately the individual's intake of food and drink.	
25	Report on any incidents, issues or concerns about the individual and the support provided for them to eat and drink, in accordance with work setting requirements and their plan of care.	

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 59 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 person as an individual.	
15	The prime importance of the interests and wellbeing of individuals.	
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	How your own values in relation to hygiene might differ from those of individuals and how to deal with this.	
42	The effects of personal beliefs and preferences (religious, cultural, etc) on the way that food should be prepared and eaten.	
43	The medical conditions and other factors affecting the individuals with whom you work and how these can affect their dietary requirements and support needs when eating and drinking.	
44	The signs of malnutrition and the risk factors that may lead to malnutrition.	
45	The importance of good hydration, the impact of dehydration on health and wellbeing and ways of promoting hydration.	
46	The signs of dehydration.	
47	Risks that can arise when helping individuals to eat and drink and ways of minimising these.	
48	Conflicts which might arise where individuals do not wish to eat and drink as specified in their plan of care and how to deal with this situation.	
49	The types of significant food safety hazards you are likely to come across when handling food and what may happen if these are not controlled.	
50	Hygiene precautions and the potential consequences of not following these.	
51	Different utensils that are available for individuals with different needs and disabilities and how these can be adapted and used.	
52	How to encourage individuals to eat and drink.	

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
53	The actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people.	
54	Why you should interact with individuals when helping them to eat and drink.	
55	Signs and symptoms of adverse reactions which individuals may experience prior to, during and following eating and drinking.	
56	How to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions.	
57	The social value of eating and drinking.	
57	The importance of confirming that the individual has consumed sufficient food and drink to meet their nutritional requirements, even if they appear to have finished what they wish to consume.	
59	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.	

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	